2013-2014 Charter of
The Accelerated School
A California Public Charter School
November 15, 2013

Part of
The Accelerated Schools
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AFFIRMATIONS AND ASSURANCES:

The Accelerated School (hereinafter TAS or The Accelerated School) shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations. EC 47605(d)(1)
- Not charge tuition. EC 47605(d)(1)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. EC 47605(d)(1)
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity. Preference shall be extended to pupils who currently attend the charter school and pupils who reside in the District. EC 47605(d)(2)(B)
- If a pupil is expelled or leaves the charter school without graduating or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. EC 47605(d)(3)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. EC 47605(c)(1)
- Consult on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs. EC 47605(c)(2)

NOTE: This charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each element or section. The charter includes a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the charter. To the extent that any inconsistency should exist between the DRL provisions contained within the body of the charter and the DRL contained in the addendum, the addendum shall control.
Charter Briefing Page

Organization Name
The Accelerated School (TAS)

Grades Served (Year 1 through Year 5)
K-8

Enrollment
The number of students enrolled from 2014-2019 will be 737

Location Address
The address of the Charter School is 4000 S. Main St. Los Angeles, CA 90037.
The phone number of the Charter School is (323) 235-6343.
The contact person for the Charter School is Johnathan Williams, Founder and CEO.

Facility Status/Location
The Accelerated School opened in 1994 and is one of three charters in the family of schools known as The Accelerated Schools (TAS). The chart below illustrates the structure. TAS shares the same facility on Main Street with Wallis Annenberg High School (WAHS) 9-12 and The W.M. Keck Early Learning Center (Pre-K).

Prop. 39 – Application Submitted? No

Does the location meet Board Policy? Yes,

Board of Trustees for 2014-2015

1. Eric C. Johnson, President
   Victex Inc./Crail-Johnson Foundation
2. Dr. Simeon P. Slovacek, Vice President
   Charter College of Education, CSULA
3. Michael J. López, Treasurer
   Booz / Allen / Hamilton
4. Peter B. Morrison
   Skadden, Arps, Slate, Meagher & Flom LLP
5. Dr. Juli P. Quinn
   President, FREEducation, LLC
6. Leonard Rabinowitz
   StudioCL
7. Alma A. Rodriguez
   TAS Parent Representative
8. John W. Ward
   Wells Fargo & Company
Description of Mission & Vision
TAS will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. TAS will graduate students who are prepared to succeed in rigorous college preparatory high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

Source/Core of Money
The Accelerated Schools (TAS) are nonprofit organizations. TAS schools receive federal and state funds for specific purposes that are either unrestricted funds or are subject to review and audit by the grantor agencies.

Senior Management
Johnathan Williams – Founder & Chief Executive Officer
David Borovay – Chief Financial Officer
Francis Reading – Director of Student Accountability
Lenita Lugo – Principal

Has your charter applied to any other jurisdiction for approval? No, we have not applied for a charter in any other jurisdiction.

Are there any sister charters? Yes
Accelerated Charter Elementary School (K-6)
Wallis Annenberg HS (9-12)
ELEMENT 1: EDUCATIONAL PROGRAM

“A description of the educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” Cal. Ed. Code 47605(b)(5)(A)(i).

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals.” Cal. Ed. Code 47605(b)(5)(A)(ii)

General Information

- The contact person for The Accelerated School is Johnathan Williams, Founder and CEO.
- The contact address for The Accelerated School is 4000 S. Main St. Los Angeles, CA 90037.
- The contact phone number for The Accelerated School is (323) 235-6343.
- The proposed address or target community of The Accelerated School is 4000 S. Main St. Los Angeles, CA 90037, which is located in Los Angeles Unified School District
- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration is K-8
- The number of students in the first year will be 737
- The grade levels of the students the first year will be K-8
- The scheduled opening date of The Accelerated School is: The Charter School’s first day of school for the 2014-2015 school year will tentatively be August 18, 2014.
- The admission requirements include: see Element 8.
- The enrollment capacity is 737. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).
- The type of instructional calendar will be traditional
- Academic start/end date: August 18, 2014 - June 5, 2015
- The bell schedule for the Charter School will be: 8:00 a.m. – 3:00 p.m. (included in Element 1)
- If space is available, traveling students will have the option to attend.

Local Control and Accountability Plan

The Accelerated School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that The Accelerated School submit a Local Control and Accountability Plan (LCAP) to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1, 2014. In accordance with California Education Code 47604.33 and 47606.5, The Accelerated School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template to be adopted by the State Board of Education. The Accelerated School shall submit its annual update to the Charter Schools Division on or before July 1 of each applicable year, beginning in 2015. The Accelerated School shall comply with all requirements of Education Code 47606.5, including but not limited to the requirement that The Accelerated School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” 47606.5(e).
COMMUNITY NEED FOR CHARTER SCHOOL

TAS is eligible for renewal based on meeting one of the four criteria (a charter school only needs to satisfy one of the criteria):  

Criteria 1: Attained the school's API growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years both schoolwide and for all groups of pupils served by the charter school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Base API</th>
<th>Target</th>
<th>Growth API</th>
<th>Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>775</td>
<td>5</td>
<td>746</td>
<td>-29</td>
</tr>
<tr>
<td>2011-12</td>
<td>746</td>
<td>5</td>
<td>763</td>
<td>17</td>
</tr>
<tr>
<td>2012-13</td>
<td>767</td>
<td>5</td>
<td>773</td>
<td>6</td>
</tr>
<tr>
<td>Aggregate Growth</td>
<td>15</td>
<td></td>
<td>-6</td>
<td></td>
</tr>
</tbody>
</table>

Criteria 2 & 3: Ranked 4 to 10 on the API statewide or similar schools rank in the prior year or in two of the last three years.

<table>
<thead>
<tr>
<th>Year</th>
<th>API State Rank</th>
<th>Similar Schools Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>2012</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>2013</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Criteria 4: LAUSD determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of pupil population served at the charter school.

<table>
<thead>
<tr>
<th></th>
<th>2011 Base API</th>
<th>2012 Growth API</th>
<th>11-12 Change</th>
<th>2012 Base API</th>
<th>2013 Growth API</th>
<th>12-13 Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accelerated School</td>
<td>746</td>
<td>763</td>
<td>17</td>
<td>767</td>
<td>773</td>
<td>6</td>
</tr>
<tr>
<td>CDE Similar Schools Median</td>
<td>769</td>
<td>764</td>
<td>-5</td>
<td>764</td>
<td>763</td>
<td>-1</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>615</td>
<td>636</td>
<td>21</td>
<td>639</td>
<td>673</td>
<td>34</td>
</tr>
<tr>
<td>Comparison Schools Median</td>
<td>754</td>
<td>746</td>
<td>-8</td>
<td>744</td>
<td>750</td>
<td>6</td>
</tr>
</tbody>
</table>

TAS’ growth in its API has demonstrated achievement equivalent to that of similar and achievement beyond that of resident and comparison schools where our students would have attended school.
We are outperforming similar, resident and comparison school in achievement in our ELA CST percent proficient and advanced results this last 2012 - 2013 school year. We are similar in achievement in our CST Math percent proficient and advanced results this last 2012 - 2013 school year.

TAS is strong in the percentage of criterion met and performed well above similar, resident and comparison schools in both 2012 and in 2013. However, TAS is in Program Improvement and we recognize that strengthening our English Language Learners performance and the performance of our Students With disabilities on the ELA & Math CST/Common Core standards test is an instructional and monitoring focus for our school.

Since the 2010-2011 school year, TAS has continued to raise student achievement as measured by our CST, API, and AYP data. TAS has outperformed similar, resident and comparison schools in achievement in our ELA percent proficient state test scores last year and our API score continues to improve each year. This academic success could not be accomplished without a sound instructional program.

The 2010-11 school year showed negative API growth. Since then, there has been a tremendous amount of change for our school community. Normally, do not have a high teacher turnover, but due to the loss in growth, we restructured our 6th-8th program. We did not renew the middle school teachers from the 2010-11 school year and we changed the middle school program to consist of Humanities and STEM teachers. Our teachers take great pride in the daily work they do with our students and parents and there is now a strong positive school culture.
As a result of the API drop in 2011, TAS has taken a serious look at what needed to change this year to ensure that all students are successful and make academic gains. The response, not only of TAS, but of the whole TAS community of schools was to enhance the accountability of administrators and teachers by implementing the OARS (Online Assessment Reporting System) program. Continuous data analysis and data talks are an essential key to successful student academic outcomes. Our plan of continuously setting goals, assessing students, analyzing the results, and designing action plans with instructional adjustments and strategies based on students’ needs is a key component to reaching the expected academic growth. Teachers were a part of developing and continue to choose and develop standards-based assessments needed to measure student growth. Both the administrator and teachers are being held accountable by using the academic growth of the students as a measurement of their effectiveness and as a part of their yearly evaluation.

Our OARS (Online Assessment Reporting Plan) implementation plan is included as part of our charter renewal petition in Appendix K.

### Reclassification of English Language Learners with Comparison Schools’ Median

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<tr>
<th></th>
<th>2011-12 #EL</th>
<th>2012-13 # Reclassified</th>
<th>2012-13 Reclassification Rate</th>
<th>Change from prior Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accelerated School</td>
<td>323</td>
<td>19</td>
<td>5.9%</td>
<td>-3.4%</td>
</tr>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>287</td>
<td>34</td>
<td>12.1%</td>
<td>-5.2%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>358</td>
<td>31</td>
<td>8.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td>433</td>
<td>35</td>
<td>8.1%</td>
<td>-8.5%</td>
</tr>
<tr>
<td>District</td>
<td>180,618</td>
<td>24,697</td>
<td>13.7%</td>
<td>-1.7%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2011-12 #EL</th>
<th>2011-12 # Reclassified</th>
<th>2011-12 Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accelerated School</td>
<td>303</td>
<td>28</td>
<td>9.2%</td>
</tr>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>316</td>
<td>59</td>
<td>17.2%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>488</td>
<td>60</td>
<td>8.1%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td>488</td>
<td>86</td>
<td>16.6%</td>
</tr>
<tr>
<td>District</td>
<td>194,904</td>
<td>29,956</td>
<td>15.4%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>2010-10 #EL</th>
<th>2010-11 # Reclassified</th>
<th>2010-11 Reclassification Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Accelerated School</td>
<td>262</td>
<td>43</td>
<td>16.4%</td>
</tr>
<tr>
<td>LAUSD Similar Schools from CDE Median</td>
<td>368</td>
<td>48</td>
<td>11.5%</td>
</tr>
<tr>
<td>Resident Schools Median</td>
<td>484</td>
<td>63</td>
<td>9.4%</td>
</tr>
<tr>
<td>Comparison Schools in Charter Median</td>
<td>484</td>
<td>53</td>
<td>13.2%</td>
</tr>
<tr>
<td>District</td>
<td>205,312</td>
<td>26,080</td>
<td>12.7%</td>
</tr>
</tbody>
</table>
While reclassification rates have decreased each year, English Language Learners have consistently increased their percent proficient on the CST in ELA. As a means to increase the academic performance of our ELL’s, TAS has identified areas for growth and improvement through the ELSSA (English Learner Subgroup Self-Assessment) in collaboration with The Accelerated School Consortium members (Accelerated Elementary Charter School and Wallis Annenberg High School) and with the support of LACOE’s (Los Angeles County Office of Education) Title III Lead in the Region 11 multi-assessment as well as our English Learner Master Plan.

**CELDT**

The Accelerated School is working diligently to redesignate English Language Learners out of the English Language Development Program. The CDE, from 2010 to 2013, identifies the following data points for TAS - In 2010-11 school year there were 303 students who were designated EL Learners, in 2011-12 the EL population grew to 323. The API of EL learners grew from 707 in 2011 to 747 in 2012, a growth of 40 API points however in 2013 there was an increase of 3 API points, but the target growth was not met. Given the demographic that surrounds TAS, it is expected that as we continue to enroll new students, we will continue to have an English Learner population and as a result, EL students will be a statistically significant subgroup at TAS.

Our ELs are achieving at rates comparable to resident schools however this is not acceptable academic achievement for them in order to meet the vision of TAS. For our AMAO 1 in 2012, 56% of our ELs achieved growth of at least one CELDT level, or who are at the Early Advanced or Advanced CELDT levels that are not English Proficient (i.e. one or more areas below Intermediate) advanced to English Proficiency or who are English Proficient maintained that level.

For the last two school years we have implemented the use of ELD Portfolios to monitor the mastery of ELD standards. Teachers have and will continue to receive professional development on the effective use of ELD portfolios and they are being provided with time for articulation meetings with other
Teachers and administrators to monitor the use of these portfolios at least 3 times/year. Teachers and administrators are able to identify standards that students are not meeting and plan for additional strategies and interventions for ELLs. This year interventions were provided at the start of the school year by teachers and the ELD Professional Learning Community Committee in preparation of the annual CELDT with growth seen in many grade levels.

An increased focus will be placed on the 50% of elementary EL students and the 23.1% of middle school EL students currently scoring at the Intermediate level in an effort to provide the necessary English language skills required to move up to English language proficiency as this is where our students are stalling. This will allow for more students to meet the criteria for reclassification.

**Students with Disabilities At or Above Proficient on CST**

<table>
<thead>
<tr>
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<th>2012-13 CST Comparison</th>
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<tbody>
<tr>
<td></td>
<td>English Language Arts</td>
</tr>
<tr>
<td></td>
<td>Proficient &amp; Advanced</td>
</tr>
<tr>
<td>The Accelerated School</td>
<td>26.1%</td>
</tr>
<tr>
<td>CDE Similar School - Trinity</td>
<td>48%</td>
</tr>
<tr>
<td>Resident School - Lizarraga</td>
<td>22.2%</td>
</tr>
<tr>
<td>Comparison School – W. Vernon Ave.</td>
<td>17.3%</td>
</tr>
</tbody>
</table>

Our students with disabilities are performing similar to that of our resident schools and are performing higher than that of our comparison schools in ELA. However, in Math we are performing significantly below that of our similar, resident and comparison schools. Math has been an area of focus for our school and will continue to be an area that our program will improve upon. Thus far, we have created math intervention courses, we are providing math support before and after school and we are implementing Khan Academy to provide students with additional math practice.

**Improvement plan to raise academic achievement:**
Challenges that TAS is facing lies in meeting the needs of all students at a time when we are striving to ensure consistency of standards-based classroom instruction. Teachers have and are continuing to learn strategies and supports to address the various student needs. These supports include before and after school tutoring, in-class interventions during small group instruction time, Project GLAD, parent meetings/workshops, and alignment with the afterschool programs at the school site.

To ensure the implementation of a rigorous, standards-based, and data-driven instructional program at TAS, the leadership uses “collective commitments”, formerly known as non-negotiables, that are explicit and agreed upon expectations for teachers for planning, implementation of the Common Core State Standards, ELD portfolio’s, daily instruction, classroom management and environment, as well as common data/assessments to monitor students’ progress and instruction. Some of the “Collective Commitments” include, but are not limited to:

1. **Data Analysis**: State Tests, District and Unit assessments, weekly and bi-monthly assessments, target students, data-driven instruction using OARS (Online Assessment Reporting System), weekly strategy/action plans, data shared with parents and students, differentiated instruction based on student data and progress
2. **Intervention**: Additional 45-60 minute ELD block placing students in homogenous groups using CELDT, CST, fluency, and reading comprehension assessments & providing modified lessons based on students’ needs; before/after-school tutoring; Saturday school for FBB/BB/B students

3. **Staff collaboration**: 90 minutes for weekly grade level planning and data analysis meetings (Monday), 45 minutes of planning time each week, regular and ongoing communication between TAS teaching staff, administrative staff and the coordinators of our two afterschool programs - ASES (After School Education and Safety program) and YPI (Youth Policy Institute) - to ensure appropriate and relevant support is being provided during afterschool homework support time/study hall and to ensure that the activities and classes being offered in the afterschool programs are in alignment with our schoolwide goals and instructional expectations, ongoing professional development for all staff to effectively work with struggling students in language arts and math and provide strong support; Student Success Team meetings; data articulation meetings with teachers and administrators; positive school culture; Professional Learning Communities

4. **High expectations for all students & accountability**: College driven, staff accountability, TAS/ASES classroom expectations, standards-based lessons, standards & objectives posted, classroom visits and feedback, effective use of instructional minutes, “no excuses” culture

5. **Leadership**: strong administrator visibility and support (walk-throughs and feedback/coaching); clear vision and staff norms; personal connections with staff, parents and students; team building and culture of trust; staff data meetings and dialogue through use of protocols; Professional Learning Communities

**Goals for English Learners:**

**Goal #1: Implementation**
TAS EL plan will be implemented during the 2013-2014 academic year. TAS will show evidence of academic achievement and the acquisition of English for EL students as measured by CELDT, State tests, curricular and local assessments.

**Goal #2: Reclassify English learners at a rate equal to or higher than LAUSD, Similar Schools and Resident Schools**
Reclassify English Learners who meet established criteria; establish follow-up procedures to monitor and support reclassified fluent English proficient students (R-FEPs) as well as assure all ELs show yearly progress towards meeting the criteria to become English proficient.

**Goal #3: Staff development and appropriate Instruction**
Ensure that students, including Special Education, receive appropriate instruction and assist staff in the implementation of EL teaching strategies through a staff development plan based on identified student needs with differentiated instructional strategies. Ensure all teachers are CLAD/BCLAD trained and certified.

**Goal #4: Parent Involvement**
Parents will be afforded workshops as a means to gain increased knowledge of language and policies related to the support of ELs as well as opportunities and strategies to assist in their own language development and those of their children. Continue to implement an English Learner Advisory Committee (ELAC) to ensure that parents have a voice as to the types of workshops provided and to monitor implementation.
Goal #5: Monitoring Plan & Staff development
Develop a monitoring evaluation plan for determining program effectiveness for English Learners; monitor growth and use data to improve programs (ELD portfolios, CELDT, CST, district and local assessments) including the use of OARS (Online Assessment Reporting System).

Professional Development:
Additionally, the faculty at TAS views staff development days as an opportunity to discuss student progress and collectively make instructional decisions. Assessment data gathered provokes self-reflection and modifications to the professional development plan.

Areas of PD identified by administrator and teachers to support students’ academic achievement especially for ELs:
- Project GLAD (Guided Language Acquisition Design) which is a model of professional
- Narrative, and opinion pieces; development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills
- Thinking Maps® - all teachers have been trained
- Guided Reading - creates a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches
- Writing – use of the writing lessons in Imagine It!, and supplement as needed to provide research-validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal
- enVision Math – additional PD opportunities including classroom visits/lesson modeling by consultant; creation of periodic benchmark assessments in addition to weekly/unit assessments currently being implemented
- Principal - LACOE Common Core State Standards; District level trainings
- Teachers - LACOE Common Core State Standards; District level trainings

Whenever possible the day program staff and ASES/YPI (After School Programs) staff will collaborate as well as participate in PD to ensure the academic achievement and appropriate social development of its students. Areas to collaborate include: communication styles and effective communication, math and language arts instruction and strategies, physical education, music, art, science, and technology.

To successfully provide students with quality instruction in the elementary system and prepare them for middle school, TAS will:

1. Apply guiding principles and values to create and sustain a highly supportive educational environment that provides students, parents, and community with high expectations of personal achievement and active learning experiences.
2. Monitor all students, including English learners, to assure academic proficiency on the CST by 5th grade.
3. Monitor and promote a healthy school culture to maximize student learning, staff satisfaction, parent engagement, community support.
TAS has notably been successful in creating a welcoming and safe school environment for the majority of our students and families. Many parents choose our school due to the instructional programs and the safety and security that are provided to all students and staff. As our school continues to strive for excellence, we will ensure that students and parents have strong relationships with our staff and open communication to help all students achieve academically and socially. The staff nurtures our students’ voices to build a sense of belonging and agency in fulfillment of our school charter.

Positive school environment
A growing body of research shows that school climate strongly influences students’ motivation to learn and improve academic achievement. When school members feel safe, valued, cared for, respected, and engaged, learning increases. Schools that provide students with support to meet these basic needs allow them to grow socially and emotionally and avoid problems ranging from emotional distress to drug use to violence— in addition to helping them achieve academically.

(http://www.cde.ca.gov/ls/ss/se/schoolclimate.asp)

As a staff we wanted to grow a group of students in the “TAS way” which is to say a strong positive school environment where students have a voice and are able to resolve conflicts appropriately and independently by 8th grade. As a K-8 school, our suspension rates are low and demonstrate the success we have had. Teachers, administrators, supervision staff, and students work at resolving problems using our Positive Behavior School plan which is modeled after the discipline policy LAUSD espouses and that is central to the TAS vision as part of The Accelerated Schools.

Parent and community involvement
We hold bi-monthly parent meetings, bi-monthly Evening with the Principal meetings, as well as various parent workshops (CST, CELDT, literacy, math, nutrition, Transitional Kindergarten, ELs, etc.), School Based Council and English Learner Advisory Committee meetings. We provide opportunities for students to demonstrate their talents at our annual TAS Talent Show and through our annual Martin Luther King (MLK) writing contest. Parents are asked to actively participate in their children’s education by volunteering 30 hours a year in multiple ways: classroom, cafeteria and playground support, helping to ensure a clean campus, put materials together at home to support teachers, etc.).

Meeting the needs of a Diverse Student Population
Community partnerships include:
- Shields for Families - Student and Family Counseling services - MOU
- Mentoring – Teachers and administrators provide support to students through our mentoring program
- Parent classes – PIQE – Parent Institute for Quality Education
- Colbourn School – school site performance for grades 3-5
- Troy Camp – inspires kids to pursue higher education and grow as individuals
- Network for a Healthy California – Harvest of the Month and parent workshops

Holiday policy
--We have an ethical responsibility to our families to respect the dignity of each family and its culture, language, customs and beliefs. We also respect families’ childrearing values and their right to make decisions for their children. – (National Association of Education of Young Children code of Ethical Conduct)

At TAS we believe that we do not have the right to impose personal holiday customs and traditions, religious or otherwise, on children and their families. Due to this belief, observance of holidays at TAS are done through
sharing that originates from our community. Realizing that celebrations are important to the community’s culture, we invite families to present the traditions that they celebrate at school.

What innovative elements of your charter could be considered “best practices” and replicated by other schools?

According to the research of Newmann and Wehlage (1995),

“If schools want to enhance their organizational capacity to boost student learning, they should work on building a professional community that is characterized by shared purpose, collaborative activity, and collective responsibility among staff.” (p.37)

In 2009, The Accelerated School implemented the use of Professional Learning Communities (PLCs) in an effort to shift from a top down administrative approach to a proactive, inclusive, and collaborative professional environment. Two committees were formed, consisting of three teachers and one administrator per team. The purpose of the PLC’s was to allow discussions between administrators and teachers and to open up the decision making processes regarding staff development, curriculum, and student intervention/data to the teaching staff. Due to the success of the initial PLC model, the school increased the amount of teacher participation and committee types the following year. This was done in an effort to respond to the needs of the students, staff and school community as a whole, and this was all reflected in the Single School Plan.

The committees have changed over time, based on priorities and school-wide goals. There are currently five TAS school site committees (e.g., Leadership, Projects and Events, Data and Technology, English Language Development, and Sunshine) with full participation by teachers and administrators. Each year, descriptions of the committees are created or revised and provided to staff members. All teachers are encouraged to sign up and to prioritize their committee choices by rating them 1-3, 1 being their first choice and so on. Once the teachers submit their selection sheets, administrators meet with each teacher individually to interview and discuss their rationale for their committee preferences. Although each teacher is selected to be a part of a specific PLC, all teachers are welcome to participate in any committee as a guest. Once committees are formed, members create norms that include agreements regarding the process by which information and decisions will be shared with all staff members.

Currently at TAS, PLCs empower teachers to implement/design special events, to participate in and provide professional development, to take ownership for and maintain focus on the school-wide instructional goals and to address any immediate school-wide needs. The PLC structure has embedded itself into our school culture to the point where teachers are more influential stakeholders at the school site.

TAS will continue to foster a PLC culture, as research shows that: Strong professional learning communities produce schools that are engines of hope and achievement for students. . . . There is nothing more important for education in the decades ahead than educating and supporting leaders in the commitments, understandings, and skills necessary to grow such schools where a focus on effort-based ability is the norm.

(Saphier, 2005, p.111)

The Accelerated School is also moving towards the implementation of Project-Based Learning (PBL). Good teachers have always used projects as a supplement to their regular course of instruction. The project-based learning approach creates a "constructivist" learning environment in which students construct their own knowledge. Whereas in the "traditional" model, where the teacher was the task master – project based learning allows the teacher to move into the role of a facilitator. In PBL, learning is contextual, creative, and shared. Students collaborate on meaningful projects that require critical thinking, creativity, and communication in order for them to answer challenging questions or solve complex problems. By making learning relevant to them in this way, students see a purpose for mastering state-required skills and content concepts.

Students aren’t just assessed on their understanding of academic content, but on their ability to successfully apply that content when solving authentic problems. Through this process, project based learning gives students the opportunity to develop the real life skills required for success in today’s world.
STUDENT POPULATION TO BE SERVED

TAS is located in one of the densest areas in Los Angeles with a population of 103,892 within 4.29 square miles, averaging 24,239 persons per a square mile. Based on data from the U.S. Census Bureau website, evidence of economic distress abounds: gang activity, active drug dealing, significant numbers of single parent households, lack of affordable housing, and abandoned businesses. Set within an urban empowerment zone just south of downtown Los Angeles, the unemployment rate is 9.1%. The 2010 census data for people living in the zip code 90037 states that there are 10% African American, 89.4% Hispanic and .3% mixed race inhabitants. The majority of the families are considered “working poor” by most standards, with 41.6% of households earning less than $20,000 and less annually and 76% of the community speaks a language other than English at home. The economy relies heavily on low wage industry and service jobs. Nearly half of the residents receive some form of public assistance (Calworks-27%/General Relief-8%) and 74.2% have less than a high school education. TAS will have an expectation of high levels of student achievement for all students and will implement curriculum that meaningfully engages students in their learning. TAS will help address these challenges by preparing its graduates to transcend the obstacles of the environment through the attainment of the academic skills necessary for success in high school, college, and beyond.

TAS’s current student population is 86% Latino, 12% African-American, 1% American Indian, and 1% White. Our 2013-14 applications indicate that 97.27% of the students are eligible for free or reduced price meals. TAS’ 2012 statewide rank is 3 and the 2012 similar schools ranking is 6. TAS had 532 valid scores in 2012-13. Surrounding local public schools, with their statewide and similar school API rank are: Trinity Street ES (2,4), Wadsworth ES (1,2), West Vernon ES (2,5), and Lizarraga ES (3,7).²

When TAS opened its doors in the Fall semester of 1994 as a K-4 school – receiving the last of the initial 10 charters authorized by LAUSD, we began with just 50 students. Subsequently, the school continued to add one grade level per year until it reached 8th grade. In the last 2 years, TAS has increased enrollment at the K-3 grade levels from 20:1 to 24:1 and at the 4-8 grade levels from 30:1 to 35:1. TAS plans on adding additional students to the 4th and 5th grade levels, taking class sizes to 36:1 beginning with the 2014-15 school year. The chart below displays the expected annual student enrollment.

### 5 Year Projected Student Enrollment

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1. 2010 census data (factfinder.census.gov)
2. 2012-13 Accountability Progress Reporting (www.cde.ca.gov)
## DEMOGRAPHIC & PERFORMANCE INFORMATION
### (Surrounding Schools Data)
Information obtained from CDE 2012-13 Accountability Progress Reporting (APR)

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<th>% of English Learners</th>
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<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
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## GOALS and PHILOSOPHY

### Vision and Mission
The Accelerated School (also referred to herein, as "TAS" or "charter school") will be a national model for public/private partnerships that comprehensively serves the needs of its students in preparation for them to take their rightful place as confident and courageous citizens eager to achieve and contribute to a global society. TAS will graduate students who are prepared to succeed in rigorous college preparatory high schools so that upon high school graduation each student will be prepared to succeed in the university of his/her choice; will enter the workplace as an informed and productive employee, entrepreneur, and community leader; and will act as a responsible citizen.

### Guiding Principles and Values
The Accelerated Schools Model, developed by the National Center of the Accelerated Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. The guiding principles and values, described below, are applied at
TAS to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences.

**Three Central Principles**
1. *Unity of Purpose* refers to a striving among parents, teachers, support staff, students, administrators, the district, and the local community toward a common set of goals for the school that become the focal point of everyone’s efforts.
2. *Empowerment Coupled with Responsibility* refers to the ability of all participants in a school community to (1) make important educational decisions, (2) share responsibility for implementing those decisions, and (3) share responsibility for the outcomes of those decisions.
3. *Building on Strengths* refers to sharing and utilizing all of the human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

**Values of Accelerated Schools**
1. Equity: All students can learn and have an equal right to a high-quality education.
2. Participation: Everyone participates in the decision making process and the creation of powerful learning experiences.
3. Communication and collaboration: All members of the school community work together and share ideas. The entire school community collaboratively works toward a shared purpose by learning from each other’s experiences.
4. Community Spirit: School staff, parents, students, district office representatives, and the local community are all part of the school community. When they succeed, they do so together, because they've built strong connections with each other—all in the service of the children.
5. Reflection: The entire school community continuously scrutinizes the world of the school and addresses challenges to school improvement.
6. Experimentation and discovery: All staff, parents, and students explore, design, and implement experimental programs after communicating about and reflecting on the school’s challenges and participating in discovery exercises.
7. Trust: The entire school community establishes a foundation of trust based on the faith, support, and development of each individual’s strengths.
8. Risk Taking: All parties are encouraged to be entrepreneurial in their efforts.
9. School as center of expertise: The members of the school community recognize that they possess the vision and the talent they need to make their dreams a reality. The school is a professional community with the expertise to create the best programs for its children, staff, and parents.

**Purpose in Accordance with Charter Legislation and LAUSD Charter Policy**
Preparing students for success in college through their mastery of state content standards and the state-adopted Common Core standards is the primary goal of TAS. Other goals include providing students better educational opportunities than what is currently available in this section of the city; providing
additional student seats in an impacted area; training local educators in the use of effective teaching practices; and encouraging innovation in other public schools that serve educationally disadvantaged students.

In accordance with the intent of California charter school legislation, TAS will also:

- Improve pupil learning;
- Increase learning opportunities for all pupils with emphasis on enriched and expanded learning experiences for students who are identified as academically low achieving;
- Encourage and provide opportunities for teachers to apply new ideas in the classroom and reflect on the results to foster continuous improvement of practices);
- Create new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site;
- Provide parents and students with expanded choices in the types of educational opportunities, which are available within the public school system;
- Hold the school accountable for meeting measurable student outcomes.

**An Educated Citizen in the 21st Century**

An educated citizen participates constructively in society. S/he demonstrates knowledge and appreciation for the arts, diverse cultures, literature, history, social sciences, mathematics, science, technology, and career ethics. Skills in reading, writing, speaking, and listening have been acquired. Quantitative reasoning, logic, problem solving, research, and independent study have been integral parts of this person's educational background. S/he values friendship, responsibility, cultural diversity, and respect for self and others. This person has a broad knowledge base and has acquired skills that prepare him or her to enter the economic mainstream. S/he works cooperatively to achieve constructive answers to difficult questions for the benefit of society. S/he has acquired an acute awareness of global diversity and his responsibility to the global community. S/he sees himself/herself as an integral member of this diverse community.

**Instructional Approach**

Based on the Accelerated Schools Model, TAS will support each student to accelerate their progress and achieve at high levels through quality first instruction and powerful learning. Powerful learning depends on a rigorous standards-based curriculum that is interdisciplinary and thematic, where learning is related to the personal experience of the students and calls for higher order thinking skills. The Powerful Learning Framework consists of five components that are incorporated into powerful learning strategies: Authentic, Interactive, Learner-Centered, Inclusive, and Continuous. Authentic learning allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner. Students bring to the classroom their own experiences, knowledge, beliefs, and curiosities. Authentic learning provides a means of bridging those elements with classroom learning. Students no longer simply learn rote facts in abstract or artificial situations, but they experience and use information in ways that are grounded in the world they live. The true power of authentic learning is the ability to actively involve students and touch their intrinsic motivation.

The Accelerated Schools Project was launched at Stanford University by Dr. Henry Levin as a comprehensive approach to school change, designed to improve schooling for children in at-risk
communities. During his research, Dr. Levin was perplexed by the practice of “remediating” certain students, despite the fact that it rarely helped them make it into the educational mainstream. Struck by the inequity of this system, he proposed a new kind of school, where staff, parents, students, district office representatives, and local community members would work together to accelerate learning by providing all students with the challenging activities that have traditionally been reserved for students identified as gifted and talented. His viewpoint was that children caught in at-risk situations have exactly the same characteristics and potential of all children, including curiosity, desire to learn, imagination, and need for love, support, and affirmation. There is substantial research supporting this model: Texas Study of the High School Redesign and Restructuring Grant Program Interim Report, (January 2007) Prepared for Texas Education Agency by Resources for Learning; American Institutes for Research-AIR (2006) Summary of Finding from the National Longitudinal Evaluation of Comprehensive School Reform; The Education Alliance at Brown University (2005) Implementing for Success: An Analysis of Five CSR Models Accelerated School Summary; Manpower Development Research Corporation-MDRC, (2001) Evaluating the Accelerated Schools Approach.

TAS’s instructional program is in alignment with the California State Standards (CSS), will be developed to align with the Common Core State Standards (CCSS) and TAS’s standards, assessment, and accountability system, which goes well beyond State assessments as detailed in Element 2. Teachers and administration will design the curriculum program based on a shared understanding of what is important for students to achieve at high levels, with an emphasis on the content and performance embedded in each standard.

TAS faculty believes that the ideal curriculum encompasses:
- Areas for interdisciplinary and/or integrated curriculum;
- Descriptions of acceptable and exemplary performance based on Common Core State Standards that will inform creation of rubrics;
- A process where students will take projects to an audience beyond the classroom with outside organizations to demonstrate content mastery and engage the school community (e.g. Global Energy - Southern California Gas Company);
- Major themes and skills to explore, develop and assess in connection to our ELA curricular program Imagine It! 2009 (McGraw Hill/SRA);
- A plan for ongoing assessments in and across discipline areas, including a criterion-referenced test for the core subjects;
- Additional resources and expertise needed to provide high quality learning opportunities (Musical Encounter Presentations, Colburn School of Music Summer Encounter, USC Troy Camp, Career Day Guest Speakers, Robey Theater Company, Hitachi, curriculum experts to support teachers’ instruction, parent and community members, special assemblies provided by parents and community members or organizations);
- Performance based assessments to ensure that there is depth of learning beyond the basic coverage of material.

**How Learning Best Occurs**
Guided by the understanding of the student population and building upon the success of The Accelerated Schools, TAS staff will utilize research-based educational approaches that:
- Create an environment of connectedness where all students feel they belong;

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3 Process of Developing Understanding: Protocol for Reflection & Analysis (www.nsrfharmony.org)
• Create an environment that is student-centered and focused on meeting the needs of the students;
• Provide differentiated instruction where teachers work with a group of students to allow for individualized instruction based on students’ strengths and areas of need derived from informal and formal assessments;
• Provide opportunities for teachers to collaborate and participate in the shared-decision making process through Professional Learning Community committee’s;
• Use an interdisciplinary approach to teaching and learning where the relationships across subject matter content areas are made explicit;
• Allow time for teachers to collaborate on curriculum, instruction, and assessment, as well as the progress of their students during Curriculum Institute Week before the start of school each year; Provide Pupil Free Days designated for professional development;
• Provide weekly professional development and opportunities for grade level and department level collaboration;
• Provide opportunities for teachers and administrators to collaboratively analyze and discuss data related to student outcomes in an effort to monitor progress, identify the need for intervention and additional professional development;
• Provide open dialogue and communication between teachers and administration to identify individual and collective (grade level/department) professional development needs (on-site or off-campus);
• Provide regular and frequent opportunities for advisement and counseling that further connect the student with a caring adult;
• Provide opportunities for exposure to and exploration of courses and areas of interest beyond the academic core;
• Create flexible heterogeneous instructional grouping that ensures equal access to rigorous and interesting curriculum;
• Articulate a core of knowledge based on state standards that is to be mastered by every student;
• Use research-based instructional strategies that focus on active learning, metacognitive practices, hands-on approaches, and culturally responsive teaching;
• Provide activities that take place beyond the school day that continue to engage the student’s mind in ways that promote pro-social behavior and a healthy lifestyle;
• Integrate technology into the curriculum in meaningful ways.

Technology instruction and integration into the curriculum will be an important part of the TAS instructional program and will be guided by National Educational Technology Standards, State Content and Common Core State Standards, as applicable. To support a multidisciplinary approach to technology integration, our teachers will link digital content to educational objectives, select student outcomes and performance standards, and evaluate student outcomes against these standards to refine and improve our instructional and institutional practices. We believe the use of technology is an essential element in an institutional process of data collection, analysis, and improvement.

Expected School-wide Learning Results
As a result of attending and participating in TAS, students being promoted to high school from TAS will be:
• Educationally Prepared, Compassionate Citizens with a Global Perspective
• Healthy and Optimistic Family and Community Members
- Confident, Resilient, and Persistent Achievers
- Eager and Conscientious Contributors
- Tolerant and Courageous Decision-Makers and Problem-Solvers

Student attainment of these characteristics will be developed through instructional practices, extra-curricular activities, school-wide celebrations, assemblies as well as through parental and community engagement.

**STATE PRIORITY #1 — BASIC SERVICES**

*The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))*

<table>
<thead>
<tr>
<th>SUB-PRIORITY A – TEACHERS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>GOAL TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>SUB-PRIORITY</strong></td>
</tr>
<tr>
<td><strong>ACTIONS TO ACHIEVE</strong></td>
</tr>
<tr>
<td><strong>GOAL</strong></td>
</tr>
<tr>
<td><strong>MEASURABLE OUTCOME</strong></td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
</tr>
</tbody>
</table>
## Sub-priority A – Teachers

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each core subject teacher and teacher of college-preparatory classes will have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes or non-college preparatory classes will have qualifications consistent with the requirements of state legislation.</td>
<td>The charter school will conform to the legal requirement that all charter school teachers hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will be “highly qualified” according to the NCLB. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Human Resources Department will review credential status for all teachers annually.</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
<td>2013-14 Verifications</td>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card</td>
</tr>
</tbody>
</table>

## Sub-priority B – Instructional Materials

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. The TAS curriculum is based on and will adhere to the California Content Standards and the Common Core State Standards.</td>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition</td>
<td>100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</td>
<td>2013-14 Inventory Sheets</td>
<td>Principal, Leadership PLC Committee, and parent committee (SBC and/or ELAC) review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials</td>
</tr>
</tbody>
</table>
**GOAL TO ACHIEVE SUB-PRIORITY**

TAS’s mission for Maintenance and Operations is consistent with the School District’s mission: to maintain, repair and operate building and grounds effectively, with the ultimate goal of promoting learning, by having a clean and safe environment for the School community.

**ACTIONS TO ACHIEVE GOAL**

To achieve this mission, the Board of Trustees adopts a budget that anticipates the costs of basic maintenance and operations. The Facility Manager is responsible for the day-to-day operation of the TAS facility, in partnership with the custodians, maintenance staff and gardeners. All rooms are inspected and cleaned by the custodians. All general areas are inspected and cleaned by the gardeners.

**MEASURABLE OUTCOME**

Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.

**BASELINE PERFORMANCE LEVEL**

2013-14 Inspection Checklists

**METHODS OF MEASUREMENT**

The facilities will meet all the necessary requirements as approved by the Los Angeles Unified School District, the California Department of Education, the Division of the State Architect, and the Fire Department. The facilities will meet state building codes, the requirements of the American Disabilities Act and any other applicable fire, health, and structural safety requirements, and maintain on file readily accessible records documenting such compliance. TAS will be responsible for all maintenance, operations services, and utilities. TAS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR parts 763. TAS shall comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.

**STATE PRIORITY #2 — IMPLEMENTATION OF COMMON CORE STATE STANDARDS**

*Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency*

**SUB-PRIORITY A – CCSS IMPLEMENTATION**

**GOAL TO ACHIEVE SUB-PRIORITY**

The TAS Leadership PLC Committee will create a 3-Year CCSS Implementation Plan. Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS)

**ACTIONS TO ACHIEVE GOAL**

The administration will provide training and ongoing support to teachers as a means to increase rigor, student engagement, improve assessment scores and prepare for the full implementation of the CCSS

- Trainings and support will include, but are not limited to:
  - Speaking and writing across all curricular areas
  - CCSS trainings provided through LAUSD and other outside resources
  - Use of technology in the classroom
  - Content area trainings provided through LAUSD and other outside resources
  - Classroom demonstration lessons
  - Peer observations and debriefing sessions
  - Leadership & ELD PLC Committee Support

In preparation for full implementation of the CCSS and CalMapp Assessments, teachers will:
- Foster more student-generated questions and student-led discussions & discourse
- Actively & consistently engage students in observable & rigorous behaviors that demonstrate their level of understanding; for example: discussing, manipulating, highlighting, posting, etc.

**Measurable Outcome** | Annually, 100% of teachers will participate in Professional Development and trainings in preparation for full implementation of the CA CCSS
---|---
**Baseline Performance Level** | 2013-14 PD Surveys and sign-in sheets for CCSS trainings
**Methods of Measurement** | Professional Development calendar, agenda’s, sign in sheets, surveys from the PD workshops, and informal observation documentation will serve as evidence of participation by teachers in professional development activities and as evidence of teacher application of PD provided

---

**Sub-priority B – EL Students & Academic Content Knowledge**

**Goal to Achieve Sub-priority** | The EL Subgroup will consistently make a 10% growth within the Proficient/Advanced band every year
---|---
| Students With disabilities, Socio-Economically disadvantaged Students, Hispanic/Latino and African American students will be enabled to gain academic content knowledge across all curricular areas

**Actions to Achieve Goal** | EL students participate in daily English Language Arts/Literacy instruction and daily ELD instruction and will be provided with appropriate instructional support in all content areas
---|---
**Measurable Outcome** | EL students participate in daily English Language Arts/Literacy instruction and daily ELD instruction will be provided
- Targeted instruction and appropriate instructional strategies and support will be provided in all content areas using SDAIE strategies for all subgroups, including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students
- Frequently monitor, assess and review students’ grades and progress toward concept for all subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students
- Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities
- Provide additional curricular support mechanisms for all subgroups, including ELs, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students such as before and after school tutoring, mentoring, Saturday intervention support, access to contracted vendor support programs for family and social services to ensure student health and welfare and optimal context for learning.

Frequently monitor, assess, and review progress of EL students with IEPs toward gaining...
English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives.

100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.

75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards.

EL students, including those with IEP’s, will achieve the following measurable outcomes each year:

<table>
<thead>
<tr>
<th>EL Subgroup</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>2014-15</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>2015-16</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>2016-17</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>2017-18</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>2018-19</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

**State Priority #3 — Parental Involvement**

*Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation*

**Sub-priority A — Parent Input**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Maintain parent representation on the School Based Council (SBC) and the English Language Advisory Committee (ELAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Every 2 years, SBC &amp; ELAC elections are held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Each meeting will require a quorum with a minimum of 2 parents attending each meeting</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>None</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>SBC and ELAC meeting agendas and minutes; SBC and ELAC Bylaws</td>
</tr>
</tbody>
</table>

**Sub-priority B — Promoting Parent Participation**
GOAL TO ACHIEVE SUB-PRIORITY

Conduct a minimum of six Parent Meetings per year July – June; to include one parent/teacher conference day and one Student Led Conference (SLC’s) day

ACTIONS TO ACHIEVE GOAL

Administrators will develop a calendar to include Parent Meetings; collaboratively design objectives and agendas for Parent Meetings

MEASURABLE OUTCOME

A minimum of six Parent Meetings, one parent/teacher conference and one day of SLC’s

BASELINE PERFORMANCE LEVEL

2013-14 Parent Involvement Implementation Events

METHODS OF MEASUREMENT

School-wide Calendar; Parent Meeting agenda’s, sign-in sheets from parent/teacher conferences and SLC’s

STATE PRIORITY #4 — STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

A. CA Measurement of Academic Progress and Performance on statewide assessment
B. The Academic Performance Index (API)
C. Percentage of pupils who are college and career ready
D. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)
E. EL reclassification rate
F. Percentage of pupils who have passed an AP exam with a score of 3 or higher
G. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

SUB-PRIORITY A — CA MAPP: ELA/LITERACY AND MATHEMATICS

GOAL TO ACHIEVE SUB-PRIORITY

Percentage of students at every applicable grade level, including all student subgroups - EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students - score at a higher proficiency rate than surrounding and comparison schools on the CalMap statewide assessment in the area of English Language Arts/Literacy and Mathematics

ACTIONS TO ACHIEVE GOAL

Provide the following to all student subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students:

- rigorous and engaging classroom instruction
- print rich learning environments
- parent training and support
- appropriate CA CCSS aligned instructional materials
- appropriate and targeted interventions for struggling students and those who need to be challenged
- frequent monitoring of academic progress

Expected Academic ELA Targets

STATE PRIORITY #4 PUPIL ACHIEVEMENT
<table>
<thead>
<tr>
<th>GOALS</th>
<th>Pupil Outcomes – students proficient or advanced or OARS Blueprint</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 – to be measured by: OARS Blueprints &amp; CAL Mapp - ELA</td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>65</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>63</td>
</tr>
<tr>
<td>ELL</td>
<td>60</td>
</tr>
<tr>
<td>SWD</td>
<td>41</td>
</tr>
<tr>
<td>Black/Afr. Amer.</td>
<td>60</td>
</tr>
</tbody>
</table>

Expected Academic Math Targets for Renewal Term 2014-2019:

<table>
<thead>
<tr>
<th>GOALS</th>
<th>Pupil Outcomes – students proficient or advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 – to be measured by: OARS Blueprints &amp; CAL Mapp – Math</td>
<td></td>
</tr>
<tr>
<td>Schoolwide</td>
<td>60</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>61</td>
</tr>
<tr>
<td>ELL</td>
<td>59</td>
</tr>
<tr>
<td>SWD</td>
<td>36</td>
</tr>
<tr>
<td>Black/Afr. Amer.</td>
<td>55</td>
</tr>
</tbody>
</table>

**Measurable Outcome**: Percentage of students at every applicable grade level, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, score at a higher proficiency rate than surrounding and comparison schools on the CalMapp statewide assessment in the area of English Language Arts/Literacy and Mathematics.

**Baseline Performance Level**: Accountability Progress Reporting (when this becomes again applicable)

**Methods of Measurement**: CalMapp Score reports; OARS Assessment Reports, Report Cards and Progress Reports

**Sub-priority B – API**

**Goal to Achieve Sub-priority**: School will increase API score each year in an effort to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. School will meet or exceed that API score of surrounding and comparison schools.

**Actions to Achieve Goal**: Classroom instruction will incorporate testing strategies in preparation for the CA MAPP

**Measurable Outcome**: School will increase API score each year in an effort to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. School will meet or exceed that API score of surrounding and comparison schools.
### BASELINE PERFORMANCE LEVEL

2012-13 API Data

### METHODS OF MEASUREMENT

CalMapp Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

### SUB-PRIORITY C – COLLEGE AND CAREER READY

#### GOAL TO ACHIEVE SUB-PRIORITY

All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready.

#### ACTIONS TO ACHIEVE GOAL

Provide standards-based instruction; implement differentiated instruction; Utilize Guided Reading or similar program; one year increase made on Success Maker program; meet or exceed Accelerated Reader goals; Silent Sustained Reading; Implement Khan Academy Math and Science programs; Implement California Gear Up – College and Career Readiness Support Program; Utilize CaliforniaColleges.edu website with students; Parent meetings/workshops to provide information regarding A-G requirements; Implement PIQE – Parent Institute for Quality Education; College Corner in every classroom.

#### MEASURABLE OUTCOME

90% of students, All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready, will achieve AR goals and make at least one year growth on SuccessMaker by the end of the school year; at least 80% of middle school parents will participate in PIQE; 100% of middle school students, All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready, will be exposed to CaliforniaColleges.edu website; at least 2 parent workshops a year will be provided to provide information regarding A-G requirements.

### BASELINE PERFORMANCE LEVEL

2013-14 PIQE participation reports; 2013-14 A-G parent workshop surveys; 2013-14 Gear Up Annual Surveys – which includes questions on CaliforniaColleges.edu

### METHODS OF MEASUREMENT

Grades, Success Maker score reports, Khan Academy score reports, Accelerated Reader goal sheets

### GRADE LEVELS NOT APPLICABLE

### SUB-PRIORITY D – EL PROGRESS

#### GOAL TO ACHIEVE SUB-PRIORITY

EL students, including those with IEP’s, will advance at least one performance level per the CELDT/ELPAC each academic year.

#### ACTIONS TO ACHIEVE GOAL

EL students, including those with IEP’s, will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; Intervention/Tutoring as needed; daily ELD instruction.

#### MEASURABLE OUTCOME

80% of EL students, including those with IEP’s, will have advanced at least one performance level per the CELDT/ELPAC each academic year.

#### BASELINE

2013-14 CELDT data results
<table>
<thead>
<tr>
<th>PERFORMANCE LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT/ELPAC Score Reports</td>
<td></td>
</tr>
</tbody>
</table>

**SUB-pRIORITY E – EL RECLASSIFICATION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>EL students, including those with IEP’s, will be reclassified as Fluent English Proficient annually and perform at grade level on the CalMapp statewide assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>EL students, Including those with IEP’s, will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; Intervention/Tutoring as needed; daily ELD instruction</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Percentage of EL students, including those with IEP’s, reclassified as Fluent English Proficient annually will be higher than the District average</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 Reclassification data</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CELDT/ELPAC results; Reclassification documents</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY F – AP EXAM PASSAGE RATE**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

**SUB-priority G – COLLEGE PREPAREDNESS/EAP**

**STATE PRIORITY #5 — STUDENT ENGAGEMENT**

Pupil engagement, as measured by all of the following, as applicable:

- A. School attendance rates
- B. Chronic absenteeism rates
- C. Middle school dropout rates (EC §52052.1(a)(3))
- D. High school dropout rates
- E. High school graduation rates

**SUB-pRIORITY A – STUDENT ATTENDANCE RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will maintain a high ADA rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Attendance letters sent home to parents; Regular attendance updates to principal; Meetings with families of students with low attendance rates.</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annual Average Daily Attendance will be at least 96%</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 ADA data</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
</tbody>
</table>
### SUB-priority B – Student Absenteeism Rates

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have a minimum of unexcused absences in any school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollee’s; The importance of attendance will be addressed at parent meetings; Students will be reminded on an ongoing basis, the importance of attending school every day; perfect attendance awards will be distributed throughout the year</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have fewer than five unexcused absences during any one school year</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 attendance data</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Annual and Monthly absence reports from PowerSchool; Perfect Attendance Reports; Parent Meeting Agenda’s</td>
</tr>
</tbody>
</table>

### SUB-priority C – Middle School Dropout Rate

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>School will retain and promote 6th - 8th grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>School will offer an academically sound and engaging learning environment for all; uphold high expectations, provide a high level of academic and emotional support to students, and maintain a nurturing environment</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of the 6th-8th grade classes will be comprised of students who enrolled at school the prior academic year</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 enrollment data for the middle school</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student re-enrollment documentation as verified by PowerSchool and CALPADS</td>
</tr>
</tbody>
</table>

### SUB-priority D – High School Dropout Rates

**Grade Levels Not Applicable to School**

### SUB-priority E – High School Graduation Rates

**Grade Levels Not Applicable to School**

### State Priority #6 — School Climate

School climate, as measured by all of the following, as applicable:

A. Pupil suspension rates
B. Pupil expulsion rates
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness

### SUB-priority A – Pupil Suspension Rates
<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain a low annual suspension rate</td>
<td>Create Alternative to Suspension Plan; Implement alternatives to suspension; teachers will use positive behavior incentives; Administrators work with safety team, teachers and families to manage student behavior issues and concerns</td>
<td>Annually, 5% or fewer of all enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be suspended</td>
<td>2013-14 suspension reports</td>
<td>Alternatives to Suspension Plan; Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
</tr>
</tbody>
</table>

**Sub-priority B - Pupil Expulsion Rates**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School will maintain a low annual expulsion rate</td>
<td>Create Alternative to Suspension Plan; Implement alternatives to suspension; teachers will use positive behavior incentives; Administrators work with safety team, teachers and families to manage student behavior issues and concerns</td>
<td>Annually, 1% or fewer of enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be expelled</td>
<td>2013-14 suspension and expulsion reports</td>
<td>Alternatives to Suspension Plan; Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
</tr>
</tbody>
</table>

**Sub-priority C - Other - School Connectedness**

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
</table>
| The Accelerated Schools Model, developed by the National Center of the Accelerated Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. TAS will uphold the guiding principles and values, described below, to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences. | 1. *Unity of Purpose* - TAS parents, teachers, support staff, students, administrators, the district, and the local community will strive toward a common set of goals for the school that become the focal point of everyone's efforts.  
2. *Empowerment Coupled with Responsibility* - all participants in the school community will participate in (1) making important educational decisions, (2) sharing responsibility for implementing those decisions, and (3) sharing responsibility for the outcomes of those decisions.  
3. *Building on Strengths* - TAS will share and utilize all of the human resources that students, parents, school staff, districts, and local communities bring to the educational experience. |
### Measurable Outcome
Annually, an approval rating of 85% or higher on student and family surveys

### Baseline Performance Level
2013-14 student and family surveys

### Methods of Measurement
Survey reports

**State Priority #7 — Course Access**

The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:

- **Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

### Goal to Achieve Priority
Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter.

### Actions to Achieve Goal
All academic content areas will be available to all students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, at all grade levels.

### Measurable Outcome
Annually, 100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.

### Baseline Performance Level
2013-14 class and course enrollment rosters

### Methods of Measurement
Student, teacher, course, and grade level schedules

**State Priority #8 — Student Performance**

**Sub-priority A — Internal Assessment**

Student academic achievement and progress monitoring will be measured through the use of:
- OARS to facilitate the transition to CCSS formatted assessments.
- OARS to monitor & measure student progress through a multiple assessment approach
- ELA, Math & Science Blueprint assessments, which will be administered 3 times a year & writing assessments 2 times a year in 2013-2014 and 3 times a year starting in 2014-2015, to ensure we have a collective focus on school-wide assessment and measure student progress as we transition into full implementation of Common Core Standards.
### Actions to Achieve Goal

#### Ongoing Actions
- Curricular summative/formative assessments which are used to monitor and guide instruction

Students will demonstrate expected growth on pre/post tests

#### Measurable Outcome

- Growth and achievement on internal benchmark assessments. 85% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will meet growth expectations

#### Baseline Performance Level

- End of The Year assessment data

#### Methods of Measurement

- OARS Assessment Reports, wherein student growth and achievement are analyzed.

### Sub-priority B - Growth

#### Goal to Achieve Sub-priority

- Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, demonstrate expected growth and achievement as determined by school-wide growth targets

#### Actions to Achieve Goal

- Teachers receive assessment data and identify expectations for future performance. Student goals are created. Leadership Committee identifies professional development and supports based on students expected performance.

Students will demonstrate expected growth on pre/post tests

- Passing necessary coursework for matriculation into next grade (ELA, Math and Science focus)

Students will demonstrate the following expected growth on state assessments:

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “far below basic” on the state test in the prior academic year will accelerate to “below basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “below basic” on the state test in the prior academic year will accelerate to “basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)
Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “basic” on the state test in the prior academic year will accelerate to “proficient” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8).

Ensure that all instructional materials are aligned to the CCSS and focus instruction to student mastery of CCSS.

Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, are placed in intervention classes and provided before and after school tutoring based on assessment data.

Identified middle school students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, are assigned an administrative mentor based on their academic performance.

<table>
<thead>
<tr>
<th>MEASURABLE OUTCOME</th>
<th>85% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will reach growth targets. School-wide targets for student achievement will be based off Formal Statewide and OARS Blueprint End of the Year Results, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually)</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 OARS Blueprint Data</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>CalMapp Reports; OARS Blueprint Assessment Results.</td>
</tr>
</tbody>
</table>

**SUB-pRIORITY C - SOCIAL RESPONSIBILITY DOMAIN**

**GOAL TO ACHIEVE SUB-pRIORITY**

All students including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will demonstrate a commitment to uplift the community.

**ACTIONS TO ACHIEVE GOAL**

6th graders participate in learning experiences in Advisory about community service; 7th graders conduct research and needs analysis, complete outreach and at minimum one group project; 8th graders complete at least one group project and one individual project. 75% of PICA students will complete 10 hours of community service by graduation.

**MEASURABLE OUTCOME**

In the initial year, at least 95% of students including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will take part in Civic Engagement Surveys to measure civic knowledge, ability, and skill. (growth and achievement goals will be set at that time and revised thereupon).

**BASELINE PERFORMANCE LEVEL**

2013-14 Civic Engagement Survey Results

**METHODS OF MEASUREMENT**

Civic Engagement Survey Reports
The K-5 program is a traditional elementary model where each teacher holds a multiple subjects credential and provides instruction in all subject areas.

The secondary program (6th-8th) is a STEM/Humanities model where students are assigned to cohorts and are provided instruction by teachers with multiple subject credentials.

**Improvement plan to raise academic achievement:**
Challenges that TAS is facing lies in meeting the needs of all students at a time when we are striving to ensure consistency of standards-based classroom instruction. Teachers have and are continuing to learn strategies and supports to address the various student needs. These supports include before and after school tutoring, in-class interventions during small group instruction time, Project GLAD, parent meetings/workshops, and alignment with the afterschool programs at the school site.

To ensure the implementation of a rigorous, standards-based, and data-driven instructional program at TAS, the leadership uses “collective commitments”, formerly known as non-negotiables, that are explicit and agreed upon expectations for teachers for planning, implementation of the Common Core State Standards, ELD portfolio’s, daily instruction, classroom management and environment, as well as common data/assessments to monitor students’ progress and instruction.

1. **Data Analysis**: State Tests, District and Unit assessments, weekly and bi-monthly assessments, target students, data-driven instruction using OARS (Online Assessment Reporting System), weekly strategy/action plans, data shared with parents and students, differentiated instruction based on student data and progress

2. **Intervention**: Additional 45-60 minute ELD block placing students in homogenous groups using CELDT, CST, fluency, and reading comprehension assessments & providing modified lessons based on students’ needs; before/after-school tutoring; Saturday school for FBB/BB/B students

3. **Staff collaboration**: 90 minutes for weekly grade level planning and data analysis meetings (Monday), 45 minutes of planning time each week, regular and ongoing communication between TAS teaching staff, administrative staff and the coordinators of our two afterschool programs - ASES (After School Education and Safety program) and YPI (Youth Policy Institute) - to ensure appropriate and relevant support is being provided during afterschool homework support time/study hall and to ensure that the activities and classes being offered in the afterschool programs are in alignment with our schoolwide goals and instructional expectations, ongoing professional development for all staff to effectively work with struggling students in language arts and math and provide strong support; Student Success Team meetings; data articulation meetings with teachers and administrators; positive school culture; Professional Learning Communities

4. **High expectations for all students & accountability**: College driven, staff accountability, TAS/ASES classroom expectations, standards-based lessons, standards & objectives posted, classroom visits and feedback, effective use of instructional minutes, “no excuses” culture

5. **Leadership**: strong administrator visibility and support (walk-throughs and feedback/coaching); clear vision and staff norms; personal connections with staff, parents and students; team building and culture of trust; staff data meetings and dialogue through use of protocols; Professional Learning Communities
CURRICULUM & INSTRUCTIONAL PROGRAMS

The TAS curriculum is based on and will adhere to the California Content Standards and the Common Core State Standards. In August of 2010, the Common Core State Standards for English Language Arts and Mathematics was adopted by the California State Board of Education to provide clear and consistent expectations of what students are to learn from K-12. Just as importantly, the curriculum of TAS will provide students opportunities to learn the fundamental truths of life and the foundation requirements to be an educated person. In order to learn effectively and retain information, children need to have meaningful learning experiences, which engage their curiosity and imagination. To serve that need, the curriculum is used as a vehicle to support students in their mastery of the State Content and Common Core State Standards.

Through the curriculum, students experience and understand the connection between school life and the real world. Students learn that all actions have consequences and that we do not live in isolation but in relationship with all people and all things.

TAS is dedicated to the idea that every child is treated as gifted and can accelerate their progress and achieve at high levels through powerful teaching and learning. Powerful learning depends on a rigorous curriculum that is interdisciplinary and thematic; teaching is intentionally connected to personal experiences, and students are consistently engaged in activities that foster higher order thinking skills. The curriculum is balanced toward mainstream core knowledge and also celebrates the cultural richness that creates a 21st century American. It is our goal that the TAS curriculum creates a space for students to question their place in the world, to become engaged in their communities and to help strive for social justice.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Curriculum Title</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Imagine It! Reading/Language Arts</td>
<td>K-5</td>
</tr>
<tr>
<td>Mathematics</td>
<td>enVision Math</td>
<td>K-5</td>
</tr>
<tr>
<td>Science</td>
<td>Harcourt - California Science</td>
<td>K-6</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Harcourt – Reflections</td>
<td>K-6</td>
</tr>
<tr>
<td>ELD</td>
<td>Imagine It! ELD</td>
<td>K-5</td>
</tr>
<tr>
<td>English</td>
<td>McDougal Littell - Literature</td>
<td>6-8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>McDougal Littell – Course II &amp; Algebra</td>
<td>7-8</td>
</tr>
<tr>
<td>History</td>
<td>Glencoe/McGraw Hill - World History: Journey Across Time</td>
<td>7</td>
</tr>
<tr>
<td>History</td>
<td>Glencoe/McGraw Hill - Discovering Our Past: The American Journey</td>
<td>8</td>
</tr>
<tr>
<td>Science</td>
<td>McDougal Littell - CA Life Science</td>
<td>7</td>
</tr>
<tr>
<td>Science</td>
<td>McDougal Littell - CA Physical Science</td>
<td>8</td>
</tr>
<tr>
<td>ELD</td>
<td>National Geographic - High Point</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Student Placement for Classes and/or Small Group Instruction:
Any/all required California State Testing data, end-of-the-year grades, student portfolios, end-of-the-year curricular assessment scores, CELDT/ELD portfolio levels, and Special Education accommodations/modifications are analyzed and used for optimal placement of students in classes and for dynamic instructional groupings.

Entry Level Assessments:
All students undergo diagnostic exams (pretests) located within the curriculum as well as user created assessments using OARS, our Online Assessment and Reporting System, at the beginning of the year to
determine where each student’s areas of strength and need are and to document growth during the year. These assessments are based on California Content Standards, published CST blueprints and all being aligned with the CCSS.

**Formative Assessments:**
Formative assessments are administered weekly or bi-weekly in all grade levels and in all Core classes. Formative data is used to determine whether re-teaching and/or enrichment is necessary before moving on in the curriculum as well as to assess the level of student mastery of the content that was recently taught. These assessments include: quizzes and tests; verbal (individual and group) checks for understanding; observations; projects or presentations; writing assessments scored with a rubric; Accelerated Reader, SuccessMaker, and reading logs/journals for response to literature assignments.

**Summative Assessments:**
Summative and benchmark assessments are used at the end of a chapter or unit(s) to assess student mastery of content covered over a span of time. These assessments are composed of multiple-choice, short answer, open response and projects.

The following components comprise the grade a student receives in the course:
- Tests and quizzes
- Benchmarks and final exams
- Essay assignments
- Projects (independent, group, or partner)
- Oral presentations
- Class participation
- Classwork
- Homework

**PROFESSIONAL DEVELOPMENT**
TAS is a Professional Learning Community and infuses the three organizing principles of the Accelerated Schools Model into our school-wide professional development plan:
- **Unity of Purpose:** Professional development for all staff is directed towards meeting the school’s mission of preparing each student to meet rigorous state standards and for success at the university of his/her choice.
- **Empowerment Coupled with Responsibility:** Staff and administrators collaborate to select professional development programs and are responsible for showing the positive impact on meeting student needs in conjunction with the Principal and other staff.
- **Building on Strengths:** Staff, administrators, and stakeholders are the center of expertise, and ongoing professional development is integral to the School’s continuous improvement of student outcomes, both academically and socially.

The selection of professional development will be based on school-wide priorities through a process of inquiry where quantitative and qualitative data are analyzed, including work samples, standardized test results, stakeholder surveys, self-evaluations, administrator observations by the site administrators, CEO and COO or other central office academic personnel, and peer observations. Based on this data, plans are developed to address needs for individual teachers, grade levels, content area specialists, and for
school-wide staff development initiatives. The administrators will work with teacher leaders and the Leadership Committee to plan and implement the professional development.

IMPLEMENTATION PLAN FOR INSTRUCTIONAL PROGRAM:
See OARS Implementation plan Appendix K

English/Language Arts Curriculum Overview
The state adopted Core Reading (K-5), Imagine It! & Literature (6-8) programs, McDougal Littell - Literature that are being implemented at TAS provide a comprehensive approach to the delivery of rigorous, results-oriented instruction that will prepare students for success. The goal is to ensure that students can read, comprehend, and retain written information of any kind, communicate thoughts to others in a variety of methods or media, write clearly, descriptively and concisely, and to speak with clarity, comfort, and purpose. TAS students will be avid readers of poetry, fiction, and non-fiction found in the school's English/Language Arts curricula, Imagine It! K-5 (McGraw-Hill) state adopted in 2009 and first implemented at TAS during the 2012-2013 school year, Literature 6th-8th (McDougal Littell), as well as other supplemental reading materials.

ImaginE It! is designed for California students in kindergarten through sixth grade. All instructional materials meet California Content Standards and Imagine It! supplemental materials are being designed to meet the Common Core State Standards as well.
The scope and sequence across grade-levels includes appropriate systematic instruction in:
- Phonemic awareness
- Phonics
- Decoding
- Word-attack skills
- Spelling
- Vocabulary
- Fluency in reading connected text
- Comprehension skills
- Writing skills and strategies and their applications
- Listening and speaking skills and strategies

Students in grades K-3 receive 2.5 hours of Language Arts instruction on a daily basis with an additional hour of intervention and English Language Support. Students in grades 4-6 receive 2 hours of Language Arts instruction on a daily basis with an additional hour of intervention and English Language Support. Students in grades 6-8 receive at least 1 hour of Language Arts instruction on a daily basis.

To further teachers’ understanding of the curriculum, professional grade-level SB472 "like" training was provided for all certificated teachers. Teachers also receive ongoing support and content-training throughout the school year provided by outside consultants and instructional leaders at the school site. In addition, students engage in mandated daily Universal Access (Workshop) Time, where they are encouraged and guided to become self-motivated/directed learners throughout their exploration of Language Arts content and skills.

In order to develop confident writers, TAS K-5 will use Imagine It! (McGraw-Hill) 2009, in conjunction with Writers Workshop - Lucy Calkins’ Units of Study for Teaching Writing (K-2) and Units of Study for
Teaching Writing (3-5) (Heinemann, 2006), and Guided Writing, as supplemental components to the language arts program. Writers Workshop, developed at the Teachers College at Columbia University by Lucy Calkins, provides additional support for the language arts program. In writing workshops, students become powerful writers: they learn to observe the world within and around them, write, revise, edit, and present polished and well-crafted pieces of writing.

In order to develop confident writers, TAS 6-8 will use Literature (McDougal Littell) 2009 and will use Guided Writing, as a supplemental component to the language arts program.

Reading transports curious minds to wondrous realms of the imagination. It determines success not only in the classroom, but in life. Accelerated Reader (AR) continues to be used as a powerful tool for monitoring and managing independent reading practice.

Accelerated Reader is used to:

- Monitor students’ progress toward College and Career Readiness expectations with the new CCR Report.
- Personalize and guide independent reading practice.
- Develop lifelong readers and learners.
- Tap into unlimited access to all quizzes and enjoy online support.
- Increase parental support with web-based, school-to-home communications.
- Promote a love of reading both at school and at home.

Similar to Lexile, AR utilizes the ATOS readability formula—a verified measure of quantitative text complexity for the Common Core State Standards. Each book with an AR Quiz has an ATOS book level and an interest level—a quantitative measure to help educators determine the text complexity level of books and other materials. This information is free and easily accessible on AR BookFinder. The ATOS Analyzer allows you to submit text and instantly receive an ATOS level.

Student reading goals are established every 9-weeks and students read daily, both assigned and independently selected fiction/nonfiction material as determined by AR STAR Test results. Students are awarded points for each successfully completed assessment, these cumulative points help students meet their predetermined “marking period” goal which is incentivized at the end of each semester.

SuccessMaker Reading is a software based program with a proven track record of filling reading and math skill gaps to boost achievement for K-8 students with diverse needs. SuccessMaker provides supplemental English/language arts and mathematics curricula. It is a powerful learning management system to help personalize learning and manage data and accountability to ensure that elementary and middle school students are on the path to college and career readiness.

Instruction is data-driven with strategies are modified as necessary to ensure that all students are progressing toward mastery.

The primary instructional methods/strategies used are:
1. Project GLAD
2. Kagan Cooperative Learning Strategies
3. Thinking Maps
4. Guided Reading
5. Guided Writing
6. Differentiated Instruction
7. Reciprocal Teaching
8. SDAIE
9. Group work
10. Mini-Lectures
11. Writing workshops
12. Literature Circles
13. Teacher/student conferencing
14. Learning A-Z
15. LiPs
16. Seeing Stars
17. Visualizing/Verbalizing
18. Accelerated Reader
19. SuccessMaker Reading
20. Leonard Bernstein Artful Learning Model
21. Project Based Learning
22. Inquiry Based Learning

Professional Development (ELA)
The Leadership Committee is actively engaged in school wide training and implementation of Project GLAD, Guided Reading, Guided Writing, Thinking Maps, Project Based Learning, ELA/ELD content standard connections, OARS, effective use of the curriculum, and the planning and implementation of Common Core Standards based instruction. In addition, ongoing professional development is provided to support our students with different learning needs. Each grade level and department has common planning time so that they are able to collaborate, analyze assessment data, discuss student performance and share best practices. Based on the results of the analysis, during data articulation meetings and Monday "data share outs", administration and teachers identify professional development needs and schedule opportunities for the staff to attend appropriate trainings. These trainings include those given by LACOE, LAUSD, publishers, other outside consultants from local universities or educational organizations and internal instructional leaders.

Guided by the California State Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, TAS teachers will adhere to and ensure that lesson objectives are correlated with the outcomes that the state has outlined.

Mathematics Curriculum Overview
Math is fundamental to all other foundation courses in the Academic curriculum. Students will acquire a solid foundation of mathematical knowledge, thinking and skills from the early grades and will expand their mathematical capacity through challenging courses and experiences.

A solid math foundation provides reassurance and confidence in consistency and enhances overall problem solving abilities in life. Consistent with Common Core State Standards, math instruction is much more than teacher-directed paper/ pencil problem solving; students are regularly challenged to creatively apply Math concepts through: using manipulatives, group Math projects, and are constantly encouraged to apply math concepts in the real world.
TAS students will be able to read tables and graphs, make sense of data, and request information in a variety of ways, in addition to possessing computational skills, and applying mathematical thinking and procedures to everyday problem solving.

enVision Math is a core elementary (K-6) math curriculum that incorporates a blended approach of traditional and investigative learning techniques which emphasize problem-based interactive learning opportunities, visual learning strategies, embedded assessment, and data-driven remediation. Daily Problem-Based Interactive Math Learning followed by Visual Learning strategies deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal correlations through the Visual Learning Bridge in every lesson. Ongoing Diagnosis & Intervention and daily Data-Driven Differentiation ensure that enVision MATH gives every student the opportunity to succeed. Teacher and student editions and resources are available in print, online and mobile, providing the kind of anytime/anywhere access to resources that today’s teaching environment demands and today’s students deserve.

The 7th and 8th grade McDougal Littell Math Curriculum focuses on basic math, intervention and advanced concepts. This math program and curriculum fits all levels and learners. By teaching real-world problem-solving skills, the McDougal Littell math programs help students learn to master math challenges both in school and throughout life. This program is committed to meeting the needs of all learning levels by providing an accessible approach that helps prepare students for success in the algebras and geometry. Built-in learning support helps students master fundamental concepts one at a time. The texts include visual learning strategies, easy-to-follow examples, and help notes for homework, vocabulary, and problem solving. Teachers can count on flexibility and manageable pacing. A variety of teaching tools and the differentiated presentation of material help meet the needs of a variety of learners. Teaching notes and management tips are included in the teacher’s material. Numerous exercises reinforce concepts and ensure that students are ready for assessment success. Practice problems gradually increase in difficulty. Guided practice targets specific skills. Teacher and student editions and resources are available in print, online and mobile, providing the kind of anytime/anywhere access to resources that today’s teaching environment demands and today’s students deserve.

In addition, the computer-based tutorial program, SuccessMaker Math, provides students with an individualized approach to engage in mathematics activities, discussions, and problem-solving. Each student’s learning is differentiated and mastery of content is instantaneously assessed. At the end of a school year, students are expected to achieve at least a year’s worth of growth based on the California Math Standards.

TAS supports student readiness in mathematics by offering a summer math program to all incoming 6-8th grade students. Using pre/post assessment data from the Mathematics Diagnostic Testing Protocol (MDTP), the summer courses are used to frontload and backfill students with content knowledge in preparation for an upcoming course as well as to assess progress towards grade level standards. Summer courses are conducted using the core curriculum as well as supplemental resources and materials that may be needed for remediation. In addition to the summer math courses, TAS provides several tiers of math enrichment, intervention and support during the regular academic school day to assist students in successfully completing their math course. Once a student’s benchmark assessments and grades indicate that they have reached proficiency, they are exited from the support class and moved into another elective course. On the other hand, if students in Core math classes demonstrate a need for remediation, they are appropriately placed in a math intervention class.
The primary instructional methods/strategies used are:

1. Project GLAD
2. Kagan Cooperative Learning Strategies
3. Thinking Maps
4. Differentiated Instruction
5. Reciprocal Teaching
6. SDAIE
7. Group work
8. Mini-Lectures
9. Teacher/student conferencing
10. SuccessMaker Math
11. Technology: Khan Academy, Teacher Tube, United Streaming
12. Manipulatives
13. Project Based Learning
14. Cognitively Guided Instruction (CGI)

TAS may look to adopt the most updated state approved publication of McDougal Littell Math for 7th grade within the next 2 years.

**Professional Development (Math/STEM)**

The Leadership Committee is actively engaged in school wide training and implementation of Project GLAD, SDAIE Strategies, Thinking Maps, Project Based Learning, OARS, effective use of the curriculum, and the planning and implementation of Common Core Standards based instruction. To ensure that teachers are capable of providing effective math and science instruction at the highest levels, TAS will be committed to sending the K-5 and 6-8 STEM teachers to on-going training and conferences so that they can stay up to date with the current developments in mathematics & science education as well as prepare for transition into the common core standards. Each grade level and department has common planning time so that they are able to collaborate, analyze assessment data, discuss student performance and share best practices. Based on the results of the analysis, during data articulation meetings and Monday "data share outs", administration and teachers identify professional development needs and schedule opportunities for the staff to attend appropriate trainings. These trainings include those given by LACOE, LAUSD, publishers or other outside consultants from local universities or educational organizations, and internal instructional leaders.

Guided by the **California State Standards for Mathematics and the Common Core State Standards for California**, TAS teachers will adhere to and ensure that lesson objectives are correlated with the outcomes that the state has outlined.

**Science Curriculum Overview**

Science celebrates the wonder of human inquiry, enhances our natural curiosity and facilitates seeking and finding deeper meaning in all aspects of life, often beyond the physical and sensory world. Children need the opportunity to be curious, and to have their curiosity and imagination nurtured and exposed by asking “why” of all things. They need to be taught that life is important, needs to be respected, and to learn about all the different forms of life and the process and outcome of life cycles. To be the most effective, this learning should take place predominately through actual physical encounters and interaction with nature.
At TAS all science courses are considered core. The focus in these classes are on four major components - critical thinking skills, teaching California mandated content, support students through hands-on learning, and equipping students with the skills necessary to be successful in today's challenging world. Critical thinking is a required skill if an individual is to think like a scientist. This skill set is one that can be applied far beyond the realm of science and into any real-life situation. Critical thinking, focusing mostly on inquiry and inference, is embedded in daily lesson planning and pedagogy. This is established through constant and consistent questioning; having students explain and elaborate on their answers; as well as proposing hypothetical situations and asking students to view them through different perspectives.

All science teachers are committed to adhering to the California State Content Standards. Daily instruction is in alignment with science standards. Focusing on the standards helps to prepare our students by exposing them to curriculum that is rigorous and prepares them for high school and beyond. As California makes the transition to the Common Core Standards, we are dedicated to transitioning and maintaining effective lesson planning and pedagogy.

It is the goal of our science teachers to allow multiple opportunities for students to apply the skills they have acquired in the class, outside of the classroom. The new skill set - inquire, hypothesize, investigate and conclude - will encourage critical thinking, good decision making, continuous inquiry and discovery, as well as increase interest in other academic areas beyond the general sciences.

TAS, elementary and middle school, both implement state adopted curriculums, Harcourt/McDougall Littell Science. The scope and sequence of science across grade levels includes life science, physical science, earth sciences, investigation and experimentation.

TAS may look to adopt a new science curriculum at the elementary levels within the next 2 years.

The primary instructional methods/strategies used are:
1. Project GLAD
2. Kagan Cooperative Learning Strategies
3. Thinking Maps
4. Differentiated Instruction
5. Inquiry Based Learning
6. Reciprocal Teaching
7. SDAIE
8. Group work
9. Mini-Lectures
10. Teacher/student conferencing
11. Technology - United Streaming
12. Project Based Learning

Professional Development (Science/STEM)
The Leadership Committee is actively engaged in school wide training and implementation of Project GLAD, SDAIE Strategies, Thinking Maps, Project Based Learning, OARS, effective use of the curriculum, and the planning and implementation of Common Core Standards based instruction. To ensure that teachers are capable of providing effective math and science instruction at the highest levels, TAS will be committed to sending the mathematics and 6-8 STEM teachers to on-going training and conferences so that they can stay up to date with the current developments in mathematics & science education as well
as prepare for transition into the common core standards. Each grade level and department has common planning time so that they are able to collaborate, analyze assessment data, discuss student performance and share best practices. Based on the results of the analysis, during data articulation meetings and Monday "data share outs", administration and teachers identify professional development needs and schedule opportunities for the staff to attend appropriate trainings. These trainings include those given by LACOE, LAUSD, publishers or other outside consultants from local universities or educational organizations and internal instructional leaders.

Guided by the **California State Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects**, TAS teachers will adhere to and ensure that lesson objectives are correlated with the outcomes that the state has outlined.

**History/Social Studies Curriculum Overview**

The way a nation describes its history defines its present and shapes its future. By examining change over time, the study of history reveals the development of ideas and chronicles the events that those ideas spawned, providing the foundation for our knowledge about ourselves.

History is the way we come to know ourselves, our heritage, and our legacy. In its study, students learn tolerance, the understanding of differences, the reasons why world culture evolved and the continuing impact of individuals on the shaping of that culture.

Teachers research, plan, and assess inquiry-based lessons that provide students with opportunities to make more connections to the world beyond the classroom. With inquiry-based lessons and projects, student/teacher discourse and student decision-making is fostered. Furthermore, students are encouraged to investigate their past and current world as social scientists by incorporating scientific thinking to identify issues and to solve problems that lead to workable solutions. Teachers also use the community’s nearby city libraries, universities, museums, theaters, community learning centers, and gardens as a resource to facilitate meaningful learning experiences which will ultimately lead to life-long learning and develop students’ sense of pride and community responsibility - from a local to a global level.

In August of 2009, TAS K-6 teachers began utilizing **Reflections** (Harcourt Brace Publishers), a California-Adopted Social Studies Program. The program provides students with stories of intriguing people, exciting places, and fascinating events that make social studies relevant to their lives - students gain a global perspective. They also learn the social studies themes and skills they need to become informed, participating citizens who consider diverse points-of-view, use critical thinking skills, and are active in their communities. Completely aligned to the national standards, the program’s research-proven content provides rigor and depth in an easy-to-read, highly visual format that instantly connects with all types of learners. Reading Skill development and reinforcement organized around a Big Idea and What to Know Essential Questions are core to the pedagogy. In an effort to foster learning through interaction, the Harcourt Social Studies program offers engaging hands-on activities and technology explorations through high-interest level tools. Teachers are also provided with the tools they need to turn that interaction into content knowledge for every student in class. With components like Leveled Readers, the Homework and Practice Books, Online Assessment, and complete teacher resources to plan for and implement differentiation, teachers can help all students succeed.

In August of 2009, TAS 7-8 adopted and began using **World History – Journey Across Time** (Glencoe/McGraw Hill) and **Discovering Our Past: The American Journey to WWI** (Glencoe/McGraw Hill), a California-Adopted Social Studies Program to provide students a wide array of academic mediums to
explore historical content. *Journey Across Time* is a middle school world history program organized chronologically from the first humans and ancient civilizations to the present. *Journey Across Time* offers an engaging narrative and outstanding visuals which transports students back in time. As co-author, National Geographic ensures that students understand the influence of geography on historical events. The result is a standards-based program with important geography skills embedded in every lesson.

Geography, a critical component of the social science curriculum, is a basic building block of informed citizenship and environmental awareness, providing students with the economic, political, and environmental context for learning about cultures and people in different parts of the world. Geography is the portal to a number of different subject areas, including geology, biology, demography, history, culture and physical science. Geography helps students develop a better understanding of the relationship of humans and all life to the earth. In the modern global social and economic culture, students need to know the location and attributes of places to have a sense of global orientation and geographic relation.

TAS may look to adopt a new social studies curriculum at the elementary level within the next 2 years.

The primary instructional methods/strategies used are:
1. Project GLAD
2. Kagan Cooperative Learning Strategies
3. Thinking Maps
4. Differentiated Instruction
5. Reciprocal Teaching
6. SDAIE
7. Group work
8. Mini-Lectures
9. Teacher/student conferencing
10. Accelerated Reader
11. Technology - United Streaming, Khan Academy
12. Project Based Learning
13. Leonard Bernstein Artful Learning Model

**Professional Development (Social Studies)**
The Leadership Committee is actively engaged in school wide training and implementation of Project GLAD, SDAIE Strategies, Thinking Maps, Project Based Learning, OARS, effective curriculum implementation and the planning and implementation of Common Core Standards based instruction. Each grade level and department has common planning time so that they are able to collaborate, analyze assessment data, discuss student performance and share "best practices". Based on the results of the analysis, during data articulation meetings and Monday "data share outs", administration and teachers identify professional development needs and schedule opportunities for the staff to attend appropriate trainings. These trainings include those given by LACOE, LAUSD, publishers or other outside consultants from local universities or educational organizations and internal instructional leaders.

Guided by the California State Standards and the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects, TAS teachers will adhere to and ensure that lesson objectives are correlated with the outcomes that the state has outlined.
Arts Curriculum Overview

The arts develop students’ critical and creative thinking abilities. Through the arts, students can reflect on the importance of world culture and rethink their place in this multicultural world. The goal of incorporating the arts into student learning experiences is to help students become creative thinkers, leaders, citizens, parents, professionals... and perhaps even artists. Students will continue to be encouraged to enjoy and value the creative process of learning. They will learn to contextualize and create connections between themselves and other cultures and historical periods. They develop self-confidence, self-esteem and enhance learning experiences through the process of artistic expression and the acceptance of new ideas.

Because we believe that the arts are a fundamental component of our society and that they play an important role in cultivating learning skills, a creative arts program will continue to be implemented to enhance and support the academic program. It is the goal of TAS to provide teachers with the opportunity to attend Inner-City Arts Creativity in the Classroom workshop series, a 35-hour course meeting on Saturdays, designed for teachers at all grade levels. The workshops provide classroom teachers with meaningful strategies to incorporate the visual and performing arts into the classroom curriculum in support of student achievement.

The Workshop’s objectives include the cultivation of the students’ skills in three areas:

**Art-Based Skills** – Included are creative thinking skills such as seeing multiple possible solutions to a particular artistic problem, the capacity for the imaginative “play” with ideas, the ability to find and make meaning out of life experience, and the development of self-expression, self-confidence and self-esteem through the process of artistic expression and the acceptance of new ideas.

**Life-Long Learning Skills** – These include patience, creative problem-finding and problem-solving, the ability to appreciate and accept that there may be multiple opinions and views about the same object, experience or person. Other skills encompass the ability to tolerate frustration, view “mistakes” as an opportunity to learn and/or question and the ability to work as a member of a team or group to create a product.

**Skills Which Transfer To Other Curricular Subjects** - Verbal and spatial imagination and creativity, the ability to think on many levels at the same time, the ability to think about one's own thinking and question assumptions and the capacity for the development of new insights.

Unifying themes include Creative Expression, Artistic Perception, Historical and Cultural Context, and Aesthetic Valuing. It emphasizes active participation in the creative process and production, understanding the elements of art, including light, color, sound, movement, and composition, understanding the time, place and contextual meaning of artwork, and the ability to analyze, judge, and critique artwork.

TAS works in partnership with community outreach and afterschool programs to offer opportunities that support arts education. These artistic experiences are designed to expose students to and enhance their understanding of the unique and creative artistic expressions applied outside of the classroom. Examples include: photography, music, arts & crafts, dance, African drumming, painting, Colbourn School Musical Encounters, Colbourn School Summer Encounters, Martin Luther King Essay Contest, TAS...
Health and Physical Education Curriculum Overview

TAS’s Physical Education Program is based on the belief that physical wellness has an integral connection with students’ mental and emotional well-being, which has a tremendous impact on academic success and all aspects of life. TAS’s Physical Education Program has adopted and implemented the SPARK Physical Education Curriculum which aligns with the California State Content Standards. Through the curriculum, fitness and cognitive assessments (OARS and FitnessGram), cooperative games, and competitive team/individual sports, all students will gain an understanding of their motor skills, fitness levels, and the importance of a healthy diet. TAS’s Physical Education Program also promotes socialization, team building, and discipline.

TAS is committed to establishing policies and programs that encourage our students to develop and sustain healthy eating and continued practices of physical activity. As such, we have adopted a Health and Wellness Policy to help students attain full academic potential and optimal health by providing the skills, social support and environmental reinforcement necessary to adopt lifelong, healthy eating and physical activity habits. This policy was developed by The Accelerated School teachers and staff, based on the feedback of student, parent, teacher/staff surveys and discussion groups.

TRANSITIONAL KINDERGARTEN (TK)

Charter School shall comply with all applicable requirements regarding transitional kindergarten

On September 30, 2010, the California Legislature enacted Senate Bill 1381, which changed the date by which a child must turn five years old to enter kindergarten. The law also created the opportunity for students who do not meet the new start-date requirements to enroll in a Transitional Kindergarten (TK)—defined as a program that uses a modified, age and developmentally appropriate kindergarten curriculum, allowing students to attend a structured, high-quality school-readiness program. In the 2013–14 school year, a child must turn five on or before October 1 to be admitted to kindergarten. However, in 2014-2015, a child must turn five on or before September 1 to be admitted to kindergarten and this date remains the same every year thereafter.

The TK program at TAS will be a bridge between preschool and kindergarten that will give children whose birthdays fall late in the year an opportunity to learn important academic and social skills in a hands-on way that supports their development. This is important because California’s kindergarten standards and curriculum have changed over the years, and many of the skills children were once taught in first grade are now expected to be learned in kindergarten. The Common Core State Standards are now being implemented and TK teachers are working closely with the kindergarten teachers to ensure that students are prepared. Transitional Kindergarten is a new and voluntary option that will allow families to give their children the gift of time to develop at their own pace and continue building the social, emotional and academic skills that will help them succeed in elementary school.

Students meeting the criteria for Transitional Kindergarten will be placed in a Kindergarten Combination/Transitional Kindergarten classroom (depending on the number of transitional kindergarten students). Parents will participate in an orientation meeting informing them that the

program will utilize core curriculum and utilize project based learning as a vehicle to ensure students are able to master kindergarten and preschool standards. The purpose of project based learning is for Kindergarten and Transitional Kindergarten teachers at TAS to help children develop social skills through activities that build confidence and communication. They will expose children to reading and math through exciting interactive projects also using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns. Teachers will use Imagine It! (McGraw-Hill) and Envision Math as a resource and are expected to modify lessons through project based learning to ensure they are at the level the students can be successful while at the same time building a strong foundation for their success. All teachers will be trained in the curriculum and are expected to modify lessons and administer curricular assessments to ascertain instructional gaps to be addressed. Kindergarten Teachers and Transitional Kindergarten Teachers will also team with the preschool teachers to determine areas of social emotional development that need to be addressed. The social, emotional and academic skills children learn in transitional kindergarten will help them to succeed in kindergarten, become leaders in the classroom and confidently navigate the school day routine.

**ACADEMIC CALENDAR & BELL SCHEDULES**

**Affirmations and Assurances:**

Charter School shall offer, at a minimum, the number of minutes of instruction set forth in California Education Code 47612.5, and the number of school days required by Cal Admin Code, tit. 5, 11960

*Education Code* Section 46201.2 (a) Commencing with the 2009–10 school year and continuing through the 2014–15 school year, a school district, county office of education, or charter school may reduce the equivalent of up to five days of instruction or the equivalent number of instructional minutes without incurring the penalties set forth in Sections 41420, 46200, 46200.5, 46201,46201.5, 46202, and 47612.5. A school district, county office of education, or charter school shall receive revenue limit funding based on the adjustments prescribed pursuant to Section 42238.146 whether or not it reduces the number of schooldays or instructional minutes. (b) This section shall become inoperative on July 1, 2015, and, as of January 1, 2016, is repealed, unless a later enacted statute, that becomes operative on or before January 1, 2016, deletes or extends the dates on which it becomes inoperative and is repealed.

The instructional calendar will be approved by the TAS Board and reflect the required number of instructional days and minutes as stated by the CDE. (Appendix F)

**Academic start/end date:** August 18, 2014 - June 5, 2015
Elementary Bell Schedule
The bell schedule for the Charter School will be: 8:00 a.m. – 3:00 p.m. (Appendix G)
School begins daily at 8:00am. Monday’s are minimum days with students being dismissed at 1:30. Tuesday-Friday, students are dismissed at 3:00pm
Middle School Bell Schedule

The bell schedule for the Charter School will be: 8:00 a.m. – 3:00 p.m. (Appendix G)

2014-2015

Middle School Bell Schedule

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
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<td>3:30 - 4:30</td>
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<td>Dept. Mtgs.</td>
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2013-14 Comprehensive Table of Class/Course Offerings (K-8)

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PROFESSIONAL DEVELOPMENT
The faculty at TAS views staff development days as an opportunity to discuss student progress and collectively make instructional decisions. Assessment data gathered provokes self-reflection and modifications to the professional development plan.

Areas of PD identified by administrator and teachers to support students’ academic achievement especially for ELs:
- Project GLAD (Guided Language Acquisition Design) which is a model of professional development in the area of language acquisition and literacy. The strategies and model promote English language acquisition, academic achievement, and cross-cultural skills
- Thinking Maps® - all teachers have been trained
- Guided Reading - creates a balanced literacy program based on guided reading and supported by read aloud, shared reading, interactive writing, and other approaches
- Writing – use of the writing lessons in Imagine It!, and supplement as needed to provide research-validated, hands-on, multisensory writing strategies and writing activities that help students become proficient in the areas of informational/explanatory, narrative writing and personal
- enVision Math – additional PD opportunities including classroom visits/lesson modeling by consultant; creation of periodic benchmark assessments in addition to weekly/unit assessments currently being implemented
- Principal - LACOE Common Core State Standards; District level trainings
- Teachers - LACOE Common Core State Standards; District level trainings

Whenever possible the day program staff and ASES/YPI (After School Programs) staff will collaborate as well as participate in PD to ensure the academic achievement and appropriate social development of its students. Areas to collaborate include: communication styles and effective communication, math and language arts instruction and strategies, physical education, music, art, science, and technology.

To successfully provide students with quality instruction in the elementary system and prepare them for middle school, TAS will:

1) Apply guiding principles and values to create and sustain a highly supportive educational environment that provides students, parents, and community with high expectations of personal achievement and active learning experiences.
2) Monitor all students, including English learners, to assure academic proficiency on the CST by 5th grade.

3) Monitor and promote a healthy school culture to maximize student learning, staff satisfaction, parent engagement, community support.

TAS has notably been successful in creating a welcoming and safe school environment for the majority of our students and families. Many parents choose our school due to the instructional programs and the safety and security that are provided to all students and staff. As our school continues to strive for excellence, we will ensure that students and parents have strong relationships with our staff and open communication to help all students achieve academically and socially. The staff nurtures our students’ voices to build a sense of belonging and agency in fulfillment of our school charter.

**STAFF RECRUITMENT/SELECTION PROCESS**

TAS seeks a group of professionals committed to the education of all children. The guiding principles of the Accelerated Schools Model demand that we involve students in rich, meaningful learning experiences, which will encourage them to become life-long learners. In order to fully implement this program, all staff members must be equally committed and actively involved in the planning, performance, implementation, and evaluation of the instructional program and school operations.

In addition, TAS’ Human Resources department is responsible for the hiring of all TAS staff and ensuring the compliance with all applicable laws and provisions of the collective bargaining agreement. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation. TAS staff shall consist of persons who are committed to TAS’s philosophy. Each teacher will have appropriate teaching credentials provided by the State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of noncore classes such as support, enrichment or study skills classes will have qualifications consistent with the requirements of state legislation. Requirements related to the *No Child Left Behind Act* are detailed under the heading of Title I at the end of this document.

**Announce openings**
- Edjoin website
- California Charter School Association recruitment fair held at our school annually
- UCLA school of education
- CSULA school of education
- Word of mouth/inter office emails

**Interview Process**

Each application will be screened by at least two administrators. All candidates will be interviewed by a panel comprised of administrators, key instructional leaders on campus, and parents. Candidates will be required to demonstrate their abilities by teaching a lesson to a group of students while being observed by the panel. Following the demonstration lesson, the panel will hold a debriefing session with the candidate as well as receive input/feedback from the students. The hiring process will help ensure that candidates are a good fit for the school and that the school is a good fit for the candidate.

**Teacher Selection Process**

1. The selection process will include the following steps:
   a. research and establish job qualifications
b. announce opening(s)
c. recruit applicant(s)
d. request resume, references, letters of recommendation, and credentials
e. verify previous employment
f. interview (may be more than once) candidate(s)
g. select top candidate(s)

2. Medical clearance - proof of TB testing
3. Fingerprinting - applicant will submit fingerprints which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
4. Check for employment eligibility and require child-abuse sign-off

MEETING THE NEEDS OF A DIVERSE POPULATION:
Students will be identified for enrichment and intervention using informal assessments as well as formal assessments from SBE-adopted curricular programs – OARS Blueprints, CORE, Grade Level and ELD Portfolios, curricular assessments, classroom projects/rubrics, teacher feedback, as well as state administered tests (e.g. CELDT, STAR and Smarter Balanced Assessments).

Intervention and Enrichment Programs
TAS will provide the necessary support to ensure that students meet standards, including:

- Before & After school tutoring
- Behavior modification plans
- Student Success Teams (SST)
- Counseling services
- Special Education Program
- Mentoring
- Daily Academic Intervention Classes (Math & ELD)
- Daily Academic Enrichment Classes
- Saturday Academic Intervention
- Parenting classes
- California Gear Up
- After school enrichment classes (ASES & YPI)
- Community partnerships (Robey Theater, USC Troy Camp, UCLA Math Institute, LADOT, Summer Encounters, LAPD, Pepperdine University, PIQE, California Gear Up)
- Foster Grandparent Program
- Network for a Healthy California: Harvest of the Month; student and parent education
- Supplemental Education Services (SES)

In order to enhance and improve student learning for all students, inclusive of those performing below grade level and requiring intervention, TAS will:

- Adhere to instructional minutes for English/reading/language arts (2 ½ hours grades K-3, 2 hours grades 4-5, 1-2 hours grades 6-8); mathematics (50-60 minutes daily); ELD (30-45 minutes daily at K-5 and 50 minutes daily at 6th-8th)
- Ensure consistent and regular collaboration between general and special education teachers to provide effective push-in and/or pull-out intervention services
- Use lesson pacing guides and assessment timelines
- Implement ongoing instructional assistance and support for teachers through professional development opportunities in and outside of school
• Provide opportunities for peer/administrator observations and feedback based on student and teacher needs
• Use data to monitor student progress on curriculum-embedded assessments as well as other assessments (OARS and CORE) and modify instruction
• Ensure daily/weekly teacher collaboration by grade level/dept.
• Ensure bi-yearly cross grade level articulation meetings facilitated by the principal or teacher leaders using student achievement data.
• Provide fiscal support using general and categorical funds for supplemental instructional materials and intervention programs

To help involve all parents, teachers will provide opportunities for parents to volunteer in the classroom, have impromptu meetings, and offer guidance for parental support at home. All parents, including those whose primary language is Spanish, TAS will provide translation during all K-8 parent nights and for all parent conferences and meetings. Staff in the main office will be able to provide bilingual support and all robo-calls and written school information and notifications will be sent home in both English and Spanish.

**English Learner Instruction**

The Accelerated School is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school’s academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis (on or about October 1), The Accelerated School shall submit a certification to the LAUSD Charter Schools Division (CDS) that certifies that Charter School will either adopt and implement LAUSD’s English Learner Master Plan or implement Charter School’s own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall include, but is not limited to, the following:

- How English Learners’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the school will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

The Accelerated School shall provide to the CSD an annual report of its EL program assessment. Upon request, The Accelerated School shall provide a copy of its current EL Master Plan to the CSD.

The Accelerated School shall administer the CELDT annually in accordance with federal and state requirements.

The Accelerated School shall ensure that it will provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding school matters to the same extent as other parents.
**English Language Learners**

TAS will adhere to all applicable federal, state, and judicial mandates for English Learners. TAS has developed and will implement its own EL Master Plan and English Learner Subgroup Self Assessment (ELSSA) Plan, which can be found in Appendix B.

CELDT results, Home Language Survey’s and parental input are used to identify and/or group students by their language proficiency levels. This information is used to identify the appropriate ELD standards for which instruction and support will be provided. The CELDT data, along with ELD Portfolios and other criteria, are used to monitor overall progress of our ELL students towards ELD standards mastery and any/all required California State Testing proficiency. All ELL students including LTELs and RFEPs are monitored through the Online Assessment Reporting System, OARS and participate in all benchmark, blueprint and classroom assessments. OARS is used to facilitate the monitoring of each student’s progress over the course of the school year and this information is discussed during data articulation meetings as well as during grade level & department meetings. Progress for all students is monitored by both teachers and administration including the Principal, Assistant Principal, and Academic Dean.

Students will be administered the California English Language Development Test (CELDT) within 30 days of enrollment. Each student identified as an ELL is provided support through ELD leveled classes (EL1-4). K-8 students are placed in an English language acquisition program that affords meaningful access to the school’s academic core curriculum.

The Home Language Survey and the California English Language Development Test (CELDT) scores will be used to identify EL students. The progress of EL students will be monitored by teacher observations, ELD portfolios and their academic progress via OARS (initial assessments, weekly quizzes/tests, curricular chapter/unit assessments, benchmarks).

TAS will ensure EL students continue to progress toward meeting ELD and content standards, via ELD and scaffolded content instruction. TAS will also ensure RFEP students’ linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs at all levels. Components of the program include, but are not limited to:

- 45-60 minutes of daily ELD instruction at the students’ assessed level of English language Proficiency focused on academic language development
- Platooning for ELD as needed within or across grade levels to provide ELD at the appropriate student proficiency
- Access to instruction in all curricular areas aligned to content standards through use of learning centers, vocabulary enrichment activities, LOD (Language of the Day) activities
- Standards-based instruction in all curricular areas
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology ad Project GLAD, utilizing state-adopted, district approved, standards-based and supplemental material

The success of ELs and former ELs, students who have been reclassified to fluent-English-proficient (RFEP) status, is one of the highest priorities for TAS. TAS is committed to providing the highest quality educational programs and services that are soundly based in current research evidence. At TAS, instructional plans for English Learners are based on sound educational theory, are adequately
supported with trained teachers and appropriate materials; and are periodically evaluated to make sure the program is successful, and modified when the program is not successful.

Reclassification Process

In order for an English Learner to be reclassified as fluent English Proficient, they must meet all 4 criteria requirements:

- Students must have an overall score of early advanced or advanced on the CELDT examination.
- Scores are intermediate or above for each of the sub-skill areas: Listening, Speaking, Reading, and Writing.
- If the student meets these criterion move to criteria #2, if not the student remains an English Learner.

2nd Criteria: Review the Language Arts focus on the student’s results on the latest CST Assessment or any/all required California State Testing.
- Student has scored in the Basic range in the CST Assessment or on any/all required California State Testing.
- If the student meets these criterion move to criteria #3, if not the student remains an English Learner.

3rd Criteria: Teacher/Administrator evaluation of a student’s academic performance.
- Students must have an overall passing score of 3 or better in Language Arts on their report cards.
- Or the school has determined that the student is within the Basic range by utilizing a school assessment such as Core ELA Benchmark Assessments.
- If the student meets these criterion move to criteria #4, if not the student remains an English Learner.

4th Criteria: Parent consultation and agreement.
- The parent has agreed that his/her son/daughter is ready to be reclassified as RFEP and signs the agreement form.
- If the student meets these criterion move to reclassify student as a fluent English Proficient (RFEP), if not the student remains an English Learner.
- Students record is updated.

Reclassification Period: Students will be reclassified three times throughout the year

1st Period: September Rational - The CST scores (or any/all required California State Testing) become available, allowing the school to access this information for Criteria #2.

2nd Period: February Rational - CELDT scores become available, allowing the school to access this information for Criteria #1.

3rd Period: June Rational - Teachers have a better understanding of the student’s performance in Language Arts; teachers can better evaluate the requirements for Criteria #3.
English Language Development
MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADERS K-5 (ELEMENTARY)

Grades K-5 - Acquire English language proficiency and grade-level academic content through a combination of core content instruction via ELD and differentiated instruction in English and the use of appropriate supports.

The goal of this program is to ensure that ELs continue to progress linguistically and academically to meet ELD and grade-level content standards. These students receive appropriately differentiated ELD instruction and scaffolded academic content instruction and support. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native English-proficient peers. TAS will:

- Target/Eligible Student Population
- Create Program Goals and Objectives
- Identify Key Instructional Strategies for EL’s (1-3), EL (4-5), RFEP, IFEP, and EO students
- Provide ELD instruction using SDAIE strategies.

ELs are expected to meet reclassification criteria within 5 full years of instruction. ELs not meeting reclassification criteria at the beginning of their 6th year are considered Long-Term ELs.

Program Goals
Ensure EL students continue to progress toward meeting ELD and content standards, via ELD and scaffolded content instruction. Ensure RFEP students’ linguistic and academic skills are comparable to those of native English-proficient peers. This program is appropriate for ELs “reasonably fluent in English”. To meet these goals, TAS will ensure:

- Qualified teachers will provide 30-45 minutes of daily ELD instruction at the students’ assessed level of English language Proficiency focused on academic language development.
- Platooning for ELD as needed within or across K-5 grade levels to provide ELD at the appropriate student proficiency
- Leveled ELD classes are provided across K-8 to address the various English language Proficiency levels
- Access to instruction in all curricular areas aligned to content standards
- California Content Standards and Common Core Standards-based instruction in all curricular areas.
- Differentiated instruction in reading, writing, math, science and social science, delivered through specially designed academic instruction in English (SDAIE) methodology, utilizing state-adopted, standards-based and supplemental material
- State-adopted, district-approved, standards-based materials and supplemental materials are used in all classes

Secondary Instructional Program (Grades 6-8)
MAINSTREAM ENGLISH INSTRUCTIONAL PROGRAM, GRADERS 6-8 (SECONDARY)
The goal of this program is to ensure that secondary ELs continue to progress linguistically and academically to meet ELD proficiency and grade-level standards. These students receive differentiated ELD instruction and scaffolded academic content instruction and support and have access to A-G course requirements to be college prepared and career ready. This program also meets the needs of reclassified students to ensure that their linguistic and academic skills are comparable to the performance of their native-English speaking peers.

**Program Goals**
Ensure ELs continue to progress towards meeting ELD proficiency and grade level content standards. Ensure RFEP students’ linguistic and academic skills are comparable to the performance of their native-English speaking peers. To meet these goals, TAS will ensure:

- All EL students receive 50 minutes of daily ELD instruction provided by a qualified teacher
- All EL students are enrolled in a Mainstream Language Arts course
- Students are given equal access to instruction in all curricular areas aligned to content standards using SDAIE methodology
- Differentiated instruction and SDAIE strategies are used in all classes for all students to have access to grade-level content standards
- State-adopted, district-approved, standards-based materials and supplemental materials are used in all classes
- Instruction is provided overwhelmingly in English

In addition to ELD instruction, English learners continue to receive additional and appropriate educational services in order to recoup any academic deficits that may have been incurred in other areas of the core curriculum as a result of language barriers.

Any teacher who teaches English/Language Arts class must hold either a BCLAD or a CLAD credential, or will demonstrate satisfactory progress toward obtaining such credentials.

Self-reflection on CST outcomes for 2007 moved TAS to adopt *Thinking Maps: A Language for Learning* to better differentiate instruction and focus on the academic vocabulary gaps of English Language Learners. To further support the language development needs of EL’s, in 2011, TAS adopted and implemented Project Glad, Guided Language Acquisition Design, in grades K-6; and continued the training and implementation for grades 7 and 8 in 2012. New teachers will receive training in the use of *Thinking Maps & Project Glad*.

The primary instructional methods/strategies used are:
1. Project GLAD
2. Kagan Cooperative Learning Strategies
3. Thinking Maps
4. Differentiated Instruction
5. Guided Reading
6. Guide Writing
7. Reciprocal Teaching
8. SDAIE
9. Group work
10. Mini-Lectures
11. Writing workshops
12. Literature Circles
13. Teacher/student conferencing
14. Accelerated Reader
15. SuccessMaker Reading

Professional Development (ELD)
The Leadership Committee is actively engaged in school wide training and implementation of Project GLAD, Guided Reading, Guided Writing, ELD Portfolios, SDAIE Strategies, Thinking Maps and the planning and implementation of Common Core Standards based instruction. In addition, ongoing professional development is provided to support our students with different learning and language needs. Each grade level and department has common planning time so that they are able to collaborate, analyze assessment data, discuss student performance and share "best practices". Based on the results of the analysis, during data articulation meetings and Monday "data share outs", administration and teachers identify professional development needs and schedule opportunities for the staff to attend appropriate trainings. These trainings include those given by LACOE, LAUSD, publishers or other outside consultants from local universities or educational organizations as well as internal instructional leaders.

Gifted and Talented Students
Using the guiding principles and values of The Accelerated Schools Model, faculty and staff at TAS treat all students as gifted; TAS does not identify students for GATE eligibility (students are identified for GATE eligibility through LAUSD) nor does the school implement a separate program for gifted students, however, TAS is committed to providing learning environments in which gifted and talented pupils can acquire skills and understanding at advanced ideological and creative levels commensurate with their potentials. Accordingly, faculty and staff differentiate instruction based upon the individual needs of the students and will challenge all students to achieve at high levels. Teachers will differentiate in the features of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students. Differentiated instruction that focuses on the features of depth, complexity, creativity, content, process, and product is a strategy that our teachers have been trained in to support the varying needs of all levels of learners, from GATE to struggling.

Throughout the entire TAS academic program, the faculty and staff emphasize a series of key thinking skills which research says students need to have to be ready for college. In each class, students are expected to make inferences, interpret results, analyze conflicting explanations of phenomena, support arguments with evidence, solve complex problems that have no obvious answer, reach conclusions, offer explanations, conduct research, engage in the give-and-take of ideas, and think critically to evaluate, synthesize and apply what they are learning. Equipped with these skills, all students can take advantage of the learning opportunities at TAS in preparation for success at the secondary and college/university level.

Students Achieving Below Grade Level
Students who are performing below grade level in each of the content areas as measured by informal and formal classroom assessments using ELA/Math Blueprints, Imagine It! ELA assessments (K-5), McDougal Littell ELA & Math assessments (6th-8th) and enVision Math assessments (K-6), will receive individual and flexible small group instruction to target their individual needs. During whole class instruction, the teacher will differentiate instruction based upon students’ needs, interests, readiness,
and learning profile. The progress of all students, especially those who are achieving below grade level, is monitored weekly. OARS assessments are analyzed and discussed in grade level meetings and in data articulation meetings. Below are additional types of instructional strategies and interventions which are utilized to support students achieving below grade level:

- Before & After school tutoring
- Supplemental Education Services (SES)
- Mentoring
- Daily Academic Intervention Classes (Math & ELD)
- Saturday Academic Intervention
- Individual and small group intervention targeting specific standards
- More time to increase the learning opportunities through peer and teacher support in the classroom
- Scaffolding in classroom instruction with language and content support
- Technology instructional supports such as iPads, laptops, document readers
- Valuing strengths and building self-confidence
- Monitoring students’ progress and providing feedback to parents during parent conferences in September, fall and spring Student Led Conferences, and informal parent conferences
- Facilitating effective and consistent communication between parent, student and/or teacher
- Recognizing growth and achievement (Panther Pride Awards, TAS High Fives, Achievement Awards)
- After-school tutoring and homework support (ASES & YPI)

If after implementing the aforementioned instructional support and intervention strategies, no significant growth is shown, students achieving below grade level may be referred by the principal, teacher or the parent/guardian for a Student Success Team (SST) meeting. In these meetings, the classroom teachers, the parent/guardian, the Principal and any other relevant party (School Psychologist, Counselor, etc.) will convene to discuss the child’s strengths and areas of concern. In this meeting interventions and action steps will be decided upon in order to further assist this child in academic and/or behavioral growth. Follow-up meetings will be scheduled to reconvene and discuss the student’s growth and progress. Possible interventions and supports that may be implemented after the SST process may include one or more of the following:

- Behavior Modification Plan
- Counseling services
- Accommodations on Classwork, Homework Assignments, Tests/Quizzes
  - Shortened assignments
  - Extended
- Opportunities to retake assessments
- Reduce difficulty of tasks
- Repetition and additional practice
- Change of seating/grouping to reduce distractions
- Use of calculator, computer, books on tape, visual aids
- Retention

If significant progress has not been made as measured by assessments and observations, the student may be referred for assessment to determine if the child is eligible for special education services under the Individuals with Disabilities Education Act (IDEA) if appropriate. The school will make efforts to
ensure an exhaustive list of interventions is utilized to avoid over identification of students in Special Education.

**Socioeconomically Disadvantaged Students**

TAS serves a population comprised where the majority of students are socioeconomically disadvantaged. Research indicates that children from low-SES households and communities develop academic skills more slowly compared to children from higher SES groups (Morgan, Farkas, Hillemeier, & Maczuga, 2009). The school’s program is designed to meet the needs of students with this designation and is based on research-based curriculum, methodologies, and pedagogy that work best with this targeted population. In addition, the school’s mission, vision, and instructional programs are designed to provide and ensure equal access for all students, particularly those students who are designated as socioeconomically disadvantaged based upon the poverty index. At its core, TAS believes in high expectations for each of its students regardless of background.

TAS participates in the McKinney-Vento Homeless Assistance Act grant through Title I. The grant is implemented through the Homeless Liaison. The Liaison implements the District’s homeless education policy, coordinates the identification of homeless children and youth, assists in arranging public transportation assistance for homeless children and youth, resolves school disputes, provides supplemental support services to enhance educational achievement, collaborates with homeless service agencies, and coordinates parent education workshops for homeless parents.

**DEFINITION OF “HOMELESS”**

The McKinney-Vento Act defines a "homeless" student as one between the ages of two and eighteen, who (1) lacks a fixed, regular, and adequate nighttime residence, and (2) includes at least one of the following:

A. has a primary nighttime residence that is a shelter designated to provide temporary living accommodations including motels/hotels, domestic violence shelters, congregate shelters, and transitional housing.

B. lives in a car, park, an abandoned building, public or private places not designed for, or ordinarily used as a regular sleeping accommodation for human beings.

C. lives in a trailer park or camping area with his/her family, if they are staying temporarily, because of a lack of adequate living accommodations.

D. lives “doubled-up” where one family lives with another, due to loss of housing, stemming from financial problems.

E. is abandoned in hospitals.

F. resides in a home for unwed mothers as a school-aged, unwed mother, or mother-to-be, if there are no other available living accommodations.

G. is awaiting foster care in limited circumstances (e.g., does not include placement in foster family, foster family agency, or group home).

H. is placed by the state in an emergency shelter, if placed in the shelter because there was no other place.

I. lives in an abandoned building, parked car, or other facility unfit for habitation.

J. are migratory children who qualify as homeless because they are living in circumstances described above.

K. are abandoned, runaway or throwaway youth living in circumstances as described above.
Each principal shall use the systematic procedure below to identify homeless children and youth during the registration process.

1. The Student Residency Questionnaire (SRQ) shall be included in the enrollment packets as part of the registration procedure. It will assist the school administrator and enrolling staff in determining documentation needed for enrollment.

2. The SRQ asks families to provide information about their living accommodations. If a student is selected through the lottery and section A is checked, then the family may meet the federal definition of homelessness and the child/youth will be enrolled at the school site regardless of their living situation, even if documents normally required for enrollment are lacking. If section B is checked, then the school administrator and enrolling staff are to follow the standard enrollment procedure.

3. Use alternative documentation when a student lacks a permanent residence and meets the federal definition of homelessness, such as,
   a. Affidavit of Temporary Residence
   b. Caregiver’s Affidavit

4. Submit the Homeless Survey through the front office.

Once a student is identified as meeting the federal definition of homeless, the student shall be provided comparable services as offered to other students in the school selected. This includes:

1. Information about Public Transportation services;
2. Educational programs for which students meet eligibility criteria, such as services provided under Title I or similar state or local programs;
3. Programs for students with disabilities;
4. Programs for students with limited English proficiency;
5. Vocational or technical programs;
6. Gifted and talented programs;
7. School nutrition programs; and
8. Before and after school programs.

Homeless children and youth shall have access to the educational and support services they need to afford them the opportunity to meet the same challenging State student academic achievement standards to which all students are expected to meet.

TAS has designed its instructional program to support students from socioeconomically disadvantaged backgrounds in each of the following ways:

- Early identification of struggling students is critical. Using Imagine It! and Fountas and Pinnell diagnostic curricular assessments, formal/ informal observations, and student work will aide in identifying students who need additional support/interventions in the classroom by the teacher, before/ after school tutoring, or Saturday class.
- Some of the curriculum interventions include: Imagine It!, enVision Math, Guided Reading, Guided Writing, Seeing Stars, Lindamood Phoneme Sequencing® (LiPS® & SiPS®), McDougal Littell, Glencoe/ McGraw Hill, Harcourt, High Point.
- Embedding “real life” experiences into the curriculum to make learning meaningful.
- “College Bound” culture driven by California GEAR UP which incorporates parent meetings, college field trips, and developing college awareness among students.
Parent Institute of Quality Education (PIQE) educates and empowers parents to become proactively involved using strategies of how to successfully prepare families for college readiness.

- Monthly school-wide parent meetings are held to work with the families to provide resources on how to create and support learning outside the classroom.
- Counsel families on an individualized level on different strategies to promote a supportive learning environment at home.
- Offer families flexible meeting times before and after school hours.
- Families are encouraged to visit the Parent Center to gain access to school resources and provide classroom support.
- Families are welcome to utilize school resources such technology, an on campus fitness center, summer lunch program, and cultural performances.
- Parent workshops on topics such as healthy nutrition, computer literacy, and parenting skills.
- Students are provided tutoring and homework support through several supplemental programs, which include Supplemental Educational Services (SES), Youth Policy Institute (YPI), and Afterschool Education and Safety (ASES) program.
- Students are provided access to technology in class to supplement and enhance learning.
- Counseling services are offered to families as needed.
- Students are exposed to additional extra-curricular activities that include dance, music, engineering, tennis, arts & crafts and cooking.

STUDENTS WITH DISABILITIES - SPECIAL EDUCATION
Charter is applying to the District for consideration to be included in Option 3. Should this pending application be successful, Charter will be amended to reflect Option 3.

Students with disabilities are identified through the SST process. Teachers, parents, and administrators can request an SST for any student. The SST process includes implementing various accommodations to address student needs, frequent meetings with parents, analysis of student progress and when applicable, referral to special education for further analysis and possible evaluation.

The Individuals with Disabilities Education Act includes the Child Find mandate and therefore, students with disabilities are also identified through this mandate. Child Find requires all schools to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. TAS distributes and mails brochures to families at the beginning of each school year to help parents identify if their child may need special education services.

Federal Law Compliance
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

Special Education Program
All LAUSD-authorized charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (“MCD”) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible in their charter school will be denied enrollment due to a disability or to the charter school’s
inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, The Accelerated School will execute a Memorandum of Understanding (“MOU”) by and between LAUSD and The Accelerated School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (“SELPA”) Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding (“MOU”), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools chartered by LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- End of Year Suspensions
• District ID, CSID, ID, last name, first name, data of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.
• STAR – Preliminary and Final. (Including Charter Schools)
• Norm Day 2013
• District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.
• All students enrolled December 1, 2013
• District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day
• Dropout 2012-13 (Including Charter Schools)
• District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
• Monthly SESAC and Suspension data from non-SIS schools (Including Charter Schools)
• Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS) which is now referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data.

A TYPICAL DAY AT TAS
Twilight at The Accelerated School sheds light on a pristine campus, and bordering sidewalks swept clean by the school’s lead custodian and made ready for a new day. A school day at TAS begins with students of all ages emerging from the busy streets of Martin Luther King Jr. Boulevard, Main Street, and Woodlawn Avenue. Arriving in pairs, individually or as intergenerational clusters, TAS gates are opened by 7am to embrace the possibilities that each day holds. As they walk through the main gate they are greeted by school administrators and school safety staff who vigilantly roam the campus. Students come early to play a match of soccer, to eat a warm nutritious breakfast made on site, to study, or to meet with friends and catch up on the events of the prior evening.

Teachers arrive early to prepare for the day, meet with fellow colleagues, parents, or to meet and tutor their students. Parents eagerly gather in the main office anticipating the start of the various parent workshops/classes that promotes and encourages deeper parental involvement and support for their child at home. As the 8:00am bell rings, excited students enter their classrooms prepared and ready to learn.

Preschool students begin their family style meals, elementary students gather with teachers together on rugs to quickly review the day’s schedule. Middle school students pull out their notebooks to solve the problem of the day or write a response to literature projected from a teacher’s power point. All over the
campus, classrooms take on different structures and forms. Elementary teachers separate students into small groups for dedicated English Language Development time and in other rooms, students sit poised for direct instruction. Students in the upper elementary and middle school interact with technology as they engage in collaborative problem solving. Relationships are forged as Special Education teachers and Instructional Assistants who escort students from the classroom or join general classroom teachers to provide and support with additional services. K-8 administrators debrief together for a quick assessment of the day before moving into classrooms observations.

Enter a first grade classroom, where students recite the spelling patterns of the Imagine It! Sound Spelling Cards as part of their daily morning routine. The teacher reminds the students to reference the sound spelling cards as they read and write throughout the day. From classroom to classroom, student use Thinking Maps in different ways giving an opportunity for English Learners to have access to the core literacy curriculum. Student work is displayed throughout the classroom and found in student portfolios.

In a sixth grade classroom, students continue to use their knowledge of Thinking Maps to organize information as they are engaged in expert groups, researching ancient civilizations and creating travel brochures expounding on the virtues of traveling to one ancient civilization versus another. Middle school students travel among core classes in order to prepare for the rigor and pace of high school. From the quad, the faint sound of middle school Physical Education instruction can be heard from the field along with whistles cueing the daily warm-up. The sounds of the sirens on Main Street or the frequent jarring police propellers above do not interrupt or prevent lessons from taking place, nor impede student engagement.

On Monday’s, students are dismissed early so that professional development can be provided to the staff and so that teachers can collaborate and plan together. Updates are presented to the staff, PLC Committee’s share their thoughts and ideas for upcoming events and instructional strategies to be implemented, and teachers share best practices with their colleagues as a means to support effective and consistent instruction in all of the classrooms. Consultants are brought in to support the implementation of the CCSS, administrators provide trainings to the staff in guided reading, and time is provided for the staff to analyze grade level assessment data.

The bell at 3:00pm signals the end of the regular instructional day and the beginning of the LA’s Best Afterschool program and 21st Century Kids/Youth Policy Institute academic and enrichment classes for elementary and middle school students respectively. Students receive tutoring, homework help, a healthy snack and a variety of enrichment activities such as dance, art, music, sports, and MESA. Partnerships between TAS and the afterschool programs ensure consistency with the alignment of the school mission and instructional goals.

Every other month, thematic parent nights are scheduled. Parents assemble in the gym where they are presented with appropriate information suited to that time of the year. All stakeholders then disperse to attend grade level presentations where teachers provide parents with strategies, skills and resources to support academic success.
ELEMENT 2: MEASURABLE PUPIL OUTCOMES
ELEMENT 3: METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“The measurable pupil outcomes identified for use the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code 47605 (b)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code 47605(b)(5)(C).

Measureable Goals of the Educational Program
Charter School shall meet all statewide content and performance standards and targets. Cal. Ed, Code 47605(c)(1), 60605

Charter school shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.
The degree to which teachers are appropriately assigned (E.C. §44258.9) and fully credentialed, and every pupil has sufficient access to standards-aligned instructional materials (E.C. § 60119), and school facilities are maintained in good repair (E.C. §17002(d))

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>ACTIONS TO ACHIEVE GOAL</th>
<th>MEASURABLE OUTCOME</th>
<th>BASELINE PERFORMANCE LEVEL</th>
<th>METHODS OF MEASUREMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Each core subject teacher and teacher of college-preparatory classes will have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes or non-college preparatory classes will have qualifications consistent with the requirements of state legislation.</td>
<td>The charter school will conform to the legal requirement that all charter school teachers hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will be “highly qualified” according to the NCLB. All core teacher candidates screened for employment will hold valid CA Teaching Credential with appropriate English learner authorization; Human Resources Department will review credential status for all teachers annually</td>
<td>100% of teachers required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing</td>
<td>2013-14 Verifications</td>
<td>Initial and annual verification of core teacher credential as reported by the CA Commission on Teacher Credentialing; CALPADS Report 3.5 NCLB Core Course Section Compliance; Annual publication of School Accountability Report Card</td>
</tr>
</tbody>
</table>
## Sub-priority B – Instructional Materials

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition. The TAS curriculum is based on and will adhere to the California Content Standards and the Common Core State Standards.</td>
<td>All instructional materials purchased will be aligned to CA Common Core State Standards and aligned with our charter petition</td>
<td>100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have access to standards-aligned materials and additional instructional materials as outlined in our charter petition</td>
<td>2013-14 Inventory Sheets</td>
<td>Principal, Leadership PLC Committee, and parent committee (SBC and/or ELAC) review all instructional materials before purchase; signed purchase orders; school maintained list of textbooks and supplemental materials</td>
</tr>
</tbody>
</table>

## Sub-priority C – Facilities

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
<th>Methods of Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAS’s mission for Maintenance and Operations is consistent with the School District’s mission: to maintain, repair and operate building and grounds effectively, with the ultimate goal of promoting learning, by having a clean and safe environment for the School community.</td>
<td>To achieve this mission, the Board of Trustees adopts a budget that anticipates the costs of basic maintenance and operations. The Facility Manager is responsible for the day-to-day operation of the TAS facility, in partnership with the custodians, maintenance staff and gardeners. All rooms are inspected and cleaned by the custodians. All general areas are inspected and cleaned by the gardeners.</td>
<td>Annually, 90% of all items on Monthly site inspection checklists and 90% of Facility Inspection checklists will be in compliance/good standing and 100% of identified Required Corrections will be corrected within three months. Daily cleanliness spot checks will also be performed.</td>
<td>2013-14 Inspection Checklists</td>
<td>The facilities will meet all the necessary requirements as approved by the Los Angeles Unified School District, the California Department of Education, the Division of the State Architect, and the Fire Department. The facilities will meet state building codes, the requirements of the American Disabilities Act and any other applicable fire, health, and structural safety requirements, and maintain on file readily accessible records documenting such compliance. TAS will be responsible for all maintenance, operations services, and utilities. TAS shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 CFR parts 763. TAS shall comply with the Healthy Schools Act – Education Code section 17608, which details pest management requirements for schools.</td>
</tr>
</tbody>
</table>
## State Priority #2 — Implementation of Common Core State Standards

Implementation of Common Core State Standards, including how EL students will be enabled to gain academic content knowledge and English language proficiency

### Sub-priority A — CCSS Implementation

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
</table>
| The TAS Leadership PLC Committee will create a 3-Year CCSS Implementation Plan. Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) | The administration will provide training and ongoing support to teachers as a means to increase rigor, student engagement, improve assessment scores and prepare for the full implementation of the CCSS  
  - Trainings and support will include, but are not limited to:  
    - Speaking and writing across all curricular areas  
    - CCSS trainings provided through LAUSD and other outside resources  
    - Use of technology in the classroom  
    - Content area trainings provided through LAUSD and other outside resources  
    - Classroom demonstration lessons  
    - Peer observations and debriefing sessions  
    - Leadership & ELD PLC Committee Support  
In preparation for full implementation of the CCSS and CalMapp Assessments, teachers will:  
  - Foster more student-generated questions and student-led discussions & discourse  
  - Actively & consistently engage students in observable & rigorous behaviors that demonstrate their level of understanding; for example: discussing, manipulating, highlighting, posting, etc. |

<table>
<thead>
<tr>
<th>Measurable Outcome</th>
<th>Baseline Performance Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annually, 100% of teachers will participate in Professional Development and trainings in preparation for full implementation of the CA CCSS</td>
<td>2013-14 PD Surveys and sign-in sheets for CCSS trainings</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Methods of Measurement</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development calendar, agenda’s, sign in sheets, surveys from the PD workshops, and informal observation documentation will serve as evidence of participation by teachers in professional development activities and as evidence of teacher application of PD provided</td>
<td></td>
</tr>
</tbody>
</table>

### Sub-priority B — EL Students & Academic Content Knowledge

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>The EL Subgroup will consistently make a 10% growth within the Proficient/ Advanced band every year</td>
<td>Students With disabilities, Socio- Economically disadvantaged Students, Hispanic/Latino and African American students will be enabled to gain academic content knowledge across all curricular areas</td>
</tr>
</tbody>
</table>

| EL students participate in daily English Language Arts/Literacy instruction and daily ELD instruction and will be provided with appropriate instructional support in all content areas |
- EL students participate in daily English Language Arts/Literacy instruction and daily ELD instruction will be provided

- Targeted instruction and appropriate instructional strategies and support will be provided in all content areas using SDAIE strategies for all subgroups, including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students

- Frequently monitor, assess and review students’ grades and progress toward concept for all subgroups including ELs, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students

- Provide curricular accommodations and modifications as necessary and in compliance with student IEPs for all students with disabilities

- Provide additional curricular support mechanisms for all subgroups, including ELs, Students with Disabilities, African American students, Socio-economically disadvantaged students, and Hispanic/Latino students such as before and after school tutoring, mentoring, Saturday intervention support, access to contracted vendor support programs for family and social services to ensure student health and welfare and optimal context for learning.

Frequently monitor, assess, and review progress of EL students with IEPs toward gaining English Language proficiency and modify instructional practices and strategies as necessary to ensure compliance with IEP goals and objectives

100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will gain academic content knowledge through the implementation of the CA CCSS.

75% of students within all subgroups, including Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students will demonstrate mastery of content standards.

EL students, including those with IEP’s, will achieve the following measurable outcomes each year:

<table>
<thead>
<tr>
<th>EL Subgroup</th>
<th>ELA</th>
<th>MATH</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013-14</td>
<td>60%</td>
<td>59%</td>
</tr>
<tr>
<td>2014-15</td>
<td>70%</td>
<td>69%</td>
</tr>
<tr>
<td>2015-16</td>
<td>80%</td>
<td>79%</td>
</tr>
<tr>
<td>2016-17</td>
<td>90%</td>
<td>89%</td>
</tr>
<tr>
<td>2017-18</td>
<td>100%</td>
<td>99%</td>
</tr>
<tr>
<td>2018-19</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>BASELINE PERFORMANCE LEVEL</strong></td>
<td>Report Card Grades, Progress Reports, state assessment results, OARS blueprint results, CELDT scores, 2013-14 EL subgroup data</td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>METHODS OF MEASUREMENT</strong></td>
<td>OARS Assessment Data, ELD Portfolio Data, Curriculum Assessment results, Report Card Grades, Progress Reports, state assessment results, CELDT scores</td>
<td></td>
</tr>
</tbody>
</table>

### STATE PRIORITY #3 — PARENTAL INVOLVEMENT

Parental involvement, including efforts to seek parent input for making decisions for schools, and how the school will promote parent participation

#### SUB-pRIORITY A – PARENT INPUT

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>Maintain parent representation on the School Based Council (SBC) and the English Language Advisory Committee (ELAC)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Every 2 years, SBC &amp; ELAC elections are held for parents to serve as new members on each committee; meetings for each committee are held 6 times a year</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Each meeting will require a quorum with a minimum of 2 parents attending each meeting</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>None</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>SBC and ELAC meeting agendas and minutes; SBC and ELAC Bylaws</td>
</tr>
</tbody>
</table>

#### SUB-pRIORITY B – PROMOTING PARENT PARTICIPATION

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-pRIORITY</th>
<th>Conduct a minimum of six Parent Meetings per year July – June; to include one parent/teacher conference day and one Student Led Conference (SLC’s) day</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Administrators will develop a calendar to include Parent Meetings; collaboratively design objectives and agendas for Parent Meetings</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>A minimum of six Parent Meetings, one parent/teacher conference and one day of SLC’s</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 Parent Involvement Implementation Events</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>School-wide Calendar; Parent Meeting agenda’s, sign-in sheets from parent/teacher conferences and SLC’s</td>
</tr>
</tbody>
</table>

### STATE PRIORITY #4 — STUDENT ACHIEVEMENT

Pupil achievement, as measured by all of the following, as applicable:

- **H. CA Measurement of Academic Progress and Performance on statewide assessment**
- **I. The Academic Performance Index (API)**
- **J. Percentage of pupils who are college and career ready**
- **K. Percentage of ELs who make progress toward English language proficiency as measured by the California English Language Development Test (CELDT) and/or English Language Proficiency Assessment for California (ELPAC)**
- **L. EL reclassification rate**

---

74
M. Percentage of pupils who have passed an AP exam with a score of 3 or higher
N. Percentage of pupils who participate in and demonstrate college preparedness pursuant to the Early Assessment Program (E.C. §99300 et seq.) or any subsequent assessment of college preparedness

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Percentage of students at every applicable grade level, including all student subgroups - EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students - score at a higher proficiency rate than surrounding and comparison schools on the CalMapp statewide assessment in the area of English Language Arts/Literacy and Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Provide the following to all student subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students:</td>
</tr>
<tr>
<td></td>
<td>• rigorous and engaging classroom instruction</td>
</tr>
<tr>
<td></td>
<td>• print rich learning environments</td>
</tr>
<tr>
<td></td>
<td>• parent training and support</td>
</tr>
<tr>
<td></td>
<td>• appropriate CA CCSS aligned instructional materials</td>
</tr>
<tr>
<td></td>
<td>• appropriate and targeted interventions for struggling students and those who need to be challenged</td>
</tr>
<tr>
<td></td>
<td>• frequent monitoring of academic progress</td>
</tr>
</tbody>
</table>

Expected Academic ELA Targets

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>65</td>
<td>75</td>
<td>85</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>63</td>
<td>73</td>
<td>83</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>ELL</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>SWD</td>
<td>41</td>
<td>56</td>
<td>71</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>Black/Afr. Amer.</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
</tbody>
</table>

Expected Academic Math Targets for Renewal Term 2014-2019:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>61</td>
<td>71</td>
<td>81</td>
<td>91</td>
<td>100</td>
</tr>
<tr>
<td>ELL</td>
<td>59</td>
<td>69</td>
<td>79</td>
<td>89</td>
<td>100</td>
</tr>
<tr>
<td>SWD</td>
<td>36</td>
<td>56</td>
<td>76</td>
<td>96</td>
<td>100</td>
</tr>
<tr>
<td>Black/Afr. Amer.</td>
<td>55</td>
<td>65</td>
<td>75</td>
<td>85</td>
<td>100</td>
</tr>
</tbody>
</table>

MEASURABLE
Percentage of students at every applicable grade level, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students.
### OUTCOME

Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, score at a higher proficiency rate then surrounding and comparison schools on the CalMapp statewide assessment in the area of English Language Arts/Literacy and Mathematics.

### BASELINE PERFORMANCE LEVEL

Accountability Progress Reporting (when this becomes again applicable)

### METHODS OF MEASUREMENT

CalMapp Score reports; OARS Assessment Reports, Report Cards and Progress Reports

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#### SUB-PRIORITY B – API

### GOAL TO ACHIEVE SUB-PRIORITY

School will increase API score each year in an effort to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. School will meet or exceed that API score of surrounding and comparison schools.

### ACTIONS TO ACHIEVE GOAL

Classroom instruction will incorporate testing strategies in preparation for the CA MAPP.

### MEASURABLE OUTCOME

School will increase API score each year in an effort to meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education. School will meet or exceed that API score of surrounding and comparison schools.

### BASELINE PERFORMANCE LEVEL

2012-13 API Data

### METHODS OF MEASUREMENT

CalMapp Score reports; CA DataQuest summary and API Reports or equivalent as determined by the CA Department of Education

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#### SUB-PRIORITY C – COLLEGE AND CAREER READY

### GOAL TO ACHIEVE SUB-PRIORITY

All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready.

### ACTIONS TO ACHIEVE GOAL

- Provide standards-based instruction; implement differentiated instruction; Utilize Guided Reading or similar program; one year increase made on Success Maker program; meet or exceed Accelerated Reader goals; Silent Sustained Reading; Implement Khan Academy Math and Science programs; Implement California Gear Up – College and Career Readiness Support Program; Utilize CaliforniaColleges.edu website with students; Parent meetings/workshops to provide information regarding A-G requirements; Implement PIQE – Parent Institute for Quality Education; College Corner in every classroom.

### MEASURABLE OUTCOME

90% of students, All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready, will achieve AR goals and make at least one year growth on SuccessMaker by the end of the school year; at least 80% of middle school parents will participate in PIQE; 100% of middle school students, All students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be on track to be college and career ready, will be exposed to CaliforniaColleges.edu website; at least 2 parent workshops a year will be provided to provide information regarding A-G requirements.
### Baseline Performance Level

| 2013-14 PIQE participation reports; 2013-14 A-G parent workshop surveys; 2013-14 Gear Up Annual Surveys – which includes questions on CaliforniaColleges.edu |

### Methods of Measurement

| Grades, Success Maker score reports, Khan Academy score reports, Accelerated Reader goal sheets |

### Grade Levels Not Applicable

### Sub-priority D – EL Progress

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>EL students, including those with IEP’s, will advance at least one performance level per the CELDT/ELPAC each academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>EL students, including those with IEP’s, will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; Intervention/Tutoring as needed; daily ELD instruction</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>80% of EL students, including those with IEP’s, will have advanced at least one performance level per the CELDT/ELPAC each academic year</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>2013-14 CELDT data results</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>CELDT/ELPAC Score Reports</td>
</tr>
</tbody>
</table>

### Sub-priority E – EL Reclassification Rates

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>EL students, including those with IEP’s, will be reclassified as Fluent English Proficient annually and perform at grade level on the CalMapp statewide assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>EL students, Including those with IEP’s, will receive in-class instructional support which includes 1-on-1 teacher support; small group instruction; usage of SDAIE and ELD instructional strategies; Intervention/Tutoring as needed; daily ELD instruction</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Percentage of EL students, including those with IEP’s, reclassified as Fluent English Proficient annually will be higher than the District average</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>2013-14 Reclassification data</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>CELDT/ELPAC results; Reclassification documents</td>
</tr>
</tbody>
</table>

### Sub-priority F – AP Exam Passage Rate

**Grade Levels Not Applicable to School**

### Sub-priority G – College Preparedness/EAP

**Grade Levels Not Applicable to School**

### State Priority #5 – Student Engagement

_Pupil engagement, as measured by all of the following, as applicable:_

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77
**F. School attendance rates**  
**G. Chronic absenteeism rates**  
**H. Middle school dropout rates (EC §52052.1(a)(3))**  
**I. High school dropout rates**  
**J. High school graduation rates**

### SUB-PRIORITY A – STUDENT ATTENDANCE RATES

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will maintain a high ADA rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Attendance letters sent home to parents; Regular attendance updates to principal; Meetings with families of students with low attendance rates.</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>Annual Average Daily Attendance will be at least 96%</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>2013-14 ADA data</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Monthly, Quarterly, and Annual ADA reports</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY B – STUDENT ABSENTEEISM RATES

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have a minimum of unexcused absences in any school year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>Parents and students will be informed of our attendance policies specified in our Student / Parent Handbook given out at the beginning of every year and to in-year enrollee’s; The importance of attendance will be addressed at parent meetings; Students will be reminded on an ongoing basis, the importance of attending school every day; perfect attendance awards will be distributed throughout the year</td>
</tr>
<tr>
<td>Measurable Outcome</td>
<td>90% of enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will have fewer than five unexcused absences during any one school year</td>
</tr>
<tr>
<td>Baseline Performance Level</td>
<td>2013-14 attendance data</td>
</tr>
<tr>
<td>Methods of Measurement</td>
<td>Annual and Monthly absence reports from PowerSchool; Perfect Attendance Reports; Parent Meeting Agenda’s</td>
</tr>
</tbody>
</table>

### SUB-PRIORITY C – MIDDLE SCHOOL DROP OUT RATE

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>School will retain and promote 6th - 8th grade students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actions to Achieve Goal</td>
<td>School will offer an academically sound and engaging learning environment for all; uphold high expectations, provide a high level of academic and emotional support to students, and maintain a nurturing environment</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>90% of the 6th-8th grade classes will be comprised of students who enrolled at school the prior academic year</td>
</tr>
<tr>
<td>---------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 enrollment data for the middle school</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Student re-enrollment documentation as verified by PowerSchool and CALPADS</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY D – HIGH SCHOOL DROPOUT RATES**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

**SUB-PRIORITY E – HIGH SCHOOL GRADUATION RATES**

**GRADE LEVELS NOT APPLICABLE TO SCHOOL**

**STATE PRIORITY #6 — SCHOOL CLIMATE**

School climate, as measured by all of the following, as applicable:

- **D. Pupil suspension rates**
- **E. Pupil expulsion rates**
- **F. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness**

**SUB-PRIORITY A – PUPIL SUSPENSION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>School will maintain a low annual suspension rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Create Alternative to Suspension Plan; Implement alternatives to suspension; teachers will use positive behavior incentives; Administrators work with safety team, teachers and families to manage student behavior issues and concerns</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 5% or fewer of all enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be suspended</td>
</tr>
<tr>
<td>BASELINE PERFORMANCE LEVEL</td>
<td>2013-14 suspension reports</td>
</tr>
<tr>
<td>METHODS OF MEASUREMENT</td>
<td>Alternatives to Suspension Plan; Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report</td>
</tr>
</tbody>
</table>

**SUB-PRIORITY B – PUPIL EXPULSION RATES**

<table>
<thead>
<tr>
<th>GOAL TO ACHIEVE SUB-PRIORITY</th>
<th>Charter School will maintain a low annual expulsion rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACTIONS TO ACHIEVE GOAL</td>
<td>Create Alternative to Suspension Plan; Implement alternatives to suspension; teachers will use positive behavior incentives; Administrators work with safety team, teachers and families to manage student behavior issues and concerns</td>
</tr>
<tr>
<td>MEASURABLE OUTCOME</td>
<td>Annually, 1% or fewer of enrolled students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will be expelled</td>
</tr>
</tbody>
</table>
### Baseline Performance Level
- 2013-14 suspension and expulsion reports

### Methods of Measurement
- Alternatives to Suspension Plan; Annual School Accountability Report Card; Monthly Reports in Welligent; CALPADS Report

### Sub-priority C - Other – School Connectedness

#### Goal to Achieve Sub-priority
The Accelerated Schools Model, developed by the National Center of the Accelerated Schools Project at Stanford University under the direction of Dr. Henry Levin, describes certain principles and values that guide effective accelerated schools. TAS will uphold the guiding principles and values, described below, to create and sustain a highly supportive educational environment that provides students, parents and community with high expectations of personal achievement and active learning experiences.

#### Actions to Achieve Goal
1. **Unity of Purpose** - TAS parents, teachers, support staff, students, administrators, the district, and the local community will strive toward a common set of goals for the school that become the focal point of everyone's efforts.
2. **Empowerment Coupled with Responsibility** - all participants in the school community will participate in (1) making important educational decisions, (2) sharing responsibility for implementing those decisions, and (3) sharing responsibility for the outcomes of those decisions.
3. **Building on Strengths** - TAS will share and utilize all of the human resources that students, parents, school staff, districts, and local communities bring to the educational experience.

#### Measurable Outcome
Annually, an approval rating of 85% or higher on student and family surveys

#### Baseline Performance Level
- 2013-14 student and family surveys

#### Methods of Measurement
Survey reports

### State Priority #7 — Course Access
The extent to which pupils have access to, and are enrolled in, a broad course of study, including programs and services developed and provided to unduplicated students (classified as EL, FRPM-eligible, or foster youth; E.C. §42238.02) and students with exceptional needs.

“Broad course of study” includes the following, as applicable:
- **Grades 1-6:** English, mathematics, social sciences, science, visual and performing arts, health, physical education, and other as prescribed by the governing board. (E.C. §51210)
- **Grades 7-12:** English, social sciences, foreign language(s), physical education, science, mathematics, visual and performing arts, applied arts, and career technical education. (E.C. §51220(a)-(i))

#### Goal to Achieve Priority
Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students and students with exceptional needs, will have access to and enroll in our academic and educational program as outlined in the school’s charter

#### Actions to Achieve Goal
All academic content areas will be available to all students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, at all grade levels

#### Measurable
Annually, 100% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students
### Outcome

Students, Socioeconomically disadvantaged students, and Hispanic/Latino students and students with exceptional needs, will have access to and enroll in all core and non-core subjects content areas available.

### Baseline Performance Level

2013-14 class and course enrollment rosters

### Methods of Measurement

Student, teacher, course, and grade level schedules

### State Priority #8 — Student Performance

#### Sub-priority A – Internal Assessment

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student academic achievement and progress monitoring will be measured through the use of:</td>
<td>Teachers and administrators will analyze student performance data to create goals and objectives for students including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students,</td>
</tr>
<tr>
<td>o OARS to facilitate the transition to CCSS formatted assessments.</td>
<td>Teachers will participate in data articulation meetings with administrators 5 times a year</td>
</tr>
<tr>
<td>o OARS to monitor &amp; measure student progress through a multiple assessment approach</td>
<td>Monitor academic progress of all students, including El students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students</td>
</tr>
<tr>
<td>o ELA, Math &amp; Science Blueprint assessments, which will be administered 3 times a year &amp; writing assessments 2 times a year in 2013-2014 and 3 times a year starting in 2014-2015, to ensure we have a collective focus on school-wide assessment and measure student progress as we transition into full implementation of Common Core Standards</td>
<td></td>
</tr>
<tr>
<td>o Curricular summative/ formative assessments which are used to monitor and guide instruction</td>
<td>Students will demonstrate expected growth on pre/post tests</td>
</tr>
</tbody>
</table>

#### Measurable Outcome

Growth and achievement on internal benchmark assessments. 85% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will meet growth expectations.

### Baseline Performance Level

End of The Year assessment data

### Methods of Measurement

OARS Assessment Reports, wherein student growth and achievement are analyzed.

---

### Sub-priority B - Growth

<table>
<thead>
<tr>
<th>Goal to Achieve Sub-priority</th>
<th>Actions to Achieve Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, demonstrate expected growth and achievement as determined by school-wide growth targets</td>
<td>Teachers receive assessment data and identify expectations for future performance. Student goals are created. Leadership Committee identifies professional development and supports based on students expected performance.</td>
</tr>
</tbody>
</table>
Students will demonstrate expected growth on pre/post tests

- Passing necessary coursework for matriculation into next grade (ELA, Math and Science focus)

Students will demonstrate the following expected growth on state assessments:

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “far below basic” on the state test in the prior academic year will accelerate to “below basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “below basic” on the state test in the prior academic year will accelerate to “basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)

- A minimum of 20% of students in all subgroups, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, scoring at “basic” on the state test in the prior academic year will accelerate to “proficient” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8)

Ensure that all instructional materials are aligned to the CCSS and focus instruction to student mastery of CCSS

Students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, are placed in intervention classes and provided before and after school tutoring based on assessment data.

Identified middle school students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, are assigned an administrative mentor based on their academic performance.

**MEASURABLE OUTCOME**

85% of students, including EL students, Students with Disabilities, African American students, Socioeconomically disadvantaged students, and Hispanic/Latino students, will reach growth targets. School-wide targets for student achievement will be based off Formal Statewide and OARS Blueprint End of the Year Results, but augmented as results become clear with Common Core. (reasonableness of goals assessed annually)

**BASELINE PERFORMANCE LEVEL**

2013-14 OARS Blueprint Data

**METHODS OF MEASUREMENT**

CalMapp Reports; OARS Blueprint Assessment Results.

**SUB-PRIORITY C - SOCIAL RESPONSIBILITY DOMAIN**

**GOAL TO ACHIEVE**

All students including EL students, Students with Disabilities, African American students,
The measurable pupil outcomes identified for use the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” Cal. Ed. Code 47605 (b)(5)(B)

“The method by which pupil progress in meeting those pupil outcomes is to be measured. To the extent practicable, the method for measuring pupil outcomes for state priorities shall be consistent with the way information is reported on a school accountability report card.” Cal. Ed. Code 47605 (b)(5)(C).

Measureable Goals of the Educational Program
Charter School shall meet all statewide content and performance standards and targets. Cal. Ed, Code 47605(c)(1), 60605

Charter school shall comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

MEASURING PUPIL OUTCOMES: SUMMATIVE ASSESSMENTS PERFORMANCE TARGETS

OUTCOME MEASUREMENTS
TAS will administer both State adopted and locally developed/adopted measurements as listed in the tables below:

Schedule of State Testing to Measure Student Outcomes
State Testing Expectations

TAS currently is 52.3% proficient/advanced in ELA and 49.5% proficient/advanced in math school-wide. Our goal is to grow a minimum of 10% proficiency in ELA and 10% Math each year schoolwide, effectively meeting AYP goals for each year. An achievement gap is not present in our Latino/Hispanic, ELL and Socioeconomic subgroups to our overall ELA/Math achievement (<2%), however, a large achievement gap exists between our students with disabilities and all other major subgroups. Our goal is to grow this subgroup a minimum of 15% in ELA and 20% in math each year.

Our goal is to focus on all subgroup performance, in particular our Hispanic/Latino population since it is our largest subgroup of students and our students with disabilities. We will work to improve our program and improve the performance of our students with disabilities by tracking their performance through our data management system.

Our goal is also to continue to transition over into Smarter Balanced Assessments/Common Core State Standards and be ready for implementation in the 2014-2015 school year.

During the transition to state standardized assessments based on CCSS, TAS will utilize OARS (Online Assessment and Reporting System) ELA, Math, Science, History/Social Science and Writing blueprint assessments to measure annual student academic achievement of the standards 3 times a year and measurable goals will be created each year by grade level.

OARS Implementation Goals:
- To become results-oriented and deliberate in the articulation of student & teacher needs
- To create a systematic way to monitor student growth
- To use assessment results as a means to predict student outcomes on state tests in ELA and math for grades 3-8
- To monitor and support the academic progress of students in grades K & 1, 2-5 and 6-8
- To deliberately use assessment results to plan meaningful instruction

Expected Academic ELA Targets

<table>
<thead>
<tr>
<th>GOALS</th>
<th>STATE PRIORITY #4 PUPIL ACHIEVEMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1 – to be measured by: OARS Blueprints &amp; CAL Mapp - ELA</td>
<td></td>
</tr>
</tbody>
</table>
Expected Academic Math Targets for Renewal Term 2014-2019:

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolwide</td>
<td>65</td>
<td>75</td>
<td>85</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>63</td>
<td>73</td>
<td>83</td>
<td>95</td>
<td>100</td>
</tr>
<tr>
<td>ELL</td>
<td>60</td>
<td>70</td>
<td>80</td>
<td>90</td>
<td>100</td>
</tr>
<tr>
<td>SWD</td>
<td>41</td>
<td>56</td>
<td>71</td>
<td>86</td>
<td>100</td>
</tr>
</tbody>
</table>

2018-2019 School Performance Framework Targets

TAS will reach “Excelling” Classification Status by 2018-2019

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% Prof &amp; Adv ELA</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>At level 5</td>
<td>At level 5</td>
</tr>
<tr>
<td>% FBB &amp; BB ELA</td>
<td>1</td>
<td>1</td>
<td>At Level 5</td>
<td>At Level 5</td>
<td>At Level 5</td>
</tr>
<tr>
<td>% Prof &amp; Adv Math</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>At Level 5</td>
</tr>
<tr>
<td>% FBB &amp; BB Math</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>At Level 5</td>
</tr>
<tr>
<td>3rd Grade Reading Prof.</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>At level 5</td>
</tr>
<tr>
<td>Total Growth Points</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

In serving our ELL student population, expected outcomes include:

- CELDT scores for English Language Learners will increase at a level equal to or better than the LAUSD average for similar schools.
- ELL subgroup Academic Performance growth targets will increase at a level equal to or better than the LAUSD average for similar schools.

TAS has identified areas for growth and improvement through the ELSSA (English Learner Subgroup Self Assessment) in collaboration with The Accelerated School Consortium members (Accelerated Elementary Charter School and Wallis Annenberg High School) and with the support of LACOE’s (Los Angeles County Office of Education) Title III Lead in the Region 11 multi-assessment, as well as our English Learner Master Plan.

Physical Fitness Exam

TAS’ 5th and 7th grade students will build on the success of the K-8 physical fitness program at The Accelerated School by:

- Reducing the % of high risk students by 20% over the next 5 years
- Increasing the percentage of students in the Healthy Fitness Zone category of Body Composition on the Physical Fitness Exam

TAS 5th and 7th grade students will meet or exceed the average passing rate on fitness standards for LAUSD elementary schools.

### Standardized Testing

Charter school agrees to comply with and adhere to state requirements for participation and administration of all state mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results to the District as well as Charter School.

### STANDARDS, ASSESSMENT

TAS participates in all state sponsored testing programs. While maintaining the expectation that each TAS student will show continuous improvement as measured by instruments adopted by the State of California, TAS commits to the following goals for all content areas tested through the California Standardized Testing Program:

- TAS will rank at or above the average for similar schools in the Los Angeles Unified School District (LAUSD) on the Academic Performance Index (API).
- TAS will achieve an API target of 800 by spring 2014.

### MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Measurement of desired student outcomes is critical for continuous improvement at all programmatic levels, including school-wide evaluation, various subject areas, specific classes and programs, subgroups of students (disaggregated by gender, race, income levels, and English proficiency), individual teachers, and individual students. The TAS instructional team is committed to growing a school culture that embraces the information attained through valid assessment processes.
To ensure that valid collection is completed and pupil assessments conducted, TAS will identify an on-site testing coordinator to manage our testing program. The testing coordinator will work with the Leadership Committee to ensure that students meet statewide performance standards and develop plans to improve pupil learning.

The Accelerated School strives to provide a safe learning environment in which students are challenged and supported to succeed at high levels. All students participate in a standards-based curriculum taught by qualified instructors. There are few suspensions for behavior reasons, and no student expulsions. Advisory classes and a structured afterschool program have contributed to the safe campus and positive school culture.

Student learning is measured through a variety of means, including numerous and varied classroom-based formative and summative assessments as well as state and national tests, such as Standardized Testing and Reporting (STAR) and Smarter Balanced Assessments. Weekly and monthly curricular assessments, along with 3 benchmarks a year are administered and used in core academic content areas to target student learning of specific standards and to provide timely interventions.

During the transition to state standardized assessments based on CCSS, TAS will utilize OARS (Online Assessment and Reporting System) curricular assessments for Imagine It!, envision Math, and McDougal Littell to measure annual student academic achievement of the standards and measurable goals will be created each year by grade level. Textbooks and assessments have been or are being aligned to the CCSS to ensure that students are prepared for the 2014-15 CCSS assessment.

**Schedule of TAS Adopted / Developed Measurements**

<table>
<thead>
<tr>
<th>TAS Adopted / Developed Measurements</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chapter/Unit exams and quizzes</td>
<td>Weekly</td>
</tr>
<tr>
<td>Curriculum Writing Assessments</td>
<td>Monthly</td>
</tr>
<tr>
<td>Reading Fluency Assessments</td>
<td>Weekly and/or Monthly</td>
</tr>
<tr>
<td>Sight Word Assessments</td>
<td>Weekly and/or Monthly</td>
</tr>
<tr>
<td>Blueprint Assessments</td>
<td>Tri-Annually</td>
</tr>
</tbody>
</table>

**ASSESSMENT OF MEASURABLE OUTCOMES**
The student outcome goals are listed below with the corresponding measurement process to be utilized by TAS.

<table>
<thead>
<tr>
<th>Student Outcome Goal</th>
<th>Measurement Process</th>
</tr>
</thead>
</table>
| Passing necessary coursework for matriculation into next grade (ELA and Math focus grades 2-5, Science grade 5) | - ELA: Imagine It! (Selection Test) Weekly Progress Monitoring Assessment; Monthly Unit Assessments  
- Math: enVision Math Topic (weekly) & Benchmark Tests (monthly)  
- ELA/Math Weekly INSPECT assessments (user created)  
- ELA/Math Weekly homework assignments  
- ELA/Math Monthly projects/essays |
| Passing necessary coursework for matriculation into next grade (ELA and Math focus grades 6-8) | • ELA: McDougal Littell Weekly Progress Monitoring Assessment; Monthly Unit Assessments  
• Math: McDougal Littell Chapter (weekly) & Unit Tests (monthly)  
• ELA/Math Weekly INSPECT assessments (user created)  
• ELA/Math Weekly homework assignments  
• ELA/Math Monthly projects/essays |
|---|---|
| A minimum of 20% of students scoring at “far below basic” on the state test in the prior academic year will accelerate to “below basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8) | • Tracking focus Analysis of “matched student scores” on the state test  
ELA: Imagine It! & McDougal Littell Weekly Progress Monitoring Assessments; Monthly Unit Assessments  
• Math: enVision & McDougal Littell Topic/Chapter (weekly) & Benchmark/Unit Tests (monthly)  
• ELA/Math Weekly INSPECT assessments (user created)  
• ELA & Math Blueprint Form A: August  
• ELA & Math Blueprint Form B: January  
• ELA and Math Blueprint Form C: March  
• Science and History/Social Science Blueprint (5th * 8th grade) Blueprints will be administered August, January and March  
• Writing Blueprints (K-8) will be administered August, January and March |
| A minimum of 20% of students scoring at “below basic” on the state test in the prior academic year will accelerate to “basic” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8) | • Tracking focus Analysis of “matched student scores” on the state test  
ELA: Imagine It! & McDougal Littell Weekly Progress Monitoring Assessments; Monthly Unit Assessments  
• Math: enVision & McDougal Littell Topic/Chapter (weekly) & Benchmark/Unit Tests (monthly)  
• ELA/Math Weekly INSPECT assessments (user created)  
• ELA and Math Blueprint Form A: August  
• ELA and Math Blueprint Form B: March |
| A minimum of 20% of students scoring at “basic” on the state test in the prior academic year will accelerate to “proficient” or better, growing at least 1 performance band each year in ELA and Math (grades 2-8) | • Tracking focus Analysis of “matched student scores” on the state test  
ELA: Imagine It! & McDougal Littell Weekly Progress Monitoring Assessments; Monthly Unit Assessments  
• Math: enVision & McDougal Littell Topic/Chapter (weekly) & Benchmark/Unit Tests (monthly)  
• ELA/Math Weekly INSPECT assessments (user created)  
• ELA & Math Blueprint Form A: August  
• ELA and Math Blueprint Form B: March |
| TAS will rank at 7 or better on the similar school Academic Performance Index ranking system, accelerating at least 1 rank each year for the next 5 years | • State Academic Performance Index ranking of similar schools |
| CELDT scores of 80% of English Language Learners will increase by at least 1 ELD level per academic year | • CELDT (administered yearly until student becomes RFEP) |
### English learner subgroup
Academic Performance growth targets are met or exceeded each year

- Academic Performance Index

### Attendance rates for TAS students
will exceed the average for LAUSD elementary and middle school attendance rates, maintaining a 96% average daily attendance rate or better each year

- LAUSD Attendance Reports

### At least 75% of students pass 5 out of 6 fitness standards

- California Physical Fitness Test (April-May)

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**STUDENT CHARACTER DEVELOPMENT**

Based on the current Expected School-wide Learning Results, upon graduation, TAS students will be:

- Educationally prepared leaders
- Confident and resilient achievers
- Compassionate citizens with a global perspective

Monthly assemblies will celebrate Panther Pride (Citizenship, Character, Effort, Scholar) awards, perfect attendance, achievements in reading/academics and winners of essay contests or projects focused on global issues. Weekly student recognition announcements will be made to acknowledge and reinforce the TAS High Five positive character traits – being responsible, being respectful, being ready to learn, being safe, and being good citizens. The principal will provide an attendance report to the staff each month with the goal of maintaining the low number of absences and focusing on student achievement and the celebration of academic achievement in our classrooms.
**OARS & Informal Observation Implementation Plan**  
**2013-2014**

**SCHOOL:** The Accelerated School K-8

**Purpose:** The Accelerated School OARS & Informal Observation Implementation Plan is designed to ensure a level of accountability on the part of administrators, increase the level of academic rigor in the classrooms, improve the academic performance of all students to the level of performance goals established under the California Academic Performance index, identify a system of support for teachers, and to provide an intentional and deliberate focus as a means to predict student outcomes on the CST.

**District & School Goals**
1. **District:** Each of the schools will administer the 1st district level assessment: Another Item Bank Blueprint Assessments. Principals will submit OARS timelines and administrative plans for district level assessments
2. **State Acceptable API Goal:** 800
3. **TAS Minimal Acceptable API Growth:** 785
   - API: 785 → 778 → 775 to: 800; 2014 Growth → 7 → 30

**Key Elements**
- Curricular assessments for CORE classes will be input into the Online Assessment & Reporting System by August 5, 2013
- Training will be provided to teaching staff on the analysis of various OARS reports during the 2013 Curriculum Institute
- OARS implementation expectations will be presented during the 2013 Curriculum Institute & continued discussions will occur throughout the year during Monday PD and during Data Articulation meetings
- Focus: Students and Intervention Groups will be created during the 2013 Curriculum Institute based on CST scores, End-of-Year Blueprint scores, MDTA Scores, and final grades
- Teacher/Admin Data articulation meetings will occur 4 times a year (for ES & MS) to discuss the results of the OARS curricular, inspect & blueprint assessments (see dates below), to identify areas of strength/weakness and to determine appropriate interventions and supports
- Training/Support will be provided to the teaching staff by the Data/Technology Committee throughout the year (as needed)
- Data will be presented & discussed to the teaching staff at least once a month during Monday PD sessions
- At the end of the year, we will identify what was most efficient and effective within the OARS program via staff survey

**Professional Development**
Throughout the year, the K-8 teaching staff, administrative team and/or the data/technology committee will train or be trained to implement and effectively use OARS & to analyze the various reports
1. New Local Assessments
2. Identify & Data Analysis of Local Assessments – Curricular Assessments
3. Identify & Data Analysis of District Assessments – Blueprints (A & B)
4. Review – How to create a bubble sheet
5. Review – How to manage/share assessment keys
6. Review – How to pull a curriculum exam
7. Review – How to pull a test/report results – Specifically: Progress Monitoring of individual student needs by Standards
8. Review – How to build a test in INPECT
OARS Action Plan

OARS Implementation Goals: To increase student achievement in the areas of student attendance, ELA, Math, and Science through the use of benchmark assessments, data analysis, and revision of instruction. To enhance the quality of instruction through the use of professional development and collaborative teaching.

1. District OARS & OARS Implementation Plan
   a. Review District OARS Implementation Plan with the K-8 Staff
   b. Review OARS Implementation Plan with K-8 Staff
   c. District OARS Coordination Plan

2. Train all Relevant Stakeholders - Professional Development
   a. K-8 Teaching Staff
   i. New Local Assessments
   ii. Local Assessment Identification & Analysis
   iii. How to implement OARS assessments
   iv. How to report and interpret local assessment results
   v. How to build a lesson plan
   vi. How to utilize data in decision-making

3. Identify OARS Implementation Expenditures
   a. District OARS Assessments (ELA & Math)
   b. District OARS Assessments (Science & Social Studies)
   c. District OARS Assessments (ELA & Math)
   d. District OARS Assessments (Science & Social Studies)
   e. District OARS Assessments (ELA & Math)
   f. District OARS Assessments (Science & Social Studies)
   g. District OARS Assessments (ELA & Math)
   h. District OARS Assessments (Science & Social Studies)
   i. District OARS Assessments (ELA & Math)
   j. District OARS Assessments (Science & Social Studies)

4. Identify Key Data
   a. Teachers will utilize strategic data to identify student needs
   b. Teachers will provide small group differentiated instruction
   c. Teachers will use data to inform instruction

5. Create Interventions
   a. Teachers will implement intervention groups
   b. Teachers will provide small group differentiated instruction
   c. Teachers will use data to inform instruction

6. Data Analysis Meetings
   a. Identify process data analysis meetings
   b. Conclude Data Analysis meetings

7. Assessment
   a. Identify Key OARS Assessments - Curriculum Standards
   b. OARS Assessments - Standards Mastery

8. Communication
   a. Grade Level Department Data Analysis sessions
   b. Grade Level Department Planning

OARS Progress Monitoring

<table>
<thead>
<tr>
<th>OARS Logix</th>
<th>District OARS Assessments</th>
<th>Curriculum OARS Assessments</th>
<th>Information OARS Assessments</th>
<th>INSPECT OARS Assessments</th>
<th>Stages of Assessments</th>
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<tr>
<td>5.6.7.8.9 Teacher: H. E. P.</td>
<td>ELA ELA</td>
<td>ELA ELA</td>
<td>ELA ELA</td>
<td>ELA ELA</td>
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</table>

DATA ANALYSIS and REPORTING - *See Appendix K for complete OARS (Online Assessment Reporting System) progress monitoring schedule and implementation plan

Assessment Data is used to guide instruction
In order to assure continuous academic growth in the area of English Language Arts and Mathematics, TAS has implemented a comprehensive student monitoring process using OARS (Online Assessment Reporting System). Through this monitoring system the teachers and administrators are able to measure students’ progress towards achieving proficiency in meeting state standards.

Data is used to plan and guide instruction, to identify student areas of need and student areas of progress, to identify professional development needs, and to monitor and improve upon our educational program and operations. TAS implements a specific data analysis, reflection and reporting process at the school site. Teachers are trained at the beginning of each year and the expectations for data analysis and reporting are reviewed.
Below outlines the data analysis process that occurs at the beginning of each year using state assessment results:

Data Analysis Steps
- Review state and End of Year assessment scores for each of your students
- Enter individual student scores into data collection form for both ELA and Math
- Fill out Data Analysis Worksheet to identify student groups (groups are flexible, not static)
- Develop an action plan for area/s needing improvement or areas to challenge students
  - Select areas to focus on based on prominence of intensive/strategic scores
  - Select areas to focus on based on prominence of advanced/proficient scores
  - Reflect and discuss instructional questions for selected focus with your grade level
  - Set goals, instructional changes, and ongoing, informal assessments
  - Schedule dates for professional development, peer observations, demonstration lessons, model lesson implementation, follow-up grade level discussion, etc.
- Request support and resources

Below outlines the data analysis reflection process that is implemented throughout the year:

Data Analysis Reflection
Review your grade level Annual State Assessment goal(s), the goals written for each of your focus students and the data results from your ELA Formative Assessments, Summative Assessments (if applicable) and Envision Math Topic Tests and Envision Math Benchmark Assessments (if applicable)

Individually and collectively as a grade level, analyze them for the following information:

1. What was the progress of the Focus students and ELL students? How would you describe their performance as a class and as a grade level?
2. What patterns or trends if any do you see occurring in your class and across the grade level?
3. Are the majority of your students making incremental growth? ___yes  ___no
4. If students are making incremental growth, what strategies, supports, or interventions do feel are contributing to their growth?
5. For students that are not making incremental growth, what key skills do you plan to focus on teaching or reteaching? How will your instruction look different?
6. How are you going to reassess students and what will you use to measure the expected outcome? (Ex. Generate an assessment using OARS; curriculum embedded test; Measurement - 4 out of 5 trials with student demonstrating understanding with at least 80% accuracy.)

LAUSD School Performance Framework (See Appendix R):

TAS is committed to utilizing LAUSD’s School Performance Framework as a reference for growth and a tool for identifying areas of need. We are currently at Watch for K-5 and Service and Support for 6th-8th grade but our goal is be at Excelling for all grades by 2018-2019.

The district-wide Student Performance Framework is being used as the criteria for charter school renewal. For the 2013-14 school year TAS was classified as a WATCH school at the elementary level and classified as a Service and Support school at the middle school level. The school wide percentage of students at TAS scoring proficient and advanced increased on the CST in ELA to 52.3% and the percent of students at TAS scoring proficient and advanced on the CST in Math increased to 49.5%, however we didn’t meet the growth targets used on the LAUSD 2012-13 School Performance Framework status metric guide.

We will implement ongoing strategic changes in the 2014-15 school year to meet the required academic goals for all students as noted in our school’s self-assessment. These changes include an ongoing performance monitoring system for all students, especially those placed at risk, using OARS (Online Assessment Reporting System). Specific assessments and timelines have been established as a required expectation of all teachers and administrators (See OARS Implementation Plan in appendix). The administrators have identified teachers to support and develop in becoming instructional leaders in an effort to create distributive leadership at the school site through the establishment of professional learning community committee’s such as Leadership, Data/Technology, ELD and Projects & Events. The CEO and Director of Student Accountability meet weekly with the site administrator to provide additional operational and instructional supports as the school works towards increased student academic achievement and performance each year.

In addition, third grade is a critical factor in determining the future academic success of students and as such, instruction, formative, and summative data is being closely monitored to ensure success for this school year and future years as well. The 2nd and 3rd as well as the 3rd and 4th grade teachers meet weekly and administrators meet with the 3rd grade team monthly to analyze student data to better guide and modify instruction.

LAUSD Academic Growth over Time (AGT) – See Appendix S:
The Growth Performance Snapshot showed that TAS performed within the range of “Above Predicted” in ELA and within the range of “Below Predicted in Math on the AGT report for the elementary grades.
The Growth Performance Snapshot showed that TAS performed within the range of “At Predicted” in ELA and within the range of “Below Predicted” in Math on the AGT report for the middle school grades.

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<tr>
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<th>2012-2013</th>
<th>3 Year Average 2010-2013</th>
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<tbody>
<tr>
<td>ELA</td>
<td>3.7</td>
<td>3.7</td>
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<tr>
<td>General Math</td>
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<td>2.3</td>
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<tr>
<td>Algebra</td>
<td>4.2</td>
<td>2.1</td>
</tr>
<tr>
<td>Science 5th</td>
<td>1.2</td>
<td>2.0</td>
</tr>
<tr>
<td>Science 8th</td>
<td>3.0</td>
<td>1.1</td>
</tr>
<tr>
<td>Social Studies 8th</td>
<td>3.3</td>
<td>2.8</td>
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</table>

Some factors contributing to poor performance is lack of rigorous instruction by the teachers in the past three years and inconsistent use of data on an ongoing basis to monitor the progress of students with an accountability system in place. We have since developed and implemented a data collection, reflection and analysis process for all grade levels as a way to closely monitor the progress of all students and especially those grade levels who have not previously met predicted growth averages compared to LAUSD schools.

**GRADING POLICY**

Student’s graded work will be recorded in grade books and the schools data management system. At the end of each nine weeks (K-5) and at the end of each five weeks (6-8), scores will be averaged, converted to percentage scores to determine the student’s grade and Progress Reports will be distributed. Report cards will be distributed at the end of January and June. Raw scores and grade averages resulting with .5 will be rounded up to the next whole number. In grades K-5, the grading scale follows a numerical system based on students achieving 90% or above (4/A), 80-89% (3/B), needs improvement 70-79% (2/C), and at risk 0-69% (1/F).

A minimum of 14 grades will be recorded in grade book for each 9-week period for grades K-5 and a minimum of 10 grades will be recorded in grade book for each 5-week period for grades 6-8. Five and nine weeks grades are to reflect tests and/or quizzes. Graded class assignments, projects, homework/participation and other activities assigned by the teacher may be included as well. Middle school teachers will meet the following required percentages: 70% tests, quizzes and writing, 10% homework, 10% classwork, and 10% projects.

Elementary and middle school teachers will also evaluate student behavior using the following two categories:

- **Work habits**
  1. Organization
  2. Participation
  3. Ready to Learn
  4. Follows Directions
  5. Use Time Wisely
  6. Punctual

- **Citizenship**
  1. Cooperation
2. Respectful
3. Problem-Solver
4. Positive Attitude
5. Responsible
6. Follows Dress Code/Electronic Policy

The following data/assessments/observations are used at TAS to determine report card scores:

- Language Arts: GUM (grammar, usage, mechanics), chapter/unit assessment scores including reading comprehension, vocabulary, and fluency tests (DIBELS, Fountas & Pinnell), benchmark assessment results, and end-of-year tests
- Math: quizzes, topic and end of chapter tests, benchmark assessments and end-of-year tests
- Published writing with rubrics/checklists
- Participation, social cooperation
- DIBELS assessments
- ELD portfolios (ELD Grade)
- Effort (separate grade from academics)
- Homework/Classwork
- Projects (rubric/standards-based)

Promotion/Retention Policy and Procedures: (TAS Continuation Policy)
It is our belief at The Accelerated School that students must demonstrate mastery of skills before being promoted to the next grade level.

If the student is not showing adequate progress during the initial part of the school year (August – October), in addition to low performance on other measures (State Required Tests, MDTP, OARS Blueprints, Formative/Summative Assessments), an initial Student Success/Study Team (SST) meeting will be held to discuss possible interventions.

An SST is a function of regular education. The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The team usually consists of a teacher, administrator, parent, student, and support personnel from the school.

The student success/study team is a formal meeting where notes are taken and if interventions or modifications are recommended, they will be written into a formal plan, distributed to all parties and implemented by all persons identified.

Follow up SST’s and/or parent/teacher meetings will occur between November-March to discuss student performance progress and the interventions that are being implemented.

A final SST will take place between March – May to review student progress and if deemed necessary, to discuss possible interventions and/or continuation in the current grade for the following year.

Continuation for a student at The Accelerated School is based on the following:

- Marks of “1, 2 or F” in the areas of math AND/OR language arts
- State Test scores from previous school year resulting in an “FBB or BB” in math AND “FBB or BB” in language arts
- End of the Year OARS Blueprint and Final Exam scores
Teacher and principal recommendations within an SST

All students who continue to remain in their current grade for the next school year must be determined through the SST process and require parent participation.

Evidence:
- Chapter, Unit and diagnostic assessment results in OARS - Administered weekly or monthly
- Curriculum Benchmarks – Administered quarterly
- ELA & Math Blueprint Form A – Administered August
- ELA & Math Blueprint Form B – Administered January
- ELA & Math Blueprint Form c – Administered March
- Science (4th only) Inspect Tests (User Created) – Administered 2x month minimum
- Science (5th only) Blueprint Form A – Administered August
- Science (5th only) Blueprint Form A – Re-administered January (restructured)
- Science (5th only) Blueprint Form A – Re-administered March (restructured)
- Science & History/Social Studies (8th only) Blueprint Form A – August
- Science & History/Social Studies (8th only) Blueprint Form A – Re-administered January (restructured)
- Science & History/Social Studies (8th only) Blueprint Form A – Re-administered March (restructured)
- Writing Blueprint (K-8) – Administered August, January and March of each year

<table>
<thead>
<tr>
<th>OARS Log-ins</th>
<th>District Level Assessments</th>
<th>Curriculum level Assessments</th>
<th>INSPECT User-created</th>
<th>Analysis of Assessments</th>
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<tr>
<td>Gr. 2-8 teachers:</td>
<td>ELA &amp; Math Blueprint (2nd-8th) Form A: Aug. 2014</td>
<td>Imagine It! K-5 &amp; McDougal Littell (6-8) Weekly Progress Monitoring Assessment; Unit Assessments; Benchmark Assessments</td>
<td>Math – 1x week</td>
<td>Weekly review of Focus students - during grade level/dept. planning sessions</td>
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<tr>
<td>Minimum 3x week</td>
<td>Science (4th) Blueprint Form A: Aug. 2014</td>
<td>enVision Math Topic, Benchmark Tests and End-of-Year Test (K-6)</td>
<td>ELA – 1x week (Writing Strategies)</td>
<td>Bi-weekly review of Math Intervention Class student data during department meetings (6th-8th)</td>
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<td>Science (5th) Blueprint Form A: Aug. 2014</td>
<td>McDougal Littell ELA Quizzes, Chapter and Unit Tests (7-8)</td>
<td>Harcourt Science (4th) – 2x month minimum (multiple choice to address key CST blueprint standards)</td>
<td>Semi-Monthly: Review all students by groupings (FBB, BB, B) - during grade level/dept. planning sessions</td>
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<td>Science &amp; History/Social Studies Blueprint (8th) Form A: Aug. 2014</td>
<td>McDougal Littell Math Quizzes, Chapter and Unit Tests (7-8)</td>
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<td>Quarterly - during Data Articulation meetings</td>
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<td>ELA &amp; Math Blueprint Form B: Jan. 2014</td>
<td>McDougal Littell Science Quizzes, Chapter and Unit Tests (7-8)</td>
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<td>McDougal Littell Social Studies Quizzes, Chapter and Unit Tests (7-8)</td>
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<td>Science &amp; (5th) Blueprint Form B: Jan., 2015</td>
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<td>Science &amp; History/Social Studies (8th) Blueprint</td>
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</table>
*See Appendix K for COMPLETE OARS (Online Assessment Reporting System) progress monitoring schedule and implementation plan

Teachers will analyze data collected in OARS weekly, monthly, quarterly and bi-annually. It is expected that at each grade level and department meeting, teachers will analyze their weekly formative assessments that have been scanned into the data management system, as these assessments inform the teacher of student progress. Teachers will modify lessons and reteach as necessary as indicated in their grade level/department meeting minutes. The administrative team will also analyze data weekly and meet with staff monthly and individual grade levels quarterly to discuss and provide feedback on the data.

Through analysis and dialogue of data results, teams will better understand the diverse needs and challenges our students face. In collaboration with the leadership and administrative team, professional development will be customized to meet the diverse needs of the staff. Professional development activities will also center around how to utilize universal access time more effectively to meet the needs of selected focus groups based on areas of need indicated through assessment results. Listed below are some additional examples of how data/assessments are used to guide instruction at TAS:
- Lesson by Design (backwards planning)
- Mini-lessons (review/re-teach) specific skills/strategies
- Refer students for pull-out intervention
- Peer support (bilingual pairs)
- SST (Student Success Team)/IEP/ELD (English Language Development) data
- Providing additional support/intervention in class
- Conferences and informal meetings with parent(s) to ask for parent support
- Results show if students need extended review lessons
- Homework assigned for practice and review

Each teacher maintains a comprehensive grade book/portfolio for each student. Portfolios include teacher-selected and student-selected work. With both informal and formal assessments, teachers at TAS work to make instructional decisions based on student needs. First semester, Parent/Teacher Conferences are held to provide parents with an update as to student progress and to set goals in a collaborative setting with the student, teacher(s), and family members. Second semester, Student-Led Conferences are held to highlight student work and to discuss how students are progressing towards meeting their goals. These conferences are opportunities to review student work, ask questions, highlight areas of strength, and areas for improvement.

Additionally, the faculty at TAS views staff development days as an opportunity to discuss student progress and collectively make instructional decisions. Assessment data gathered provokes self-reflection and modifications to the professional development plan.
ELEMENT 4: GOVERNANCE

“The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement.” Cal. Ed. Code 47605(b)(5)(D)

Evidence of Non-Profit Incorporation
As an independent charter school, The Accelerated School, operated as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of Charter School.

TAS shall comply with the Brown Act and the Public Records Act

All employees and representatives of Charter School, including members of The Accelerated School’s governing board, members of school or governing board committees or councils, school administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

Charter School shall ensure that at all times throughout the term of the Charter, the bylaws of its governing board and/or nonprofit corporation are and remain consistent with the provisions of this Charter. In the event that Charter School amends its bylaws, it shall provide a copy of the amended bylaws to CSD within 30 days of adoption.

Charter School shall send the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. The District reserves the right to appoint a single representative to the Charter School governing board pursuant to Education code section 47604(b).
GOVERNANCE STRUCTURE

Evidence of Organizational and Technical Design
The governance structure is organized to serve the educational vision of the Charter School by ensuring that decision-making is responsive to school needs and that staff are held accountable for student outcomes. Additionally, the governance structure is designed to:

1. Assure that every member of the staff shares decision-making responsibility;
2. Include parents in the process of decision-making;
3. Avoid domination by any select individual or group;
4. Develop increased organizational capacity and assure the viability of local school control and accountability.

![Organizational Chart](image)

*Updated: December 19, 2013*
To accomplish this, TAS implements a governance structure that has been successfully implemented at TAS since 1994. TAS will have two major decision-making bodies, The Accelerated School Board of Trustees (also known as and will hereafter be referred to as “The Board of Trustees”) and, what is commonly referred to as “the School as a Whole” (SAW). TAS recognizes that reporting structures are critical, but that it is more important that the organizational culture demonstrates that student success is the primary focus.

The Board of Trustees will provide external accountability, oversight and guidance to ensure the school’s ongoing success. It will meet a minimum of six times a year (every other month) to review TAS’s achievements and provide support in achieving short-term and long-term goals set by the board.

One of the key roles of the Board of Trustees is to oversee and evaluate the Chief Executive Officer who is responsible for managing the day-to-day affairs of the organization. To effectively support and guide the CEO, the President of the Board will meet monthly with the CEO for review of the work plan and priorities in carrying out the objectives of the organization. Additionally, the evaluation process of the CEO will include survey results from school staff and parents to help ensure that the needs of the School are being met. This process of evaluation of the CEO has been in place at TAS and has helped to create a safe environment in which difficult issues can be discussed openly to the benefit of the organization’s continuous growth and improvement.

The Chief Executive Officer and Principal shall be responsible for day-to-day management of TAS.

GOVERNANCE BOARD COMPOSITION AND MEMBER SELECTION

The Accelerated Schools Board of Trustees

The Board of Trustees makes all policy and business decisions regarding the Charter School’s legal and fiscal viability. The Accelerated School Board of Trustees will serve as the Board of TAS. The Accelerated School Board of Trustees is fully committed to the establishment and sustenance of the TAS and has the necessary charter school experience as well as the necessary business, educational, facilities, philanthropic and managerial expertise to do so. A list of the members of The Accelerated School Board of Trustees can be found in Tab 7.

The Board is comprised of a minimum of 5 members and no more than 21, who are nominated and additionally will also include an elected parent representative from each charter, with a minimum total of 10 members. Also, a non-voting representative nominated by the Los Angeles Unified School District can sit on the board. Current bylaws of The Accelerated Schools’ Board of Trustees can be found in Tab 3.

The Board of Trustees meets six times a year, usually on an every other month basis, and as needed. Dates and times will be published in the Charter School’s weekly parent reminders, which are published and distributed weekly by the main office personnel. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school, and main office. The Board will allocate the first portion of each meeting for
public speakers (staff, parents, students, community members, etc.) to address the Board. People are invited to address the Board with relevant school issues. Public speakers may sign up prior to the beginning of the board meeting if they wish to speak during the public comments portion of the board meeting which always occurs towards the beginning of each board meeting. Every speaker will have two minutes to address the board on every matter, regardless of whether their item is on the agenda. The Board of Trustees proceedings are held in accordance with the Brown Act.

**Board Duties**
The Board of Trustees is fully responsible for the operation and fiscal affairs of the Charter School. It will maintain active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Chief Executive Officer of schools
- Approve all contractual agreements and purchases over $10,000
- Approve and monitor the implementation of general policies of TAS
- Develop and monitor an operational business plan that focuses on student achievement
- Approve and monitor TAS's annual budget.

**Process for Selecting Board Members**
The Board of Trustees will be composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved.

One (1) trustee and one (1) alternate shall be nominated by TAS parents (i.e., grades K-6), voting at a meeting of such parents that has been duly held and noticed (generally, in September of each year), and each shall be a parent of one or more children who are actively enrolled at TAS during such parent’s entire term as a trustee (or alternate).

One trustee may be nominated by the Los Angeles Unified School District (“LAUSD”), at its option, to serve as a trustee of the Board. Should the District not exercise its right to fill the vacancy on the Board of Trustees, the seat will remain vacant until such time as the District decides to exercise its right. Should the District decide to exercise this right, the item will be placed on the agenda as appropriate.

The remaining trustees shall be nominated by a nominating committee appointed by the Chair of the Board, with approval of the Board.

**GOVERNANCE PROCEDURES AND OPERATIONS**

**Board Meeting Frequency**
The Board of Trustees will meet a minimum of six times a year. With meetings, generally beginning in August, right after school starts, and the last in June, right after school ends. Subcommittees will meet regularly and report to the entire Board at each Board meeting. All Board meetings will be conducted in accordance with the Brown Act.
Annually the Board shall meet for the purpose of organization, election of trustees, appointment of officers and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in October, or as soon thereafter as practicable as determined by the Board, at a time, date and place as may be specified and noticed by resolution of the Board.

Public Notification of Meetings
Times and places will be noted pursuant to the Brown Act. At least 72 hours before a regular meeting, the Board of Trustees, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas will be posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school and main office.

In accordance with the Brown Act, special meetings of the Board of Trustees may be held only after twenty-four (24) hours’ notice is given to each Director and to the public through the posting of an agenda.

The Secretary is responsible for taking minutes at every meeting. Minutes for regular and special meetings will record all actions taken by the Board of Trustees. Minutes of the previous meeting will be included in the following month’s agenda and all recorded minutes will be archived and available to the public upon request.

STAKEHOLDER INVOLVEMENT

The School as a Whole (SAW)
The SAW, a component of the Accelerated Schools Model, is comprised of multiple advisory entities. Several different groups within TAS provide leadership, direction, guidance and support. There is School Based Council (SBC), English Learners Advisory Council (ELAC), Teacher Leadership and Administrative input. These varied groups are a large advisory body of people that includes faculty, staff and parent, student, and community representatives. Each component makes school wide policy decisions in established areas of jurisdiction (i.e. character development programs, uniform / dress code policies, parent programs, fundraising guidelines, etc.). This is established by through the Accelerated Schools Process or by the Board of Trustees.

School Based Council
In accordance with State regulations for receiving supplemental funding, TAS maintains a School Based Council (SBC). The School Based Council will advise the Principal and staff on the planning, implementation, and evaluation of the school improvement plan, and to allocate SIP funds from the state to support the goals of the school plan. The SBC reviews the progress of the school in achieving the goals of the plan.

The School Based Council is comprised of one teacher from each grade level, one parent/guardian from each grade level, and the school Principal. Additionally, a student representative can be identified as a member and participate in the meetings. The School Based Council will report to the Board of Trustees and the Chief Executive Officer. The School Based Council with meet monthly. Parents and teachers who serve on the school based council are
elected by K-8 parents and fellow K-8 teachers to serve as representatives for all K-8 parents and teachers at the school site.

**English Learners Advisory Committee**
The purpose of the ELAC is to advise the principal and school staff on programs and services for English learners and the SBC on the development of the Single School Plan for Student Achievement. The ELAC also assists the school on other tasks; such the development of the Single School Plan for Student Achievement (BSC/SPSA), the school’s needs assessment, the school’s annual language census (R-30 LC Report) and coordinates the efforts to make parents aware of the importance of regular school attendance.

**Teacher Leadership**
The purpose of the leadership team is to provide all teachers an avenue to administration where they can voice their comments, concerns and conversations on a regular basis. Teachers and administrators participate in leadership team meetings. This allows for collaboration between administration and the teaching staff on a regular basis. It also provides the opportunity for the dissemination of information more efficiently than traditional methods. This structure helps administration to cultivate future leaders within the teaching ranks.

**Site Administration**
The resumes of the Chief Executive Officer, Mr. Johnathan Williams and the Principal, Ms. Lenita Lugo, can be found in Tab 7.

*Chief Executive Officer* - The CEO is responsible for the school environment and student performance at TAS, ACES, and WASH. The CEO is also responsible for the implementation of policies, procedures, and practices that will ensure the ongoing financial and legal viability of the schools. The Chief Executive Officer approves purchases and contractual agreements under $10,000. The duties include: principal support and supervision, support and supervision of Central Services staff, fundraising, facilities development, serving as a spokesperson for the Accelerated Charter Schools weekly school visitations and observations; monthly presentations to the staff, parents, and students of TAS; and managing the hiring process of the TAS Principal.

*Principal of the Elementary & Middle School* - The TAS Principal is responsible for establishing a positive school culture and high levels of student achievement. The principal’s duties will include facilitating curriculum development; teacher selection, supervision and evaluation; facilitating parent involvement in school governance, volunteering at school, and supporting student learning at home; monitoring and supporting professional development for all TAS staff; the implementation of student support programs; weekly visits of each class; managing school discipline; and supervising other support staff as
assigned. Additionally, the principal manages the TAS teacher selection and curriculum development process.

**Term of Charter and Amendment**
The term of this charter shall be for the period of five years, beginning July 1, 2014 and expiring on June 30, 2019.

**Charter Renewal**
TAS must submit its renewal petition to the District’s charter school division no earlier than September of the year before the charter is due to expire and no later than January 31st of the year the charter is scheduled to expire.

**Relationship to LAUSD**
The Board of Education of the Los Angeles Unified School District and authorized LAUSD staff has the right to inspect TAS as necessary to fulfill its oversight responsibilities. TAS will comply with all processes and timelines set forth by the District for charter renewal. This charter petition may be amended only by agreement in writing executed by the Co-Directors of The Accelerated School, and by the authorized agents of the Los Angeles Unified School District. Material revisions and amendments will be made pursuant to the standards set forth in Education Code 47605 and LAUSD Charter Policy.

**TITLE IX, SECTION 504 AND UNIFORM COMPLAINT PROCEDURES**
The Accelerated School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title IX) and Section 504 of the Rehabilitation Act of 1973 (Section 504), including any investigation of any complaint filed with TAS alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. TAS will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

The Accelerated School shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

The Accelerated School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the Charter School, that The Accelerated School does not discriminate on the basis of sex or mental or physical disability in the educational program or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

The Accelerated School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of Cal. Admin. Code, tit. 5, 4600 et seq.
The Accelerated School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Cal. Educ. Code sections 49010-49013, and extend its uniform complaint procedure to complaints filed pursuant to Cal. Educ. Code section 49013.

The Accelerated School shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. (Cal. Educ. Code section 52075).

**LEGAL and POLICY COMPLIANCE**
The Accelerated School shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.

**RESPONDING TO INQUIRIES**
The Accelerated School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. The Accelerated School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations is received or discovered by the District, Charter School shall cooperate with any resulting investigation undertaken by the District and/or the Office of the Inspector General Investigation Unit.

**NOTIFICATION OF THE DISTRICT**
The Accelerated School shall notify the Charter Schools Division in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by The Accelerated School. Charter School shall also notify the CSD in writing of any internal investigations within the one week of commencing investigation.

**TRANSFER OF STUDENT RECORDS**
When a student transfers for any reason from Charter School to any other school, Charter School shall transfer the student’s complete cumulative record within 10 school days of receiving a records request from the receiving school. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16.

**Parental Involvement**
Parental involvement is critical to the success of TAS students. Modeled after the successful parent program at TAS, the goal of parent involvement at TAS is to create the strongest possible partnership between home and school with the ultimate goal of increasing student achievement. Parent school involvement is critical for student success. Opportunities for parental involvement include:

1. **Governance:** Parent participation in SAW, ELAC, SBC and other governance meetings. Parents will also be encouraged to run for election to serve on the Board of Trustees.
2. **Special Events:** Coordinating special events and activities
3. **Assisting:** Assisting teachers in the classroom
4. Personal Improvement: Throughout the school year the school offers educational opportunities solely for the continuing education of the parents. Such opportunities may include classes on parenting, health and exercise, open communication, domestic violence and ESL or SSL (Spanish as a Second Language). Participating in these activities, which support student learning and set a good example for the students can count towards the parent fulfilling the time commitment requirement of the parent agreement.
ELEMENT 5: EMPLOYEE QUALIFICATIONS

"The qualifications to be met by individuals to be employees by the school" Cal. Ed. Code 47605(b)(5)(E)

Equal Employment Opportunity
The Accelerated School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applications or employees on the basis of race, color, religion, sex, gender, identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

NCLB and Credentialing Requirements
The Accelerated School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet the requirements for employment set forth in California Education Code section 47605(l). Teachers for core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission of Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in a non-charter public school would be required to hold in the same assignment. Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Description of a TAS Employee
The employees of TAS will be a group of professionals committed to the education of all children. The guiding principles of the Accelerated Schools Model demand that we involve students in rich, meaningful learning experiences which will encourage them to become life-long learners. In order to fully implement this program, all staff members must be equally committed and actively involved in the planning, performance, implementation, and evaluation of the instructional program and school operations. See faculty biographies in Appendix G.

Teacher Qualifications
Each core subject teacher and teacher of college-preparatory classes will have appropriate teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. Teachers of non-core classes or non-college preparatory classes will have qualifications consistent with the requirements of state legislation. Requirements related to the No Child Left Behind Act are detailed under the heading of Title I at the end of this document. Those teaching in the Early College program will have advanced degrees such as MA’s or PHD’s in their appropriate area of expertise. The Accelerated Schools operations will conduct the annual LAUSD survey to monitor employee’s credentials. The Director of Human Resources is responsible for monitoring teacher credentials.

The Charter School will conform to the legal requirement that all charter school teachers hold a valid Commission on Teacher Credentialing certificate, permit or other document equivalent to that which a teacher in other public schools would be required to hold. Teachers will be “highly qualified” according to the NCLB.
Qualifications of Administrator(s)
Minimum qualifications may include: at least 2 years of prior experience in elementary as a Principal, Assistant Principal, Head of School, Lead Teacher, or equivalent; at least 2 years experience as a teacher; at least 2 years of experience working in Title I schools; demonstrated leadership in providing professional development to high school staff; and proof of working collaboratively with parents and staff. Administrators are not required to have neither a teaching nor administrator credential.

Qualifications of Instructional Assistants
Instructional Assistants provide in classroom support to teachers. All instructional assistants will meet any requirements as made necessary by state or federal legislation. Requirements related to the No Child Left Behind Act are detailed under the heading of TAS operational plans of this document. All Instructional Assistants are reflected in the budget.

Qualifications of Administrative/Executive Assistants
Minimum required knowledge skills and abilities include:

- 3+ years of experience supporting at the executive level.
- Excellent calendar management skills.
- Strong knowledge of MS Office, including Word, Excel, PowerPoint and Outlook.
- Experience working in an educational and or fundraising environment strongly preferred.
- Experience successfully creating and/or modifying processes.
- Bachelor’s degree required.

Qualifications of Clerks
Minimum qualifications include:

- Basic clerical skills.
- Computer literate.
- Ability to read/write/speak in Spanish.
- Excellent customer service skills; must have a courteous and positive attitude.
- Maintain good verbal/written communication amongst staff and customers.
- Ability to work well with others.
- Great multitasking and organizational skills.
- Exercise good judgment in all aspects of the job.
- Able to adapt to a flexible working schedule.
- Experience working in a school office setting preferred.

Qualifications of School Office Manager and Parent Liaison
Minimum qualifications include:

- Ability to read, write and speak in both English and Spanish in a professional setting
- Knowledge of grammar, spelling, punctuation and idioms used both in English and Spanish
- Computer literate
- Basic clerical skills such as answering phones and operating office machines
- Excellent customer service skills; must have a courteous and positive attitude
- Ability to work with others as a team
- Great multitasking and organizational skills

Day-to-Day Substitute Teachers
TAS will establish and maintain a list of qualified substitutes who will be contacted as needed and pull from the “teachers on reserve” when necessary. All substitute teachers of core and college-preparatory classes will at a minimum have passed all CBEST sections.
Teacher Selection Process
The selection process will include the following steps:

- research and establish job qualifications
- announce opening(s)
- recruit applicant(s)
- request resume, references, and credentials
- interview candidate(s)
- candidates present demo lesson to a class
- select top candidate
- verify previous employment
- Medical clearance - proof of TB testing
- Fingerprinting - applicant will submit prints which will be forwarded to appropriate agencies for criminal record check prior to employment in a manner consistent with applicable state law
- Check for employment eligibility and require child-abuse sign-off
- TAS will keep a record of the teacher’s current credentials on file

TAS will keep a record of the teacher’s current credentials on file and are available upon request in the Human Resources office.

The principal is responsible for evaluating teacher performance using the process established in TAS’s Collective Bargaining Agreement with UTLA (Appendix H).

When a teacher is hired we input them into LACOE HRS (Human Resource System). HRS has a function where we can add their credential information such as what type of credential they hold and when it expires. LACOE (Los Angeles County Office of Education) monitors the credential and sends us reports 2-4 months in advance of when a teacher’s credential is going to expire. Once we receive those reports, we send the teacher a cure letter informing them that their credential expiration is nearing.

When a teacher and staff member is hired, we schedule a fingerprinting appointment with LAUSD and LAUSD notifies us whether or not they have cleared their background check. If they clear their background check, we receive a clearance letter from LAUSD with the date they have cleared.
ELEMENT 6: HEALTH AND SAFETY

"The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237." Cal Ed. Code 47605(b)(5)(F)

The entire school community of TAS will work together to provide a safe school environment for its students. TAS will adhere to all required health and safety regulations, including those relating to emergency procedures.

Health, Safety and Emergency Plan

The Accelerated School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of the charter school. The Accelerated School shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar of form and conduct, emergency response drills for students and staff. Charter School shall periodically review, and modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

The TAS safety coordinator keeps a copy of the school safety plan on file and the school faculty is familiarized with the plan on a semester basis.

Family Educational Rights and Privacy Act (FERPA)

The Accelerated School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Immunizations and Health Screening Requirements

Charter School shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Education Code section 49406. Charter School shall maintain TB clearance records on file.

Charter School shall provide for the immunizations and health screening of its students, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain immunization records on file.

Tuberculosis Screening

TAS will require the examination of faculty and staff for tuberculosis as described in Education Code section 49406. A prospective employee will not begin a work assignment until he/she has obtained medical clearance for tuberculosis.

Pupil Vision and Hearing

TAS will provide vision and hearing screening to students to the same extent as would be required to do if its students attended a non-charter public school. TAS will adhere to Education Code Section 49450, et seq., as applicable to the grade level served by the school.
**Criminal Record Check**
A prospective employee will not begin a work assignment until he/she is cleared through a fingerprinting screening process that is consistent with applicable state law and Education Code § 44237.

**Safe Auxiliary Services**
TAS will require providers of auxiliary services to present proof of health and safety compliance before entering into a contract with such providers. Evidence must be provided to the office of the CEO.

**Reporting Child Abuse and Alleged Improprieties**
Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees are made aware of these requirements.

Pursuant to Penal Code section 11164 and 11166 all TAS employees will be responsible for reporting suspected cases of child abuse to the appropriate authorities.

The reporter needs to only “reasonably suspect that abuse or neglect has occurred. The principal will provide professional development to make sure the entire staff understands the procedures for reporting child abuse. All staff will understand that they are mandated reporters and that failure to report is a misdemeanor punishable by law.

TAS staff will immediately notify the Department of Children Services and/or the LAPD if there is suspicion of abuse. Further, the reporter will submit a written report of the incident to those same agencies. The reporting person will be responsible to provide all necessary information and reports to the proper investigating authorities.

If a child needs to be removed from the school based on the recommendation of the DCS or law enforcement, TAS will obtain the contact information of the agency person removing the student. This information will be available to the parent/guardian.

**Sexual Harassment**
Sexual Harassment is not tolerated on campus. During the professional development week prior to the start of every academic year all of the TAS staff is informed about the school’s sexual harassment policy. The CEO, principal and assistant principal attend off campus training provided by ASCIP insurance.

The Charter School will help ensure a workplace free of sexual harassment by providing regular trainings to all staff and students. Additionally, all staff and students will be notified of the Uniform Complaint Procedures. Uniform complaint procedures are posted in public areas convenient for staff, students and parents; such as, main office, staff lounge, cafeteria, and principals’ offices. Reports of harassment will be investigated appropriately following the established uniform complaint procedures. Complaints related to any staff will be channeled through the Director of Human Resources. If the complaint involves the CEO, the Board President will be notified and will oversee the response to the complaint.
**Food Services**
The State approved the National School Lunch Program, and so the Directly Funded Charter School directly receives reimbursements for meals served and makes the appropriate claims to the State. Currently, TAS has a full functioning cafeteria that provides all the meals for all the students on this site. All students are offered breakfast before school and during their nutrition break. All students are offered lunch during the afternoon break. In addition, TAS is currently participating in the supper program, offering students the opportunity to have a meal after school.

**Criminal Background Checks and Fingerprinting**
Charter School shall require all employees of the Charter School, all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite independent contractors and vendors having unsupervised contact with students, to submit to criminal background checks and fingerprinting in accordance with state law. Charter School shall maintain on file and available for inspection evidence that Charter School has performed criminal background checks and cleared for employment all employees prior to employment, and documentation that independent contractors and vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students.
ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

“The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” Cal. Ed. Code 47605(b)(5)(G).

Outreach Efforts
TAS makes diligent efforts to recruit students of various racial and ethnic groups so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD. Recruitment includes publicizing our instructional program on the TAS website, at the numerous libraries within this community, with fliers that are sent home with our current families, and by posting information in the front of the school in the glass bulletin case, hosting Open House at the school site in the summer and at various times throughout the year, providing tours of the school at various times throughout the year, and speaking to interested parents.

TAS will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

TAS will provide outreach materials to prospective parents and students in English and Spanish. The School maintains a web site that allows parents and students to learn about the school. The School will also maintain a presence on various lists of charter schools that prospective parents utilize, including those provided by the California Charter Schools Association and the Los Angeles Unified School District.

Geographic Target Area
TAS is located on Main Street and is at the corner of Martin Luther King Blvd and Main Street in South Los Angeles. The students recruited and who will attend, a majority will be from this area.

Outreach Languages
TAS currently produces recruiting materials in English and Spanish. These are the two major representative languages of the school’s target area.

Court-Ordered Integration
Charter School shall comply with all requirements of the Crawford v. Board of Education, City of Los Angeles court order and the LAUSD Integration Policy adopted and maintained, pursuant to the Crawford court order, by the District’s Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD.

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan lists specific dates and locations and recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary to achieve its goals. Upon request, Charter School shall provide the District with a copy of its current written plan.
The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this funding.

**No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students**

The District and The Accelerated School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Accelerated School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending The Accelerated School shall have the right to continue attending The Accelerated School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to The Accelerated School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

The Accelerated School will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. The Accelerated School shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places The Accelerated School under the NCLB-PSC program increases in subsequent years, The Accelerated School agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, The Accelerated School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. The Accelerated School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. [charter school] agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal...
program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified

- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students

- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

- Complete and submit Local Education Agency (LEA) Plan to CDE

- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

- Maintain inventory of equipment purchased with categorical funds, where applicable; and

- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

The Accelerated School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT 8: ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” Cal. Ed. Code 47605(b)(5)(h)

TAS is a free public school that is open to all residents of the State of California who are of legal age. TAS will be non sectarian in programs and admission policies. TAS shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements. TAS does not require any person to attend the school, nor is tuition charged to students. Preference will be given to students who live within the boundaries of the Los Angeles Unified School District. TAS utilizes District “like” enrollment forms. TAS adheres to all procedures related to confidentiality and privacy of records by ensuring all confidential student information is secured and accessed only by authorized personnel. TAS shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Public Random Lottery

If the number of pupils who wish to attend the school exceeds the school capacity, then admission shall be determined by a public random drawing in accordance with Education Code § 47605 (d)(2). The Office Manager is responsible for maintaining the waitlist and holding the public random lotteries. In order to build a sense of community, admissions preference will be given to LAUSD students, children of staff, children of board members and siblings of students through a lottery process. The process to notify potential students about the TAS admissions process will begin in March based on the predicted number of openings for the upcoming school year. See timeline below for an overview of the admissions process.

Notification of Wait Listed Students

All students and families are notified about the lottery through a letter in the mail and/or by phone. Flyers advertising the lottery and admissions are posted in local public libraries. Admissions forms and lottery dates are posted on our website. In addition, lottery and admissions information is posted in public school areas such as, main office, parent center, administrative offices, staff lounge, cafeteria and school front gate.

The lottery is held in the Multi-Purpose Room (MPR or Gym) of TAS. Staff use a box filled with every interested student’s name and randomly pull each card assigning each card a number, until every card has been pulled and assigned a number. The first name pulled receives the number 1 and continues in numerical order, until every name is pulled. That numerical order will determine placement order in the school’s available spaces and a list of potential enrollees is then created. If the number of lottery participants exceeds the spaces available, students with numbers higher than the spaces available, will be placed on a waitlist. Parents are given 3 business days to contact the main office with their acceptance or decline if they are not present when the names are drawn at the lottery. The main office staff members, under the supervision of the main office manager, make calls to these parents every day for 3 business days. Should any student pass on our admission offer or not return the call within 3 business days, the next number on the waitlist will be contacted and admitted. That list will continue to be used throughout the school year should any vacancies open up. The random lottery will be held every year. See timeline below for the overview of the admissions cycle. Students do not need to be in attendance to have their name drawn. All families will be notified through a letter or by phone of their selection from the wait list.
All students and families who have been admitted off the wait list for TAS are notified by mail to attend an open house and informational meeting. The meeting will focus on school expectations of students and families, and the general make up of student life at TAS. Two separate meetings are scheduled so that families have ample opportunity to attend the informational sessions. Though it is not mandatory to attend the meeting, it is highly recommended. Families will not lose their space if they are unable to attend.

**Selected Wait List Students**
All students drawn from the wait list are given two weeks to accept admissions to the school by bringing all appropriate enrollment materials.

In the event that a selected student declines their seat at TAS, another student will be taken from the wait list. The Founder/CEO, Principal, and front office staff of TAS will maintain a copy of the above lottery protocol. This protocol will be available upon request.

**Admissions Timeline**
End of Fall Semester (Early February) – Identify possible openings for next school year.

Late February – Send out notices for admissions informational meetings to all waitlisted students.

March – Lottery drawing

End of March – Hold informational meetings on two separate nights to inform parents of the academic and extracurricular activities at TAS.

All Year – open enrollment for students to add their name to the school’s waitlist. A new waitlist is generated each year.

**McKinney-Vento Homeless Assistance Act**
Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment.

**Non-Discrimination**
Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth...
Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.
ELEMENT 9: ANNUAL FINANCIAL AUDITS

"The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority." Cal. Ed. Code 47605(b)(5)(I).

TAS engages an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. Our independent public accountants, Wilkinson Hadley King & Co, who perform the audit of TAS financial statements work with David Borovay, Chief Financial Officer, of The Accelerated Schools. Mr. Borovay coordinates and provides all information necessary by the auditors to perform their work. The independent public accountant and the charter school prepares the necessary financial reports to be submitted to the District. In addition, financial statements audited by a Certified Public Accountant are submitted to the District within four months following the close of the fiscal year. The Certified Public Accountant selected will have experience in education finance. Audit deficiencies are to be resolved to the satisfaction of the District.

Prior to the start of the Fiscal Year a budget for TAS is developed by the Fiscal Service Department of The Accelerated Schools and adopted by the Board of Trustees. On a monthly basis financial data for TAS is developed from our Accounting Systems, which includes a monthly Statement of Financial Position, Statement of Activities, Statement of Cash Flow and analysis of actual results to budget. These reports are utilized to prepare the information for the submissions to LAUSD. A first interim report is submitted to LAUSD's Charter Schools Division in November showing the TAS Budget for that Fiscal Year and the operating results for the four month ended October 31st. The second interim report is submitted to LAUSD's Charter Schools Division by the end of February showing the operating results for TAS through January 31st along with the initial budget and the revised budget. In early August of the following fiscal year the unaudited actuals for the preceding fiscal year of TAS are sent to LAUSD's Charter Schools Division, which are prepared from the accounting records and reports outlined above. No later than December 15th the independent auditors send the annual audit report for the preceding fiscal year ended June 30th to the appropriate agencies.

Historic and current information derived from our accounting systems, SAGE Fund Accounting, PeopleSoft and Excel based spreadsheets, along with previous templates are used to generate the information for the audit of TAS. There is an initial request for information, which is gathered and complied by the Fiscal Service Department headed by the Chief Financial Officer. A review of the material is completed and any additional information is procured or developed to address any questions. As the audit progresses all financial questions by the auditors are directed to the Chief Financial Officer of The Accelerated Schools. After the fieldwork is completed all outstanding issues or questions are submitted by the auditors and reviewed and answered by the Chief Financial Officer.

Financial Matters

According to Education Code § 47630.5(b) Charter Schools assigned a number by the State Board of Education after June 1, 1999 are funded based on the Charter School Block Grant. The charter school may select to receive its funds directly or locally, through its charter-granting agency. TAS will continue to be a direct funded charter school. They must apply directly for categorical funding outside the block grant and complete their own Consolidated Application.
The Charter school must engage an independent public accountant, certified by the State of California, to audit the school's financial statements in accordance with generally accepted auditing standards and the audit guide issued by the Controller of the State of California. The independent public accountant and the charter school will prepare the necessary financial reports to be submitted to the District. Two interim reports and a year-end report, in a format to be provided by the District, which will include actual and revised budget figures and projected revenues, expenditures and fund balances, will be submitted to the sponsoring district unless a different system is agreed to by all parties. In addition, financial statements audited by a Certified Public Accountant will be submitted to the sponsoring District within four months following the close of the fiscal year.

TAS is responsible for its own financial services (accounting, budgeting, and payroll) and personnel services.

TAS conducts all of its financial operations in a timely manner and for all programs (regular, categorical, and special education) through procedures established by the State of California and the Federal Government, as appropriate. For Federal programs, including Title I, the criteria for eligibility and fiscal guidelines will be as established by the Federal Government. Charter schools that elect to receive funding directly are responsible for meeting eligibility and fiscal requirements established by the Federal Government and for completing the Consolidated Application. The charter shall provide the District with all financial and related reports, including enrollment attendance to enable the District to meet its requirements by law. Notwithstanding the petitioners' expectation to receive Title I funding under Federal guidelines, said funding may not be forthcoming until the school meets established criteria for a determined school year.

The District may at its discretion provide services to TAS on a fee for service basis, if requested by the TAS to do so. In such a case, the District will determine the cost of providing such services.

**Audit and Inspection of Records**

The annual audit shall be conducted in compliance with the California Education Code 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD each year:

a. Provisional Budget – Spring prior to operating fiscal year
b. Final Budget – July of the budget fiscal year
c. First Interim Projections – November of operating fiscal year
d. Second Interim Projections – February of operating fiscal year
e. Unaudited Actuals – July following the end of the fiscal year
f. Audited Actuals – December 15 following the end of the fiscal year
g. Classification Report – monthly according to the school’s Calendar
h. Statistical Report – monthly according to the school’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Tab 4: Proposed 3-Year Budgets
ELEMENT 10: SUSPENSION AND EXPULSION PROCEDURES
"The procedures by which pupils can be suspended or expelled." Cal. Ed. Code 47605(b)(5)(J).

The main goal of TAS is to help students become compassionate citizens at their school and surrounding community. To assist in this, it is constantly stressed that students must have pride in their school, themselves and their fellow classmates. This is to create a productive school environment and the student’s own development as a leader. To support this goal, the school will also have a clear code of conduct.

**Code of Conduct**
At all times, all TAS students are expected to be safe, orderly, and respectful of the rights of others. All students at TAS:

1. Will be courteous and respectful, to each other and to all staff members. Students will express themselves, both verbally and nonverbally, in a polite and nonviolent manner.

2. Will follow directions the first time given by any staff member.

3. Will wear clothing that meets the uniform policy and school expectations.

4. Will keep school buildings and grounds, furniture, instructional materials and all equipment in good condition.

5. Will obey all rules, regulations, ordinances and laws, whether at school or out of school. Students will accept responsibility for their actions and inactions.

6. Will not bring on campus (nor use) weapons of any kind, tobacco, alcohol or any other controlled substance or paraphernalia

**Discipline Policies and Due Process**
To create a productive and safe learning environment for all learners, it is also important to have clear policies and consequences for behavior that is not consistent with good citizenship or that interferes with the creation of a positive and safe learning environment. Students who do not direct adequate effort to learning or do not follow the rules will receive due process which may include appropriate disciplinary action.

The discipline policy is not discriminatory, arbitrary, nor implemented in a capricious manner. All provisions of IDEA shall be complied with in regards to the disciplining of students determined eligible for special education services. Parents are informed of the School’s discipline procedures and their rights to due process in the Charter School’s Student and Parent handbook.

**General Provisions**
Charter School shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights to appeal.
Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

**Students With Disabilities**

Charter School shall implement operational and procedural guidelines ensuring compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Educational Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

A) Was the misconduct caused by, or directly and substantially related to the student’s disability?
B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that charter School’s policies and procedures were followed
- copy of parental notice of expulsion hearing
- copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions
for providing proof of student’s compliance for reinstatement, appeal process and options for enrollment:

- if the Student is eligible for Special Education, documentation in compliance with IDEA and the MCD, including the expulsion analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that the Charter School conducted a Link Determination meeting to address two questions:
  A) Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B) Was the misconduct a direct result of the Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, charter School must notify the Superintendent of the student’s district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code sections 49068 (a) and (b).

TAS discipline policy for expulsion and suspension is aligned to California Education Code §48900 as follows:

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

(e) Committed or attempted to commit robbery or extortion.

(f) Caused or attempted to cause damage to school property or private property.

(g) Stolen or attempted to steal school property or private property.

(h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his/her own prescription products.

(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
(q) Engaged in, or attempted to engage in, hazing as defined in subdivision (b) of Section 245.6 of the Penal Code.
(r) Engaged in an act of bullying, including but not limited to bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

A pupil may not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:

(s) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may suffer suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
(t) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
(u) A superintendent or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
(v) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

As part of or instead of disciplinary action prescribed by this article, the principal of a school, the principal's designee, the superintendent of schools or the governing board may require a pupil to perform community service on school grounds or, with written permission of the parent or guardian of
the pupil, off school grounds, during the pupil’s non-school hours. For the purposes of this section, "community service" may include, but is not limited to, work performed in the community or on school grounds in the areas of outdoor beautification, community or campus betterment, and teacher, peer, or youth assistance programs. This section does not apply if a pupil has been suspended, pending expulsion, pursuant to Section §48915. However, this section applies if the recommended expulsion is not implemented or is, itself, suspended by stipulation or other administrative action.

Definition of Terrorist Threat (From §48900.7)
For the purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Offenses which Principal has Discretion to Recommend Expulsion (From §48915)
(a) (1) Except as provided in subdivisions (c) and (e), the principal or the superintendent of schools shall recommend the expulsion of a pupil for any of the following acts committed at school or at a school activity off school grounds, unless the principal or superintendent determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:
   (A) Causing serious physical injury to another person, except in self-defense.
   (B) Possession of any knife or other dangerous object of no reasonable use to the pupil.
   (C) Unlawful possession of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, except for either of the following:
      (i) The first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis.
      (ii) The possession of over-the-counter medication for use by the pupil for medical purposes or medication prescribed for the pupil by a physician.
   (D) Robbery or extortion.
   (E) Assault or battery, as defined in Sections 240 and 242 of the Penal Code, upon any school employee.
(b) Upon recommendation by the principal the governing board may order a pupil expelled upon finding that the pupil committed an act listed in subdivision (a) or in subdivision (a), (b), (c), (d), or (e) of Section §48900. A decision to expel shall be based on a finding of one or both of the following:
   (1) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
   (2) Due to the nature of the act, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

Offenses which Principal is mandated to Suspension or Recommend Expulsion (From §48915)
(c) The principal shall immediately suspend, pursuant to Section §48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

(1) Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district.
(2) Brandishing a knife at another person.
(3) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section §11053) of Division 10 of the Health and Safety Code.
(4) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section §48900 or committing a sexual battery as defined in subdivision (n) of Section §48900.
(5) Possession of an explosive.

(d) The governing board shall order a pupil expelled upon finding that the pupil committed an act listed in subdivision (c), and shall refer that pupil to a program of study that meets all of the following conditions:

(1) Is appropriately prepared to accommodate pupils who exhibit discipline problems.
(2) Is not provided at a comprehensive middle, junior, or senior high school, or at any elementary school.
(3) Is not housed at the school site attended by the pupil at the time of suspension.

(e) Upon recommendation by the principal or the governing board may order a pupil expelled upon finding that the pupil, at school or at a school activity off of school grounds violated subdivision (f), (g), (h), (i), (j), (k), (l), or (m) of Section §48900, or Section §48900.2, §48900.3, or §48900.4, and either of the following:

(1) That other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
(2) That due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of the pupil or others.

(f) The governing board shall refer a pupil who has been expelled pursuant to subdivision (b) or (e) to a program of study which meets all of the conditions specified in subdivision (d). Notwithstanding this subdivision, with respect to a pupil expelled pursuant to subdivision (e), if the county superintendent of schools certifies that an alternative program of study is not available at a site away from a comprehensive middle, junior, or senior high school, or an elementary school, and that the only option for placement is at another comprehensive middle, junior, or senior high school, or another elementary school, the pupil may be referred to a program of study that is provided at a comprehensive middle, junior, or senior high school, or at an elementary school. (g) As
used in this section, "knife" means any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing, a weapon with a blade fitted primarily for stabbing, a weapon with a blade longer than 31/2 inches, a folding knife with a blade that locks into place, or a razor with an unguarded blade. (h) As used in this section, the term "explosive" means "destructive device" as described in Section 921 of Title 18 of the United States Code.

**Suspension**

A pupil may not be suspended from school or recommended for expulsion, unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (q) as defined in Educational Code §48900. The principal shall immediately suspend, pursuant to Section §48911, and shall recommend expulsion of a pupil that he or she determines has committed an act as defined pursuant to any of the subdivisions (1) to (5) as defined in Educational Code §48915(c) at school or at a school activity off school grounds.

Anytime a student is referred to the administrative office for alleged student actions that can merit a suspension or expulsion, an impartial process is implemented to investigate the action. Only authorized staff, such as the Academic Dean, Principal or designee can implement the investigation, which may include the questioning of staff and students, as well as reviewing the site of the allegation. Upon review and investigation of the alleged student action, the Principal or designee will determine if the course of administrative action includes suspension or possible expulsion of the student.

All suspensions will be done at home, unless otherwise noted on the suspension letter. A student who violates the Education Code 48900 (a) to (r) will be sent home for the remainder of that school day and for the next consecutive school day. A student may be suspended for 1 to 4 days, depending on the severity of the action. Additionally, after a student’s first suspension, each subsequent suspension will merit a family meeting with further restrictions placed on the student. A conditional contract describing the appropriate consequences for continued misbehavior will be agreed upon by the school, student, and family.

**Suspension: Policies and Due Process**

If, after review and investigation of an alleged student action, Principal or designee determines that suspension is the appropriate course of administrative action, TAS will implement the following procedures. The Charter School makes every effort to speak directly with the student’s parent upon determination of a suspension. If a parent is contacted they are notified of the incident and requested to pick the child up from School as soon as possible. The student is kept in the office until picked-up. The parent and/or guardian also receives a suspension letter explaining the incident, indicating the number of days of the suspension, and establishing an appointment time to discuss the incident with the administrator and appropriate parties. The child is expected to remain engaged with schoolwork while suspended. Each teacher will provide work for students to complete while at home that can be picked up in the front office by a parent. TAS will provide the student with work for this period. The maximum number of consecutive days for a suspension is four and a maximum of 20 days per school year.

Parents may appeal the suspension by meeting with the Chief Operating Officer (C.O.O.) on the day of the suspension if the parent arrives before 4:00 pm or on the morning of the day after the suspension,
after 7:45 am. Parents will need an appointment to meet with the administrator on site. The C.O.O. will hear the appeal and the parent may also recommend an alternative fair consequence for the infraction. The appeal can also be delivered in writing, in which case C.O.O. will review the document and make a determination within two-hours upon receipt, between the times of 7:45 am to 4:30 pm. With the approval of the C.O.O., the suspension can be removed from the student’s record and the student can return to the classroom the next school day. If the C.O.O. denies the appeal and enforces the suspension, the parent can appeal to the Board of Trustees. The Board of Trustees or designated discipline subcommittee, composed of administrative staff, teachers and classified staff, will hear the appeal at its next regularly scheduled meeting. An appeal to the discipline Committee will not reinstate the student in school for the day(s) to be suspended. In reviewing the appeal, Discipline Committee, with a majority vote, may remove the suspension from the student’s records.

**Expulsion: Procedures and Due Process**

If, after review and investigation of an alleged student action, Principal or designee determines that expulsion is the appropriate course of administrative action, TAS will implement the following procedures.

In addition to the consequences for suspension, a hearing by the Discipline Committee (DC) will be arranged.

A discipline subcommittee, composed of administrative staff, teachers and classified staff, will convene at an appropriate time to determine whether or not the recommendation of expulsion will be accepted. If it is determined by the Discipline Committee that the expulsion will not be accepted, then the DC will determine an alternative consequence, such as Saturday school, and provide the family and students with a conditional contract that is agreed upon by the DC, student, and family. If the recommendation for expulsion is upheld, then the school Principal speaks directly with the student’s parent about the expulsion. During the meeting TAS will work collaboratively with the student’s home school district, county, and/or private schools to assist with the educational placement of the student. TAS will communicate any incident of violent/serious behavior to the district and/or school to which an expelled student matriculates. TAS will also notify the appropriate city, county, and/or state agency as required by law.

If the DC decides that student expulsion is the best course of action, and the parent does not agree, then the Principal will inform the parent(s) of the expulsion and the procedures for appealing the decision.

The parent(s) will be informed by letter that they will have 5 school days to file an appeal to the Board of Trustees by writing a letter to the Office of the CEO. Once the written request for appeal is received The Board of Trustees (or authorized board subcommittee) will decide on the matter within fifteen (15) school days. Members of the Board may hear from the student, parent, teacher, authorized administrator, and other invited speakers in accordance with school policies. Each party will have the opportunity to present information for the Board to consider including school records, anecdotal information and any other relevant information. The Board may determine expulsion, alternative disciplinary action, or remove the allegations from the students’ records. The Board’s decision is final.

**DC Hearing Agenda**

05 minutes – Introduction

10 minutes – Family Response
**Outcome Data**
Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

**Rehabilitation Plans**
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

**Readmission**
Charter School’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Charter School’s governing board shall readmit the pupil, unless the Charter School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil’s parent/guardian within a reasonable time.

**Reinstatement**
Charter School’s governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

**Gun Free Schools Act**
The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Cal. Ed. Code 47605(b)(5)(K).

State Teachers Retirement Systems (STRS)
All full-time certificated employees participate in STRS. The Human Resource/Business Services manager is responsible for ensuring that appropriate arrangements for STRS, and Social Security coverage has been made.

Social Security
All non-certificated employees contribute to Social Security according to Federal and State laws with TAS matching at the rates prescribed by law, unless provisions are made for other retirement options such as Public Employees Retirement System (PERS) or other retirement systems.

Salary Schedule
TAS determines each employee’s salary based on years of experience, post baccalaureate degree units, areas of specialty, and other factors as determined by collective bargaining agreement (CBA).

Work Calendar
Each staff member works the number of days agreed upon in his/her individual contract or work agreement, which will address the following:

- Details related to holidays, illness, personal days, vacation, and bereavement per Employee Personnel Handbook and collective bargaining agreement (CBA)
- Determination of full-time or part-time status
- Employee discipline procedures and the employee’s due process rights for appealing disciplinary action per collective bargaining agreement (CBA).

Performance Evaluation
Performance evaluations will be conducted annually for all employees and will be conducted in a fair and judicious manner by their immediate supervisor per the collective bargaining agreement (CBA).

Other
TAS shall adhere to applicable federal and state mandates, including:

- Family Medical Leave Act (FMLA)
- California Family Rights Act (CFRA)
- Disability Insurance
- Workers Compensation Medicare
ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES


Attendance Alternatives
Pupils who choose not to attend The Accelerated School may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the District.

Parent Notification
Parents and guardians of each student enrolled in TAS will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in TAS, except to the extent that such a right is extended by the local education agency.

Governing Board Shall Not Require Charter Enrollment
TAS recognizes that the governing School Board of LAUSD may not require any student to attend TAS.
ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” Cal. Ed. Code 47605(b)(5)(M).

Rights of District Employees

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accepted employment with Charter School will administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

Note: The Accelerated Schools (The Accelerated School, Accelerated Charter Elementary School, and Wallis Annenberg High School) and its teachers, represented by United Teachers Los Angeles for the past three years, July 2010 through June 2013, have been a part of a collective bargaining agreement that supports and guides the organization. In the summer of 2012, the two parties agreed upon an additional agreement, this one to last three school years, through June 2015.

“PREAMBLE”: THIS AGREEMENT is made and entered into on this 24th day of August, 2010 between the BOARD OF TRUSTEES OF THE ACCELERATED SCHOOLS, the exclusive public school employer under Education Code Section 47605 (hereinafter referred to as “School” or “Employer”) and UNITED TEACHERS LOS ANGELES, which together with its officers and representatives will be referred to in this Agreement as UTLA. UTLA is affiliated with the California Teachers Association (CTA), California Federation of Teachers (CFT), National Education Association and the American Federation of Teachers/AFL-CIO. This Agreement is entered into pursuant to the Educational Employment Relations Act “EERA”, Govt. Code Sections 3540, et seq.

The term of the original Agreement was two years beginning July 1, 2010 through June 30, 2012. The terms of the latest agreement are three years beginning July1, 2012 through June 30, 2015.

Recognition

The Accelerated School, Wallis Annenberg High School and The Accelerated Charter Elementary School recognizes United Teachers Los Angeles (UTLA) as the exclusive representative for the purpose of the Educational Employment Relations Act (EERA, Govt. Code Sections 3540, et seq.) of all certificated employees in the broad classification of teacher including but not limited to, instructors, advisers and counselors and excluding: all classified, confidential, management and supervisory employees, and all substitute teachers.

Employee Due Process Procedures

A grievance is a claim by the unit member, unit members or the union that a provision of this collective bargaining agreement has been violated or misapplied with respect to that unit member, or members, such that it resulted in an adverse consequence to the unit member(s). All other claims, such as violations of statute, individual employment agreements, charters, board policies, personnel policies or employee handbooks, shall be outside the terms of this grievance procedure. Except as specified in Article IX A, personnel decisions including decisions affecting employment status and discipline of
employees shall not be subject to this grievance procedure. Failure by a grievant to follow the timelines or requirements in any step of this Article shall render the grievance within and shall be construed as a waiver of the party’s rights under this procedure.

All timelines may be adjusted by mutual agreement between the grievant and TAS.

**Informal Resolution:**
Any grievance shall first be addressed with the site administrator or immediate supervisor, within seven (7) work days of when the grievant knew or should have known the event or condition giving rise to the grievance. The grievant must identify the concern as a grievance and request an informal meeting. The grievant may authorize the union representative to represent him/her at any grievance meeting.

**Formal Resolution:**

**Step 1**
If the grievance is not resolved informally, a unit member having a grievance shall present the grievance in writing to his or her site administrator or immediate supervisor within fifteen (15) work days of the event or condition giving rise to the grievance. The grievance shall clearly state all of the following: (1) the specific provisions of the Agreement alleged to have been violated, (2) the specific facts of the alleged violation, and to the extent known dates, names of witnesses, (3) the adverse consequence resulting to the unit member, or union and (4) the remedy requested by the grievant. The site administrator or immediate supervisor shall meet with the unit member and shall provide a written response within seven (7) working days of the meeting.

**Step 2**
If the unit member is not satisfied with the response at Step 1, he/she shall, within five (5) work days of the receipt of the written response at Step 1, notify the Chief Executive Officer that a grievance has been denied or unresolved by the site administrator or immediate supervisor. The Step 2 grievance shall specifically state any portions of the Step 1 response disputed by the grievant. If not resolved, the Chief Executive Officer will convene a meeting with the grievant within seven (7) work days of receipt. Any resolution shall be put in writing. The Chief Executive Officer shall provide a written response within seven (7) work days of the meeting.

**Step 3**
If the unit member is not satisfied with the response at Step 2, he/she shall, within five (5) work days of the receipt of the written response at Step 2, notify the Board President that he/she is requesting that the grievance be submitted to Option A or B below:

A. A hearing before the Board of Trustees or Board designated committee, or
B. Advisory arbitration upon Union approval only.

Where option B is utilized the following steps shall govern the arbitration process:

1. The Union and TAS shall attempt to agree upon an arbitrator. If no agreement can be reached, the parties shall request that the State Conciliation Service supply a panel of five names of persons experienced in hearing grievances in schools. Each party shall alternately strike a name until only one name remains. The remaining panel member shall be the arbitrator. The order of the striking shall be determined by lot.
2. If either The Accelerated School or the Union so requests, a separate arbitrator shall be selected to hear the merits of any issue rose regarding the arbitrability of a grievance. No hearing on the merits of the grievance will be conducted until the issue of arbitrability has been decided. The process to be used in selecting an arbitrator shall be as set forth in Section 1 above.

3. The arbitrator shall, as soon as possible, hear evidence and render a decision on the issue or issues submitted to him/her. If the parties cannot agree upon a submission agreement, the arbitrator shall determine the issues by referring to the written grievance and the answers thereto at each step.

4. Accelerated School and the Union agree that the jurisdiction and authority of the arbitrator so selected and the opinions the arbitrator expresses will be confined exclusively to the interpretation of the express provision or provisions of this Agreement at issue between the parties. The arbitrator shall have no authority to add to, subtract from, alter, amend, or modify any provisions of this Agreement or impose any limitations or obligations not specifically provided for under the terms of this Agreement. The arbitrator shall be without power or authority to make any recommendation that requires Accelerated School or the Union to do an act prohibited by law.

5. After a hearing and after both parties have had an opportunity to make written arguments, the arbitrator shall submit, in writing to all parties, his/her findings and recommended award.

6. The recommended award of the arbitrator shall be advisory to the Board of Trustees who shall make a final and binding decision on the resolution of the grievance after full review and consideration of the recommendations of the arbitrator.

7. The fees and expenses of the arbitrator shall be shared equally by Accelerated School and the Union. All other expenses shall be borne by the party incurring them, and neither party shall be responsible for the expense of witnesses called by the other. Either party may request a certified court reporter to record the entire arbitration hearing. The cost of the services of such court reporter shall be paid by the party requesting the reporter or shared by the parties if they mutually agree. If the arbitrator requests a court reporter, then the costs shall be shared by both parties.

8. The Grievant shall be provided with reasonable release time to attend any grievance meeting with Accelerated School or to testify at his or her own grievance meeting.
ELEMENT 14: MANDATORY DISPUTE RESOLUTION

"The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter." Cal. Ed. Code 47605(b)(5)(N).

**Mandatory Dispute Resolution Provisions**

The staff and governing board members of The Accelerated School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and The Accelerated School, except any controversy or claim that is in any way related to revocation of this Charter, ("Dispute") pursuant to the terms of this Element 14.

Any Dispute between the District and The Accelerated School shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be made in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail. All Written Notifications shall be addressed as follows:

   To Charter School: The Accelerated School
   c/o School Director
   4000 S. Main Street
   Los Angeles, CA 90037

   To Director of Charter Schools: Charter Schools Division
   Los Angeles Unified School District
   333 South Beaudry Avenue, 20th Floor
   Los Angeles, California 90017

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the
American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

"A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Charter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code." Cal. Ed. Code 47605(b)(5)(O).

Exclusive Employer Statement

The Accelerated School is deemed the exclusive public school employer of the employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Education Employment Relations Act ("EERA"), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

However, unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted.

TAS will address any collective bargaining efforts in a manner consistent with all applicable state and federal rules, laws, and regulations.

*Note: The teachers of The Accelerated Schools (Accelerated School, Accelerated Charter Elementary School and Wallis Annenberg High School) are members of the TAS/UTLA bargaining unit. As of this summer, the organization and the teachers have reached a new CBA that will run from July 2012 through June 2015. For a copy of the TAS/UTLA CBA 2012 – 2015 please see Appendix H.
ELEMENT 16: CHARTER SCHOOL CLOSURE PROCEDURES
This section meets the requirements of Education Code §47605(5) (P), which requires that there is a description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

In the event that Accelerated School closes, the assets and liabilities of Accelerated School will be disposed of by The Accelerated Schools’ Board of Trustees in accordance with the closeout procedures listed below. The Accelerated Schools’ Board of Trustees will ensure that a final audit of the school’s assets and liabilities is performed and that any audit deficiencies will be resolved to the satisfaction of LAUSD.

**Charter Renewal**
The Charter School must submit its renewal petition to the District’s Charter Schools Division no earlier than September of the year before the charter expires.

**Revocation of the Charter**
The District may revoke the charter of Accelerated School if The Accelerated School commits a breach of any provision set forth in a policy related to charter schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of The Accelerated School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- The Accelerated School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Accelerated School failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Accelerated School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The Accelerated School violated any provisions of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and state regulations, the LAUSD Board of Education will notify The Accelerated School in writing of the specific violation, and give The Accelerated School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Notwithstanding the immediately preceding language, revocation proceedings are not subject to the dispute resolution clause set forth in this charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

**Closure Action**
The decision to close The Accelerated School either by the governing Board of The Accelerated School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked or non-renewed by the LAUSD Board of Education; the governing board of The Accelerated School votes to close the Charter School; or the Charter lapses.
**Closure Procedures**
The procedures for charter school closure set forth below are guided by California Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1 and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to The Accelerated School, including nonprofit corporation and governing board.

**Designation of Responsible Person(s) and Funding of Closure**
Upon the taking of a Closure Action by either the governing board of The Accelerated School or the LAUSD Board Of Education, the governing board of The Accelerated School shall immediately designate a person or persons responsible for conducting, all closure procedures and activities, and determine how The Accelerated School will fund these activities.

**Notification of Closure Action**
Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The CSD, if the Closing Action is an act of The Accelerated School. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school may omit this step.
2. Parents, guardians, and/or caretakers of students currently enrolled in The Accelerated School within 72 hours of the Closure Action. The Accelerated School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County of Education (LACOE). The Accelerated School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. The Accelerated School shall send written notification of the Closure Action to the SELPA in which charter school participates by registered mail within 72 hours of the decision to Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school’s employees participate. Within fourteen (14) calendar days of Closure Action, The Accelerated School shall notify the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). The Accelerated School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. The Accelerated School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. The Accelerated School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.
Notification of all parties above, with the exception of employees and vendors, must include, but is not limited to the following information:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents, guardians, and students shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure.

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment.

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

**School and Student Records Retention and Transfer**

The Accelerated School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number,
Statewide Student Identifier (SSID), birth date, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring, if known. This electronic master list will be delivered to the CSD in the form of a CD.

4. The Accelerated School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. The Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include over-payment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

The Accelerated School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school’s annual audit.

The Accelerated School shall pay for the financial closeout audit of the Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by The Accelerated School will be the responsibility of The Accelerated School and not LAUSD. The Accelerated School understands and acknowledges that The Accelerated School will cover the outstanding debts or liabilities of The Accelerated School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Accelerated School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which The Accelerated School participates, and other categorical funds will be returned to the source of funds.

The Accelerated shall ensure the completion and filing of any annual reports required. These reports include, but are not necessarily limited to:
1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

**Disposition of Liabilities and Assets**

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grants and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

The Accelerated School shall retain sufficient staff, as deemed appropriate by The Accelerated School’s governing board to complete all necessary tasks and procedures required to close of the school and student and transfer records in accordance with these closure procedures.

The Accelerated School’s governing board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of Closure Action with written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, Charter School shall complete all actions required by applicable law, including but not limited to the following:

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
c. Make final federal tax payments (employee taxes, etc.)
d. File the final withholding tax return (Treasury Form 165).
e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end The Accelerated School’s right to operate as a charter school or cause The Accelerated School to cease operation. The Accelerated School and the District agree that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Facilities**

**District-Owned Facilities:**

If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

Minimum Payments or Charges to be paid to LAUSD Arising from the Facilities:
(i) Pro Rata Share. LAUSD shall collect and TAS shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
(ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
(i) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
(ii) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

Real Property Insurance. Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities
Facility Status:
The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The
Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:**
The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If Charter School moves or expands to another facility during the term of this charter, then Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:**
The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools, developers may find additional information at: www.laschools.org/employee/mo/ipm.

**Pest Management** - Charter School shall comply with the Healthy Schools Act, California Education Code Section 17608, which allows details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employees/mo/ipm.

**Asbestos Management:**
Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

**Insurance Requirements**
No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.
Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

Evidence of Insurance
The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return"
Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless / Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorney’s fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omissions of acts committed by Charter School, and their officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

TAS will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. TAS will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

TAS, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**Fiscal Matters**

**District Oversight Costs**

The District may charge for the actual costs of supervisory oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of supervisory oversight of the Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisory oversight fee allowed under the law as it may change from time to time. The supervisory oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

**Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, Title 5 of the California Code of Regulations.
**Special Education Revenue Adjustment/Payment for Services**

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

TAS will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Audit and Inspection of Records**

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitor the fiscal condition of Charter School
- The District is authorized to revoke this charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School’s financial information,
- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements

Charter School shall cooperate fully with such audits and to make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hours’ notice.

In addition, if an allegation of waste, fraud or abuse related to TAS operations is received by the District, TAS shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.
Members of the TAS’ executive board, any administrators, managers or employees, and any other committees of the School shall comply with federal and state laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

**Internal Fiscal Controls**
The Accelerated School will develop and maintain sound internal fiscal control policies governing all financial activities.

**Apportionment Eligibility for Students Over 19 Years of Age**
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. EC 47612(b).

**Local Control and Accountability Plan**
In accordance with California Education Code 47604.33 and 47606.5, Charter School shall include in its annual update a listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of EC 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” EC 47606.5(b).