SCHOLARS LEARNING ACADEMY

CHARTER SCHOOL PETITION

SUBMITTED TO

CHARTER SCHOOL DIVISION
LOS ANGELES UNIFIED SCHOOL DISTRICT

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Approved Work Product-The Charter Petition
# SCHOLARS LEARNING ACADEMY CHARTER SCHOOL

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CALIFORNIA STUDENT LEARNING STANDARDS AA

English/Language Arts K-8
Math K-7
Science K-8
Math 8
History/Social Science K-8
Visual & Performing Arts K-8
  Dance
  Music
  Theatre
  Visual Arts
  Technology
  Language Continuum (Foreign Language-Level 1&2)

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Scholars Learning Academy

THE SCHOLARS LEARNING ACADEMY, INC.

ABSTRACT

Scholars Learning Academy, Inc. is start-up K-5 elementary charter school scheduled to open September 2014. The Academy will offer a traditional school calendar in a technologically advanced, small school environment with expansion phases to secondary levels 6-8. The Scholars Academy will address the unique educational needs of an increasing at risk school aged population in the south area of Los Angeles with proposed facility located in Carson, CA, in the jurisdictional boundaries of Los Angeles County Office of Education and Los Angeles Unified School District. An innovative school design has been created extrapolating from successful comprehensive school reform models utilizing the CORE KNOWLEDGE SERIES AND SEQUENCE, MICROSOCIETY, GALAXY CLASSROOM/Stem City and VENTURES EDUCATION SYSTEMS. This innovative, unique charter school design formulates a futuristic school for “SCHOLARS IN DEVELOPMENT” for students residing in Los Angeles, Culver City, Inglewood, Carson, Gardena, Harbor Gateway, Compton and other districts within the jurisdiction of Los Angeles Unified School District and Los Angeles County Office of Education. The Scholars Learning Academy Scholars’ Institute offers enrichment and intervention academies for extended learning opportunities.

The CORE KNOWLEDGE SERIES and SEQUENCE forms the foundation of our total curriculum. MICROSOCIETY provides students with a career to work avenue for active learning and knowledge connection of the core curriculum through the creation of their own society. GALAXY CLASSROOM/STEM CITY/GEMS provide the opportunity to integrate and utilize enhanced technology through the use of distance learning and scientific exploratory discoveries. The development of each child’s potential will be a key priority of the Academy. Therefore, a multiple intelligence approach to the core curriculum will promote an instructional delivery system that will address the THEORY OF MULTIPLE INTELLIGENCES. Howard Gardner the author of “The Theory of Multiple Intelligences” says American education usually emphasizes the linguistic and the logical/mathematical. The visual and performing arts program engages students in five forms of intelligences, thereby offering a more comprehensive way to teach students. Students will have a rigorous, hands-on, comprehensive and performance-based learning environment. This curriculum aligned with Common Core state standards and reinforced with enriched studies and visual and performing arts, will form a bridge for students to achieve academic excellence. Experience shows that the arts have a special potential for engaging all students and that the tradition practices of the arts can improve teaching and learning in all areas.

The Academy will implement an innovative research-based assessment process, the “WORK SAMPLING SYSTEM”. This assessment system encompasses the Desired Results Development Checklists, Entrance and Exit Interviews, Standard-based Instruction and Assessment and Portfolio Assessment. To ensure the quality of teaching the VENTURES EDUCATION SYSTEMS and CALIFORNIA STATE UNIVERSITY- DOMINGUEZ HILLS will provide the technical assistance for the student-centered classroom. Professional Development for quality teaching of the core curriculum will be ensured through the technical assistance of our comprehensive school reform advisors and specialist. (CORE KNOWLEDGE, MICROSOCIETY AND GALAXY CLASSROOM/ STEM CITY/GEMS.

The Scholars Learning Academy has formed strong ties to local community organizations and businesses. The concepts outlined in the Educate America: Goals 2000 and the No Child Left Behind Act enhance the curriculum modes of learning. Teachers, Staff, Parents, Community, Businesses, Non-Profit Organizations, Colleges and Universities are developing partnerships to create challenging innovative and extended learning opportunities for bridging lifelong learning literacy and advanced skills needed for the 21st Century.

Program elements that are addressed in the Scholars Academy Charter Petition

A Meca of an Enhanced Cultural, Scientific, Technological & Arts Environment

The required components are addressed on the following page numbers in the Charter Petition.

<table>
<thead>
<tr>
<th>Effective, research-based methods and strategies. Innovative strategies and proven methods for student learning, teaching, and school management that are based on reliable research and effective practices, and have been replicated successfully in schools with diverse characteristics.</th>
<th>Page No. 10-51</th>
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<tr>
<td>Comprehensive design with aligned components. The charter has a comprehensive design for effective school functioning. It aligns the school’s curriculum, technology and professional development into a schoolwide reform plan. The plan is designed to enable all students-including children from low-income families, children with limited English proficiency, and children with disabilities-to meet challenging Common Core State content/performance standards. The design addresses needs identified through a comprehensive school needs assessment.</td>
<td>16-39</td>
</tr>
<tr>
<td></td>
<td>338,438,442,446,463</td>
</tr>
<tr>
<td>Professional Development. The charter provides high-quality and continuous teacher and staff professional development and training. Technical experts offer assistance through the Core Knowledge Foundation, Ventures Education Systems, MICROSOCIETY, Brim-Donahoe &amp; Associates, Cal State UDH/United Schools Urban Solutions and West Coast Learning Center</td>
<td>55</td>
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<tr>
<td></td>
<td>486, 518</td>
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<tr>
<td>Measurable goals and benchmarks. The charter has measurable goals for student performance tied to the State’s challenging content and student performance standard. Assessment benchmarks are identified as an on-going monitoring system for measuring goal attainment. (The Work Sampling System)</td>
<td>59-65</td>
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<tr>
<td>Parental and community involvement. The charter provides for the meaningful involvement of parents and the local community in planning and implementing school improvement activities. (Scholars Parent Society and Business Partners In Learning)</td>
<td>51-54</td>
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<td></td>
<td>479</td>
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<tr>
<td>Support within the school. The program is supported by school faculty, administrators and staff, parents and Community.</td>
<td>29-31, 37-51, 55-57</td>
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<td>Evaluation strategies. The charter includes a plan for the evaluation of the implementation of school reforms and the student desired results achieved. Work Sampling System, Schoolwide Comprehensive Need Assessment, Data Analysis through Technical Support. (Ventures Education Systems, Star View Community Services and West Coast Learning Center)</td>
<td>33-34, 59, 463</td>
</tr>
<tr>
<td>Coordination of resources. The charter identifies how other resources (Federal, State, local and private) available to the school will be utilized to coordinate services to support and sustain the school reform.</td>
<td>125-127</td>
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<td>Outside technical support. The Charter School utilizes high-quality external support and assistance from a comprehensive school reform entity (which may be a university) with experience or expertise in schoolwide reform and improvement. (Core Knowledge, MicroSociety, Galaxy Classroom, A-Man Inc-Stem and Ventures Education Systems &amp; CUDH)</td>
<td>383,438,554</td>
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<td>How does the charter address the student performance goals?</td>
<td>16, 19, 59, 62</td>
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<td>Goal 1 Annual improvement in STATE Standardized Test Scores</td>
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<td>Goal 2 Grade level competency for all students</td>
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<td>Goal 3 High School Graduation and College Admission for all students (A-G Requirements)</td>
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<td>What We Want to Know at the completions of each grade level (Sequence of Skills): Student Will Be:</td>
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<tr>
<td>1. Effective Communicators (Oral &amp; Written)</td>
<td>4. Bi-Literate (English/French)</td>
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<tr>
<td>2. Problem Solvers</td>
<td>5. Computer Literate</td>
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<tr>
<td>3. Critical Thinkers</td>
<td>6. Responsible Citizen</td>
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EXECUTIVE SUMMARY

The Scholars Learning Academy, Inc. is a non-profit 501(c)(3) tax exempt organization. The organization’s main purpose is to develop, operate, and manage the SLA CHARTER K-8 Charter School. The Academy will offer a traditional school calendar in a technology advanced, small school environment with expansion phases to secondary levels. The Scholars Academy will address the unique educational needs of an increasing at-risk school aged population in the jurisdictional boundaries of Los Angeles County Office of Education, as well as, Los Angeles Unified School District. Research has shown that children emotionally respond and increase in academic performance when commitment and dedication is a part of their learning environment. Research also has shown that these at-risk school aged children are performing below the twenty-five percentile in Science and Math. However, this is a challenge for everyone. Many of our students are faced with influences that are not favorable to their success. Many families have special challenges that do not allow them the flexibility to provide their children with enriched opportunities that other children may have. Scholars Learning Academy, Inc. programs address these very issues. To effectively educate the whole child, parents of student enrolled at the Scholars Learning Academy will cooperatively participate in the Entrance and Exit Interviews and Assessments in the development of each child’s Personal Learning Plan.

Many children in this geographic area are educationally disadvantaged and are attending underperforming schools. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of life-long learning. By Scholars Learning Academy, Inc. providing an educational alternative that will provide clear communication in an interactive and culturally diverse learning environment, all students will maximize their potential for success ensuring that no child will be left behind. However, our young people are born into this fast moving technological world which has created a gap and do to their economical position in the world has caused a disconnect to the world that surrounds them. There is a need for a system change for educating and communicating, and Scholars Learning Academy, Inc. will provide that change. The Parent Involvement Plan and our Partner In Learning Program forms the collaborative forum that affords the academy, parents, students and community a system for two-way communication and collaboration for improved student achievement.

The Scholars Academy will address the unique educational needs of an increasing at risk school aged population. An innovative school design has been created extrapolating from successful comprehensive school reform models utilizing the CORE KNOWLEDGE SERIES AND SEQUENCE, MICROSOCIETY, GALAXY CLASSROOM Stem City and VENTURES EDUCATION SYSTEMS. This innovative school design formulates a futuristic school for Scholars in development.

Comprehensive School Reforms-(CSR) program supports “coherent, school wide improvements” that are based on scientific research and effective practices that meet eleven specific criteria with an external CSR model provider. The purpose of the CSR program is to “improve student achievement by supporting the implementation of comprehensive school reforms based on scientifically based research and effective practices so that all children, especially those in low performing, high poverty schools, can meet challenging Common Core State content and academic achievement standards.” Our reforms meet the eleven elements outlined in the CSR programs and No Child Left Behind Act that are discussed in detail in the appendix of this Charter Petition. (PROGRAM ELEMENTS CHART – Page 9)

The Scholars Academy extends the traditional school concept to include community based organization partnerships as an integral part of the learning environment and experience. This
collaborative model affords children, students and families the opportunity to bridge home, school and community services to strengthen the family’s health and wellness for sustaining a healthy lifestyle. The community is afforded the opportunity to assure the educational process for development and improvement of the wellness and healthy lifestyles of citizens in the twenty-first century. The Scholars Learning Academy, Inc. Model is a partnership collaborative connecting a century of educational research infused together in an active applied learning environment. This collaborative brings together under one umbrella, a vast expertise in many areas but not limited to educators, engineers, health and human services, and many areas of expertise, along with community based organizations to address the innovative futuristic school design for developing young scholars.

Traditionally, each one of these organizations function as a stand-alone program or services. The 21st Century brings the world together faster than the eye can see creating a need for a new model for society living towards a global community. The global community is truly a collaboration of interdependence for human survival. This societal shift is an urgent plea for new design reform in which we move, function and have our being. This suggests a change in the education classroom for learning from the industry age into the new millennium.

Scholars Learning Academy, Inc. will provide this change in the educational classroom for learning from the industry age into the new millennium, through their comprehensive school reform models utilizing the Core Knowledge Series and Sequence, Micro Society, Galaxy Class and Ventures Education Systems.

Scholars Learning Academy’s advance Core Curriculum is based on the research conducted by E.D. Hirsch Jr. The Core Knowledge Curriculum reflects the diversity of Americans pluralistic society. The research suggests that the goal of closing the achievement gap has been successful with children at risk where the Core Knowledge Curriculum is implemented fully.

Core Knowledge’s primary goal is to help students establish a strong foundation of vocabulary and skills to build knowledge and understanding. The main feature of Core Knowledge is a sequential program of specific topics for each grade in all subjects, structured programs to build vocabulary and skills to improve literacy. The Core Knowledge Sequence is distinguished by its specificity. While most state or district curricula provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Sequence provides a solid foundation on which to build skills instruction. Moreover, because the Sequence offers a coherent plan that builds year-by-year, it helps prevent the many repetitions and gaps in instruction that can result from vague curricular guidelines.

The approach of the MicroSociety program is student-centered and promotes active learning, learning by doing, students as teachers, teachers as facilitators, and thematic instructional units. The effectiveness of the program is measured by improvements in student attendance, discipline and academic performance. **Scholars Learning Academy will build and implement, “The Scholars Micro Town” which creates the nurturing learning structural environment and atmosphere offering a self-motivating real-world learning environment.** The MicroSociety program represents a new breed of learning environments. The program changes the teaching and learning paradigm in schools’ existing programs...

Scholars Learning Academy will ensure the quality of teaching through an intensive professional development training program. The Executive Directors, faculty, staff, parents, partners and community will work in a collaborative planning model to promote and design Staff and Professional Workshops, training and school site planning sessions. The Ventures Education Systems will provide the technical assistance for the student-centered classroom and problem-based learning. Professional
Development for quality teaching of the core curriculum and alignment to Common Core state content student learning standards will be ensured through the technical assistance of our comprehensive school reform advisor and specialist. California State University Dominguez Hills Partnership provides the coaching model for teacher certification for credential clearance through their Intern Program. Training for Teaching in the urban classroom will be conducted by Dr. Richard Gordon author of Omni Education for teaching in the urban classroom and Lee Brim for Cultural Diversity Training: Personal, Teaching and Learning styles.

The Scholars Learning Academy has formed strong ties to local community organizations and businesses. The concepts outlined in the Educated America: 2000 and the No Child Left Behind Act enhances the curriculum modes of learning. Scholars Learning Academy, works with teachers, staff, Parents, Community, Businesses, Non-Profit Organizations, Colleges and Universities in developing and continuing our relationships with our established partnership to create challenging innovative and extended learning opportunities for bridging lifelong learning literacy and advanced skills needed for the 21st Century.

**SCHOLARS LEARNING ACADEMY, INC. FOUNDING GROUP STATEMENT**

The collaborative expertise of our founding group, Board of Directors, Advisory Board and Partners in Learning provide the capacity for educational of leadership for the successful implementation of the Scholars educational program. The Board of Directors of the Scholars Learning Academy, Inc. will convey the message to the parents and children that, this is a good place to be; you belong here; this is a place you can trust; this is a safe place to explore and try out your ideals.

The Founding Group was brought together by a vision and passion to develop an educational program that would address the educational needs of the community to improve student achievement and social behavior. The following beliefs are agreed upon as needed for these children and students to succeed:

Believing that….

- it takes a village to raise a child,
- commitment to collaborative planning is a key to success,
- students learn best in an interdisciplinary environment that promotes mutual respect, integrity, opportunities for leadership and service, oral and written competence and responsible citizenship in the ethnically and culturally diverse society of the 21st Century,
- it is essential that children are introduced to the world of work and to help them see the connections between what they are learning and what is important in the real world,
- in an interactive culturally diverse teaching and learning small school environment students will be afforded the opportunity to develop to their fullest potential,
- through a rigorous interdisciplinary comprehensive curriculum students will be enabled to develop lifelong skills and values for becoming productive citizens in the 21st Century,
- the visual and performing arts learning standards and enriched studies form a bridge to achieve academic excellence in basic literacy and advance skills, students will be able to apply these skills to real-life situations,
- health, nutrition and physical education learning standards will prepare students for a healthy lifestyle and the ability to concentrate and cope with the demanding challenges of the academia environment successfully, and
- our vision becomes a reality by utilizing resource-sharing which offers a mosaic of partnerships with colleges, universities, community and businesses, volunteers, non-profit organizations, museums, district, county, state and federal resources.
The charter petition was developed in collaboration with Scholars Learning Academy development team, Founding Board of Directors, Incorporating Board and Founders of the Scholars Learning Academy, Inc. The Founding Board has continued the collaborative charter school process to enhance the site development challenges and expansion of partnerships for program implementation identified in the charter petition.

Through strategic and collaborative planning sessions with Partners in Learning, the founders, developers and board of directors for a continuous period of more than six-nine years have provided in-kind resource sharing, expertise and services for the development of this charter school model. The charter school model is designed by the approved work-product the, “Charter Petition” of the California Charter School Planning Grant received in and completed cycle 2002. (See attached Approval Letter) [The charter was submitted and reviewed by Los Angeles Unified School District and Los Angeles County Board of Education. A facility site to house the designed program was the challenging process for completion.) We also resolved to change our name to Scholars Learning Academy to align with the founding principles of the charter petition.

This resource sharing of partners and developers demonstrated the passion, dedication, and commitment to the challenge of staying the course for education reform and the establishment of a quality charter school model. Our continued efforts have expanded the significance of the learning process by developing a Community Development Partnership Model for Whole Family Whole Child Wellness project. This Community Development Model Partnership developing Whole Family Whole Child Wellness project creates an Innovative Futuristic School Design for developing Young Scholars.

In accomplishing the vision the school setting provides smaller class sizes, more one-on-one interaction between student and teacher, and the utilization of technological tools of the information age. As a part of our mission we are dedicated to educational reform for implementing comprehensive instructional delivery systems for improved student achievement. We have developed an innovative and unique school structure that integrates a solid core curriculum through the Core Knowledge Series and Sequence, Micro Society for applied active learning to connect curriculum to real-life situations for life-long learning. This unique design has incorporated its foundation on research-based comprehensive school reform programs that have proven successful in improving and increasing student achievement especially with children who were at-risk of failing and not mastering state student learning standards.

Believing that “It takes a Village to Raise a Child” and a demonstrated commitment to educational reform, we collectively offer these ideologies, beliefs, knowledge, experiences and expertise of founders, developers, board of directors and advisory board members and consultants.

---

2 Scholars Learning Academy formally named William S. Epps Learning Academy CA State Planning Grant Recipient.
Assurances and Affirmations

Scholars Learning Academy (hereinafter “[SLA]” or “Charter 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 attendance by a public random drawing, if the number of pupils who wish to attend the charter school exceeds the school’s 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.
ELEMENT 1

EDUCATIONAL PROGRAM

GENERAL INFORMATION

- The contact person for Scholars Learning Academy is Theodora Lamond or Havon McLeod, I.
- The contact address for SLA is 20700 Avalon #11723 Carson, CA 90749.
- The contact phone number for SLA is (310)-200-9424 or (323) 898-1799.
- The proposed address or target community of Scholars Learning Academy is North Carson, California, which is located in Los Angeles Unified School District (“LAUSD” or “District”) Board District 7 and Educational Service Center 8.S

- The term of this charter shall be from July 1, 2014 to June 30, 2019.
- The grade configuration of Charter School is K-8.
- The number of students in the first year will be 240.
- The grade level(s) of the students in the first year will be K-3.
- The scheduled opening date of Charter School is September 2014.
- The admission requirements include:
  1. SLA is open to any resident of the state of California.
  2. SLA will not charge students tuition and will not discriminate against any student on the basis of ethnicity, national origin, gender disability, or sexual orientation.
  3. Admission to SLA will not be determined according to the place of residence of the student, or of the student’s parent or guardian, within California.
  4. Scholars Learning Academy is a school of choice.
  5. Admission to the Academy is on a first-come, first-served basis for each grade level capacity seats of (60). (If the number of students applying for admission exceeds capacity for each respective grade level of SLA, attendance, except for existing students of the charter school, will be determined by public lottery random drawing process for the open in seats per grade level. Preference will be extended to students currently attending SLA and their siblings, and students who reside in the 81 districts of the Los Angeles County of Education. Scholars Learning Academy will maintain a waiting list for student/s not selected in the lottery process or late application form received after the due date. (See Element H/8)

- The enrollment capacity is 740 for grades K-8. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student residency).
- The type of instructional calendar will be: - Traditional (E.g. traditional/year-round, single track/multi-track, extended day/year)
- The bell schedule for Charter School will be: 8:15 am- 2:45pm.
- If space is available, traveling students will have the option to attend.
ACADEMIC CALENDAR AND SCHEDULES

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.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

ENGLISH LEARNERS

Scholars Learning Academy 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 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), [SLA Charter School] shall submit a certification to the LAUSD Charter Schools Division (CSD) 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

Scholars Learning Academy shall provide to the CSD an annual report of its EL program assessment. Upon request, SLA shall provide a copy of its current EL Master Plan to the CSD.

SLA shall administer the CELDT annually in accordance with federal and state requirements.

SLA 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.

STUDENTS WITH DISABILITIES

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 to enroll 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, [SLA Charter School] will execute a Memorandum of Understanding ("MOU") by and between LAUSD and [SLA Charter 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 commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to 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"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program 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.

Compliance with Child Find Activities: Conversion and Public School Choice (PSC) Schools
District-authorized conversion and PSC charter schools must conduct Child Find activities for students residing in their pre-charter and/or PSC attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion and PSC charter schools must distribute the District’s brochure, “Are You Puzzled by Your Child’s Special Needs,” prominently display the Parent Resource Network poster, and use other District materials to address the search and serve requirement of the law (e.g., “The IEP and You”).

Modified Consent Decree Requirements
All charter schools approved by the 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 the 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.

ELEMEN T 1

Who the School Is Attempting to Educate
Scholars Learning Academy, Inc. (Scholars Academy/SLA) is an independent public start-up K-5 elementary (K-8) charter school scheduled to open September 2014. The Academy will offer a traditional school calendar in a technologically advanced, small school environment with expansion phases to secondary levels grades 6-7 during the first charter term and 8th grade at the beginning of the second renewal term.

The mission of the Scholars Learning Academy is to provide a nurturing school climate that offers all students a rigorous, comprehensive, and exploratory curriculum which maximizes achievement for students to become critical thinkers, effective problem solvers, computer literate, responsible citizens and excellent communicators for life-long learning in the new millennium.

The Scholars Learning Academy, Inc.’s vision addresses the unique educational needs of an increasing at risk school aged population. An innovative school design has been created extrapolating from successful comprehensive school reform models utilizing the CORE KNOWLEDGE SERIES AND SEQUENCE, MICROSOCIETY, GALAXY CLASSROOM/STEM CITY and VENTURES EDUCATION SYSTEMS. THIS INNOVATIVE SCHOOL DESIGN FORMULATES A FUTURISTIC SCHOOL FOR SCHOLARS IN DEVELOPMENT,

INSTRUCTIONAL STRUCTURE MODES:

- **CORE KNOWLEDGE SERIES AND SEQUENCE - the Standards Based Curriculum.**
  This curriculum is aligned with Common Core California State and National Student Learning Standards and supplemented with supportive curriculum and texts for student mastery of Common Core state standards for grades K-8. (English/Lang Arts; Math; Science)

- **MICROSOCIETY - the applied Active-Learning School Environment.**
  The creation of the MICRO-TOWN utilizes instructional strategies and methods for students to connect curriculum to real-life situations for life-long learning.

- **GALAXY CLASSROOM/ STEM CITY – the Scientific Technological Interactive Curriculum.** Students participate in distance-learning activities for scientific discovery, problem solving and critical thinking.

- **VENTURES EDUCATION SYSTEMS – Highly Qualified Teaching Methods for the Student-Centered Classroom.** This system provides the foundation for professional/staff development teacher training in strategies, methods and techniques for the student-centered classroom, structured thinking and problem-based learning.

- **CALIFORNIA STATE UNIVERSITY DOMINGUEZ HILLS TEACHER INTERN PROGRAM – Highly Qualified Teacher Training, Monitoring and Certification**
  This program provides the technical assistance and coaching model for teacher certification for credential clearance towards quality teaching and learning.

- **Omni Education Model with Richard Gordon, PhD, Professor, CSUDH.**
This model emphasizes strategies for teaching and learning cultural justice in the urban classroom.

The CORE KNOWLEDGE SERIES AND SEQUENCE forms the foundation of our total core curriculum. MICROSOCIETY provides students with a career to work avenue for active learning and knowledge connection of the core curriculum through the creation of their own society. GALAXY CLASSROOM provides the opportunity to integrate and utilize enhanced technology through the use of distance learning and scientific exploratory discoveries. The opening phase, scheduled for September 2014 will serve a minimum population of 240 students for K-3, expanding to include grades 4, 5, 6, 7 and 8th grade in each subsequent year. The Scholars Learning Academy, at full capacity, will serve a maximum student population of 440 students with expansion to middle school respectively grades six, seven and eight. (The total capacity at full expansion will serve 440 elementary students and 300 middle school students equal 740 total.) By the end of the First Charter Five Year Term Scholars Learning Academy will be extended into the middle school program through the 7th grade. Grade 8 will be expanded during the first year of the second charter term renewal. Therefore, the first charter term will include grades K-7 with student enrollment of 640. Total capacity will be reached at the addition of the eighth grade during the first year of the second charter term rendering a student body total enrollment of 740 (K-8) Full Capacity.

The Scholars Learning Academy site will be located in the North Caron area within the South area jurisdictional boundaries of the Los Angeles Unified School District and Los Angeles County Office of Education and will educate elementary school aged children progressing to Middle School grades 6-8. Many children in this geographic area are educationally disadvantaged and are attending underperforming schools. Due to these disadvantages, many of these elementary aged students are deemed at risk of failing and not succeeding in the skills of life-long learning. By providing an educational alternative that will provide clear communication in an interactive and culturally diverse learning environment, all students will maximize their potential for success ensuring that no child will be left behind. Each child is a scholar in development.

The development of each child’s potential will be a key priority of the Academy. Therefore, a multiple intelligences approach to the core curriculum will promote an instructional delivery system addressing the Theory of Multiple Intelligences. The seven dimensions of intelligences: verbal/linguistic; logical/mathematical; visual/spatial; body/kinesthetic; musical/rhythmic and interpersonal and intrapersonal drives the teaching and learning processes with strategies and techniques to meet the individual learning styles of each student. Howard Gardner the author of “The Theory of Multiple Intelligences” says American education usually emphasizes the linguistic and the logical/mathematical3. The Visual and Performing Arts Program engages students in five forms of intelligence, thereby offering a more comprehensive way to teach students. Students will have a rigorous, hands-on comprehensive and performance based learning environment. This curriculum, reinforced with enriched studies and visual and performing arts, will form a bridge for students to achieve academic excellence. Experience shows that the arts have a special potential for engaging all students and that the traditional practices of the arts can improve teaching and learning in all areas.

The population in the vicinity of the school is primary Latino (38.6%) and African-American (23.8%). Some of the lowest test scores in the district are in the south central area of Los Angeles; more than 45% of the population lives below the Federal poverty level. The average annual income per

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household in 1990 was $18,690, as opposed to the county average $34,965. Within Los Angeles County 30% of the population has less than a high school education. In contrast, 70.8% of the residents aged 25 + in the targeted service area have not completed high school. Thirty-four percent (34%) of the children in households with working parents live in homes headed by a single parent. Thirty-nine percent (39%) of the children under the age of 18 live below the poverty level, the highest ratio within Los Angeles County. Many students are on multi-track year round calendars and are sent to other parts of the city through the District’s Capacity Adjustment Program (CAP), a school transportation program.

Scholars Learning Academy anticipates enrolling at total capacity 440 students in three classes at each grade with a student to teacher ratio of 20:1, in grades K-3, and 25:1 in grades 4-5. (Grades 6-8 ratios 25:1 yielding a middle school capacity of 300 student population. This allows the Academy to maintain small class sizes and learning communities. (Total Capacity including Grades 6-8 = 740 students)

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Year</th>
<th>Enrollment</th>
<th>Number of Classes</th>
<th>Teacher/Student Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>Year I</td>
<td>60</td>
<td>3</td>
<td>20 to 1</td>
</tr>
<tr>
<td>First Grade</td>
<td>Year I</td>
<td>60</td>
<td>3</td>
<td>20 to 1</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Year I</td>
<td>60</td>
<td>3</td>
<td>20 to 1</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Year I</td>
<td>60</td>
<td>3</td>
<td>20 to 1</td>
</tr>
<tr>
<td>Fourth Grade</td>
<td>Year II</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Fifth Grade</td>
<td>Year III</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Sixth Grade</td>
<td>Year IV</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Seventh Grade</td>
<td>Year V</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Total Capacity</td>
<td>First Charter Term</td>
<td>640</td>
<td>28</td>
<td>22 to 1</td>
</tr>
<tr>
<td>**Eighth Grade</td>
<td>** Year I</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>**Eighth Grade</td>
<td>** Year I</td>
<td>100</td>
<td>4</td>
<td>25 to 1</td>
</tr>
<tr>
<td>Total Capacity</td>
<td>Second Charter Term</td>
<td>740</td>
<td>32</td>
<td>22 to 1</td>
</tr>
</tbody>
</table>

The Scholars Academy will present an innovative educational alternative for improving student outcomes in academic achievement. The nurturing teaching and learning environment promotes a 95% average daily attendance goal with a 5% decrease in tardiness each year. Parent workshops will be conducted examining the importance of school, of school attendance and its effect on student achievement. The Scholars Learning Academy Attendance policy will be as follows: 1. Two (2) unexcused absences in any month will result in a parent phone call conference to discuss problems. 2. More than three (3) unexcused absences will result in a formal parent letter requesting a parent, student, teacher and executive director conference regarding attendance problems and the effects on student achievement or to identify needed support services. See Assessment Chart page 63.

**What It Means To Be an Educated Person in the 21st Century**

In the 21st Century an educated person will require skills beyond the basic reading, writing, and arithmetic. The educated person will require complex analytical skills combined with mutual respect, integrity, and responsible citizenship to prepare them for an ethnically and culturally diverse society. A strong knowledge of computer technology will be essential in the growing global economy. A core of shared knowledge in language arts, math, geography, history and science will be essential. This knowledge, coupled with an appreciation for the visual and performing, arts will serve as a catalyst for cooperative learning in a world of diverse cultures and social backgrounds. An educated person, to
Scholars Learning Academy

his/her fullest potential will become a life-long learner, self-motivated, competent and a productive citizen in the global economy of the 21st Century.

**How Learning Best Occurs**

Students learn best in an interdisciplinary and innovative, traditional site based environment that promotes:

- Educational goals that are clear and concise
- Mutual respect
- Integrity
- Opportunities for leadership and service
- Oral and written competence
- Responsible citizenship in an ethically and culturally diverse society
- Academic excellence
- Integrated real time technology
- A holistic approach in the development of the whole child
- Experiential opportunities with a global perceptive
- Small class sizes; 20 to 1 in primary grades and 25 to 1 in upper grades & middle school
- Student-centered collaborative learning groups
- Flexible grouping
- Business and Community Partnerships
- Meaningful, on-going parent involvement
- Qualified, energetic, creative and committed teaching staff
- Computer and hands-on professional training in student centered, standards-based instruction and authentic assessment
- Teaching and Learning best practices that engage students in the learning process
- Extended and enhanced learning opportunities

The Scholars Learning Academy provides a shared and sequential core knowledge of what every child needs to know and do at each grade level. The curriculum is designed to allow each child the opportunity to communicate, and to develop an interest in culturally diverse literature and other reading materials. Small group instruction will be utilized. Emphasis will be on acquiring basic skills using sequential learning standards (Core Knowledge Series/Sequence) correlated to Common Core state standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

**Educational Program: Curriculum and Instructional Methods**

Scholars Learning Academy will provide a rigorous and scientifically research-based learning climate. Utilizing proven innovative educational reforms, the Scholars Learning Academy will provide a core curriculum that clearly identifies what students need to know at each grade level, a hands-on active learning environment, and an interactive real time technological experience. The instructional delivery system will emphasize standards-based teaching and learning and ongoing authentic assessments aligned to Common Core state and national standards. Concepts outlined in “Educate America: Goals 2000/No Child Left Behind Act of 2001” enhance curriculum modes. The Academy will offer the world language of French as an elective class for each grade level. The Sequential FLES French curriculum will be taught in a sequential manner by a qualified instructor. A focus on core subjects (English/language arts, math, science and social studies) and proven comprehensive reforms based on theoretical foundations will create challenging, innovative and extended learning opportunities for bridging lifelong learning literacy.
Core Knowledge Series and Sequence is the core curriculum textbooks and teaching resource material for grades K-8 for all core curriculum subjects: English/Language Arts; History/Geography; Mathematics/Science, Music, Visual Arts. The other programs identified in our Core Curriculum and Instruction Delivery Section is meant to supplement, enhance and extend correlations to learning standards and thematic content units. Teacher will work collaboratively to plan, yearly, monthly, weekly and daily lessons that address state content standards. Teachers will have weekly planning sessions provide by a flexible collaborative block scheduling implementation plan.

THE CORE CURRICULUM
K-8 (See Attachment AA-California Common Core State Learning Standards & Alignments)
The core of the curricular program for Scholars Learning Academy will be aligned with the California State Common Core Standards and Frameworks and research-based comprehensive reform models. The core curriculum, textbooks and resource materials utilizes integrated grade level themes and content for K-8 aligned with state standards. Thematic unites provide the springboard for building the language and vocabulary students need to succeed in school. Lessons prepare students for success on state and school level assessments. The core curriculum textbooks series provides teachers with information for curriculum content guided instruction, immediate access to on-line reports and assessments. Links to re-teaching lessons allow effective intervention for improved student achievement. On-line data can be aggregated to give the Executive Director, Teachers, Instructional Managers, Parents and Students a global picture as to the mastery of student outcome goals and grade level mastery and non-mastery of student grade level Common Core learning standards. This data gives us on-going analysis for classroom and school level instruction effectiveness for improved student achievement and the closing of the achievement gap. These instructional tools for data gathering and analysis create the foundation for on-going planning, monitoring and assessment. Intervention, extended learning activities, partnership and supplemental programs will be embedded as to need and implementation schedules as planned by the School Leadership Team and Instructional Managers Collaborative throughout the school year.

Curriculum correlations are included in the attachment section. The full versions are available on-line via the Internet and will be reprinted for Curriculum Handbooks during the pre-operational planning and implementation phase. The California Charter School Implementation Grant provides the funding for the pre-start-up activities, planning, materials and training for a successful opening of the charter school program.

An innovative curriculum design has been developed, extrapolating from five major comprehensive school reform models, forming a creative and unique aligned content program for mastery of the State/national common core standards. (See research details in section Theory, Research and Philosophy In Support of Educational Program):

- **Core Knowledge Textbook Series and Sequence K-8** (See Attachment Section D)
  Each grade level text includes and promotes solid, specific and shared core knowledge in language arts, history and geography, math, science and the fine arts. The Core Knowledge Sequence, based on clearly defined skills required at each grade level answers the question, “What do our children need to know?” The implementation of The Core Knowledge Sequence is a collaborative effort between parents and teachers that promotes consistency and commitment. Core Knowledge schools have consistently produced dramatic improvements in student learning, including significant improvements in standardized test scores. Core Knowledge is a national CSRD research based approved comprehensive school reform for total school curriculum. National CSRD’s have proven to be successful in raising the achievement gap of at risk students. The research suggest that the implementation of core knowledge series and sequence provides a collaborative collegial environment for teachers to graciously share their ideas with one another and team together to educate/instruct their students from one grade to the next. The research
design curriculum sequence is a detailed of specific content to be taught in language arts, history and geography, math, science, and the arts. The basis curriculum provides solid coherent foundation for learning while allowing flexibility to meet state content standards for student learning in grades K – 5; 6 - 8th grade. Educational research deems the Core Knowledge Series and Sequence of curriculum provides the avenue for closing the achievement gap for educationally disadvantaged students. The mission of Scholars is to eliminate the disparities in educational outcomes for under achieving and unrepresented student populations.

MicroSociety (K-8) (See Attachment Section E) Micro Society...

Represents a new breed of learning environments. The program changes the teaching and learning paradigms in schools’ existing programs. The approach of the MicroSociety program is student-centered and promotes active learning, learning by doing, students as teachers, teachers as facilitators, and thematic instructional units. The effectiveness is measured by improvements in student attendance, discipline and academic performance. MicroSociety is Scholars Learning Academy’s applied Active-Learning School Environment. The creation of the Micro-Town utilizes instructional strategies and methods for students to connect curriculum to real-life situations for life long-learning. Designed to empower young people to take an active role in their own education, MicroSociety programs incorporate student interests such as leadership, performance, journalism, and entrepreneurship into the learning process. Students collaborate with parents, community members, and teachers to create a warm, caring and dynamic, high success climate inside their school. They do this by building a miniature community inside the school and establishing a center of commerce and governance in which every child and adult participates. Every child becomes “somebody.” Children create and manage business ventures that produce goods and services as well as agencies that handle governmental functions and lay the groundwork for organized accountability. By creating a miniature student-run society within the school house, students take ownership of their learning.

The goal of the program is to prepare students to become active, caring, and responsible citizens by increasing opportunities for them to succeed. Since academic subjects come alive when applied “on the job”, K-8 students spend one class hour each day at their “jobs”. They assume management or employee responsibilities in a variety of business ventures, public agencies, and nonprofit organizations. In their work places, students apply technology, critically think through authentic crises, prepare and analyze budgets, resolve ethical issues, and develop cultural sensitivities. These experiences often raise profound issues such as: the fairness of democracy, the rewards of entrepreneurship, cultural differences and similarities, the role of law in a society, how to humanize institutions, and how much tax an individual should pay. Then, in their regular academy program, students assume more responsibility for their own learning, including new teaching and management duties.

The real world nature of the miniature society allows new and meaningful ways to integrate curriculum into the activities of the miniature society, thereby, giving relevance to the students’ classroom learning while strengthening academics. Student jobs in a MicroSociety program reinforce basic academic skills and lessons, providing them with opportunities for drill and practice and preparing them to be leaders. Young bankers and entrepreneurs perform hundreds of transactions each day, elevating math to an everyday skill. Students use math to buy and sell, create budgets, maintain checkbooks, and calculate taxes. They apply geometry when measuring floor plans or making jewelry and algebra when developing financial reports and spreadsheets. Social Studies become a living lesson in citizenship and government. Students constantly create and test their own theories and policies. For lawyers, legislators and reporters, reading and writing are essential skills.
which they hone quickly. Effective communication spells the difference between success and failure. And a MicroSociety program sees no color or socio-economic status – instead, it sees creativity, talent, determination and hope.

- **Galaxy Classroom K-5 (See Attachment Section F)**
  Provides for inquiry and distance learning using critical thinking skills and problem solving. The underlying principles that have guided the development of the Galaxy Classroom include constructive thinking, student-centered approaches, valuing cultural diversity, thematic organization, authentic inquiry, real time technology and connection to state and national standards. The adaptation of the concepts of the Galaxy program/s links investigation through interactive webcast and Digital media broadcasts of video adventures series, extended by interactive fax and computer communications between schools. The programs are enriched by a wealth of materials, literature books and hands-on on inquiry from classroom to classroom. (Web-based Learning.)

- Creative Publications: California Content Standards Practice and Mastery Science Grades 5 & 8; New Science books aligned directly with California Standards.
- Pearson/Scotts-Forenman (Diamond Edition) K-6 Science
- Pearson/ Prentice Hall 6-8 Science Explorer (Life Science-6th/Physical Science-7th-/Earth-8th)

**Publishers New Editions of Titles will be utilized for the Text titles listed below.**

- **Avenues K-5/High Point 4-8; (Phonics & Friends)** - relies on systematic, direct instruction in phonics, combined with the modeling and practice of reading strategies so that children move from phonics to literacy. Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing and movement. These activities employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children’s individual intellectual strengths and learning styles.

- **Into English-(K-6)/High Point (4-8)** **By Hampton-Brown**
  Into English/High Point uses grade-level content as the vehicle for language development and offers English Language Learners a language-rich environment. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student’s progress moves at his or her own pace through the pathways of pre-production early production, speech emergence and intermediate and advanced fluency. Into English/High Point is designed for the second language learner. The instructional path follows a three part plan: Language Builder – prior knowledge and vocabulary; language through literature and language through content. Student success is measured by on-going authentic assessment utilizing performance rubrics. Into English is a communicative approach to second language learning.

To ensure the alignment of core series curriculum to state content standards these additional textbooks will supplement the instructional delivery system as a compliment to the state curriculum frameworks. The California curriculum frameworks and selected supplemental textbooks will provide guidance for classroom instruction. Professional Development training and Flexible Block Schedule times will allow for teacher collaborative planning sessions for grade level core curriculum alignment to the state standards for the yearly, weekly and daily instructional plans. These plans are reviewed, analyzed and monitored by the School Leadership Team and Managers Instructional Collaborative monthly. Executive Directors will make monthly reports as to student mastery of state content learning standards.
Supplemental textbook instructional materials include technology components for student interactive learning and assessment. Technology is not taught as a separate curriculum. Technology and the arts are integrated within the instruction as the bridge to skills mastery and comprehension connectivity to improved student achievement, as an Inter/Intra personal appreciation for learning as a scholar.

- **California Content Standards Practice and Mastery Science** Grades 5 & 8 New Science; ELA and Math Grades 1-8 books align directly with California State Standards.
- **History/Social Science-Pearson/Scotts Foreman K-5**
- **History/Social Science-Pearson/Prentice Hall 6-8 (History of Our World 6th Grade/World Studies 7th Grade/History of our Nation 8th Grade)**
- **Math- Houghton Mifflin K-6 California Mathematics**
- **Pearson/Prentice Hall Mathematics –(Pre-Algebra- 7th Grade,/ Algebra 1, 8th Grade)**
- **Pearson/Scotts Foreman- Art K-8**
- **Silver Burdett- 2008 Edition K-8 Making Music with Arts across the Curriculum.**

**Physical Education** - The physical education program will provide a balance between physical fitness and body development. There will be units on dance, gymnastics, basic body conditioning, body health, and nutrition. The students at the Scholars Learning Academy will learn the importance of maintaining a healthy mind and body. The philosophy should be “Everyone Can” and all students possess the capacity to feel good about their bodies, and have positive relationships with others.

The three equally important goals of Physical Education are as follows:
- Movement Skills and Movement Knowledge
- Self-Image and Personal Development
- Social Development

The skill and content areas support the goals of physical education that are both age and grade level appropriate. The skill areas are as follows:
- Sensorimotor and perceptual motor
- Locomotor
- Nonlocomotor
- Balance
- Eye-hand coordination
- Eye-foot coordination
- General coordination
- Creative movement

Content Areas
- Rhythm and dance
- Combatives
- Outdoor Education
- Gymnastics and Tumbling
- Individual and Dual Sports
- Team Sports
- Mechanics and Body Movement
- Effects of Physical Activity on Dynamic Health

**GRADE LEVEL ELECTIVE:**

- **World Language Curriculum- (French)** See French Standards Attachment Section AA
**Vive le français!**, Learning Systems A and B, published by National Textbook Company, copyright 2000, is based on ¡Viva el Español! (Adopted by LAUSD). This program, which will serve as a text for grades K-3, is correlated to the National Foreign Language Standards (Attachment J) Vive le françias! “provides a gradual development of linguistic skills for elementary school students through its multi-media learning systems. Vive le françias! is a comprehensive language development program designed for the teaching of French in the elementary school grades.” Through Natural Approach and Total Physical Response (TPR), two well-established teaching methods proven effective through years of research and experimental field studies, provides a fun, non-threatening environment. This atmosphere nurtures acceptable proficiency in listening, speaking, reading and writing. The students will also be introduced to cultures throughout the francophone world. Fles instructional material will support the learning standards for K-5 and For Grades 6-8.

In addition to Vive le français!, the students will be introduced to some of the same concepts, nursery rhymes, songs, stories, fables, poems, phrases/sayings, and the arts as presented in the Core Knowledge Series/Sequence.

Individual learning styles and special needs will be provided for through appropriate accommodations, thereby creating an equal access pathway for success for all students.

Assessment will be authentic and aligned with the Work Sampling System, including the Desired Results Developmental Checklists. Students will be assessed in a variety of ways. Among them are the following: teacher observation, anecdotal records, checklists, work samples, written samples, audiotaping, videotaping, attitude surveys, and much less frequently, formal paper and pencil tests. The students will be tested during paired and group interactions, choral activities, and less often, individually. Student outcomes will be measured by their success in performing the following activities: asking and answering questions; following directions; describing a familiar object or person; designing a menu; singing authentic songs; and entering an e-mail message. At all times, tests will be designed so the students can demonstrate what they can do in the language based on what they have been taught. Both students and parents will be provided with clear expectations of what the students will be expected to demonstrate on assessments. In addition, the format of the assessments, including quizzes and tests will mirror the way in which they have been taught, thereby eliminating the element of surprise. Therefore, the quizzes and tests will be designed in such a way to promote success. Students with special needs will be provided with accommodations identified on their IEP to perform successfully on quizzes and tests while not “watering down” the curriculum.

**THE “ARTS”(K-8) See Art Standards Attachment Section AA**
- The arts, including visual, performing and musical will be a central integrated part of each student’s education. An on-site theatre and an art gallery exhibiting the “Masterpieces” will focus on academics as well as provide hands-on learning. The Musical Gifts program will help children become creative and comprehend music theory and literary works from a global perspective. The Visual and Performing Arts learning standards form a bridge for students at the Scholars Learning Academy to achieve excellence. The arts program supports and extends the learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History-Social Science. The arts program will engage students in meaningful activities and lesson sessions involving analytical and creative thinking, and help them practice discipline and team work to deliver student produced products. THE CORE KNOWLEDGE SERIES provides a complete integrated and interdisciplinary arts curriculum in music, theatre/drama, dance and visual
arts. THE CORE KNOWLEDGE SEQUENCE outlines grade by grade what students should know in the fine arts. The Scholars Learning Academy recognizes “THE ARTS” program as an essential learning dimension to excellent teaching and learning. THE CORE KNOWLEDGE MUSIC COLLECTION curriculum offers student a rich cultural experience with the classics in music, art, theatre and dance. The “ARTS” program celebrates cultural diversity in studying dance, painting and music forms and theory from a world perspective.

THE “ARTS” INNOVATIVE PROGRAMS

The Scholars Learning Academy in partnership with Masterpiece Consulting, will house THE MASTERPEICE COLLECTION (30 masterpiece art prints of the world’s greatest paintings) THE MASTERPIECE GALLERY is an innovative arts project of the Scholars Learning Academy. The students will create multimedia tour tapes and act as Docents for gallery tours. This project provides the students with the opportunity to participate in the creation of a Community Service Learning Project. THE ARTISTS IN RESIDENCE PROGRAM AND “MUSICAL GIFTS” affords students the opportunity to “hone” their special musical gifts and performing arts talents. Students are led to personal meaning and expression of what music looks like, sounds like, feel like, as well as, what music says. Students are drawn to transform the known into new creations.

The Scholars Learning Academy’s Visual and Performing Arts program is aligned with the national and state learning standards. These standards recommend that students should:

- Be able to communicate in four arts disciplines - music, visual arts, dance and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

A project of community partnerships will give select students of the Scholars Learning Academy access to quality classical and contemporary ballet training. Through various community partnerships CBLA (City Ballet of Los Angeles) will provide dance lectures and in-class training three times per week for 1 hour. The mission of CBLA is to create a “nationally recognized classical dance company with innovative choreographers from around the world that will not only unify the multifarious community but also cultivate potential young dancers in the refined world of the Arts”.

The partnerships with “Studio Experience” and Artists In Residence will provide our students the opportunity to strengthen and enhance their self-esteem, communications and creativity by participating in theater games, improvisation, story weaving, play acting, musical theater, modern and jazz routines, as well as song writing.

Partnerships with the Charles “Dolo” Coker Scholarship Foundation, Inc., the SBC Conservatory of Music, Southeast Symphony and the African American Museum will extend the learning opportunities in the arts through our Scholars’ Institute.

LEARNING ENVIRONMENT

Scholars Learning Academy’s educational objective is to ensure each child is on pace for excelling in core subjects and ability to read, write and compute effectively. Small class sizes will be used to
increase and encourage greater opportunity for class participation that will promote critical thinking and self-confidence building in all areas. The instructional delivery system will be a teacher’s road map to individualized student learning two-way communication. The teaching and learning environment engages the research-based and practices that provide differentiated instruction to meet the needs of all students individual learning styles. (ELD, ELL, Gifted & Talented and High Achievers, Socio-economically at risk, low achievers, proficient achievers, students with special needs etc.)

The Middle School learning environment fosters the continuing core curriculum design and materials as well as a college bound culture. Middle school core classes will have a student teacher ratio of 25 to 1. Block Scheduling, Creative Scheduling and Core Classes grades K-8 will provide extended uninterrupted instructional time maximizing the learning experiences. Middle School Block Scheduling will represent a teaming approach with two blocked class periods for core subject as English/Social Studies and Math/Science. Middle School Students will therefore have three passing periods plus Nutrition and Lunch as follows: Per.1&2, Nutrition, Period 3&4, Lunch, Period 5, Period 6.

Scholars Learning Academy offers a total thinking Curriculum with extended learning activities that provide mechanisms for applied learning opportunities.

The Performance-Based Instruction and Assessment fosters the connectivity for analyzing student’s strengths and weaknesses or areas for improvement to determine program improvement and self-assessments.

The Scholars Learning Academy will be site-based and offer a traditional school calendar. The school will offer a full day kindergarten, and extended day intervention and enrichment programs. An extended calendar year will include alternative cultural experiences that offer students a wealth of opportunities. All K-3 classes will have a student-to-teacher ratio of 20 to 1 and the upper grades 4-8 will be 25 to 1. Partnerships with universities, using local college students as well as specialists as adjunct instructors, will ensure students additional quality teaching. Utilizing small collaborative learning groups, each student will be nurtured by addressing cultural diversity, individual communication and learning styles, which promotes greater participation for improved student achievement. The student-to-adult ratio will often be 10 to 1. Parent, business, and community volunteers will help provide added assistance to students. Students will be provided a safe environment that will nurture and promote mutual respect, integrity, and opportunities for leadership and service. All students including those performing below grade level expectations, those with low social economic status and or educationally disadvantaged will be afforded the opportunities to attend field trips, cultural events and performances, special assemblies and other specialized learning programs through partnerships. These learning opportunities will broaden their experiential background in order to help close the achievement gap. Our safe school plan provides for an Individualized Personal Security System, an innovative school concept for computer technology management. (Safe School Technology Plan/Attachments S & Site Facility Requirement Plan-Attachment U)

**Instructional Delivery System**

Interdisciplinary, thematic unit instruction and teaming will foster a holistic approach in the development of the whole child. Standards-based instruction will offer a balanced approach to literacy, utilizing instructional approaches (strategies), methods, techniques, materials and resources that are explicit, open ended, and authentic. The instructional delivery system provides for structural settings utilizing brain-based teaching and learning, whole group, small group and one-to-one. These settings and Personalized Learning Plan provide the learning atmosphere for the development of each child’s potential to succeed. The core curriculum, aligned with the instructional delivery system, will be reinforced with enriched
studies in language and the arts, which form a bridge for students to achieve academic excellence in basic literacy and advanced skills. The interactive, performance based instruction and the multiple intelligences approach will provide for individual learning/communication styles and character development. Instructional technology will provide: computer assisted learning telelearning, telecomputing, video conferencing (real time technology) and resource sharing (health and human services). Supplemental textbooks and instructional materials include technology components for student interactive learning and assessments. Technology is integrated throughout student learning activities and assignments. Technology is not taught as a separate course/class but through the use of Digital Media enhances student engagement in learning. The California Common Core State Standards describe the essential knowledge and skills students should have at each grade level; they are comprehensive and specific; and they provide ample room for innovation and creativity in the classroom. The alignment of the Core Knowledge Series and Sequences to Common Core state standards extends and provides the innovative and creativity of classroom instruction from what each student should have at each grade level to what each student should know at each grade level. This alignment of Core Knowledge and Common Core State Standards therefore provides the avenue to close the achievement gap. Closing the achievement gap supports our philosophy of scholars in development as literate American students/adults.

The learning process of the instructional delivery systems offers an integrated, interdisciplinary curriculum to meet the needs of all learners: high achievers-low achieves. All textbook curriculum resource materials provide for standards mastery aligned with state standards through integrated thematic units. Differentiated instruction through the implementation of cooperative learning groups provide for Multi-level teaching strategies and activities to involve all students in the content curriculum. Multi-Level Strategies for ESL/ELD covers all proficiency levels from: Pre/Early Language Production Levels 1-2; Speech Emergence Language Production Level 3; and Intermediate and Advance Fluency Levels 4-5. The combination of Grade Level Content plus multi-level strategies gives all students access to the core curriculum. Learning Activities are communication-based with skills taught in context. Abundant opportunities through the student-central classroom affords each student independent practice of skills in context. Learning strategies include but not limited to the following activities:

- **KWL**
- **Critical thinking**
- **Scaffolding**
- **Graphic Organizers**
- **Language Logs and Word Walls**
- **Writing journals**
- **Authentic Assessments:** Student Portfolios, Student Progress Forms, Assignment Rubrics, Writing Strategies for the Writing Process,
- **Active Communication**
  - **Cognitive Academic Skills:**
    - Critical thinking, Academic Concepts & Vocabulary
  - **Language Skills:**
    - Function, Patterns and Structures
  - **Affective Domain Activities:** Why do I need to know this? How do I feel about the effect on my life? Valuing strategies to connect learning for personal meaning, purpose, importance and implementation.

**Our Full immersion (Structured English Immersion) instructional deliver system mainstreams the curriculum for all student-learning levels.** The mainstream curriculum is a connected path that builds, widens, and deepens language proficiency across the curriculum, using materials, textbooks and
strategies Specially Designed for English Language Learners. (SDAIE) Full immersion approaches fill
the gap that can occur for students when they move from doing a page or two in an ESL student work
text to academic demands of the mainstream core curriculum. Parents of ELL students will sign a Parent
Waiver for student to be instructed in English with SDAIE support.

**Gifted and Talented and High Achievers** will participate in small group enrichment activities designed
to expand higher order thinking skills in student produced work and products. Student learning
opportunities will be provided for students to demonstrate their highest potential through Essay contest,
Subject Fairs, Festivals and Performance Production/s. **(STEAM)**

Vertical movement allows Higher Achievers and or Gifted and Talented students to work with others at
a more advanced level by working in a grade level above their placement. Learning strategies include
but are not limited to the following:

- Leadership skills
- Flexible Ability Grouping
- Challenging Content within Core Curriculum Area
- Enrichment Activities and Classes designed to provide higher order level of
  thinking innovations and curriculum pacing-faster rates.

Personalized Learning Plan prescriptions for Gifted & Talented students and Higher Achievers will
include higher order thinking skills and activities: analysis, interpretation & evaluation, synthesis,
conjectures, and Bloom’s Taxonomy. SDAIE teaching methods, techniques and strategies will be
stranded into daily guides and differentiated instruction. **(Specially Designed Academic Instruction in
English)**. Scholars Institute Academies provides increased opportunities to develop vocabulary and
processing of concepts, increased response time and use of realia/regalia.

**Assessment**

All students will be given an entrance assessment upon admission to Scholars Learning Academy and an
exit assessment at the end of the school year. The analysis of data gathered from assessments will
determine the prescription for students’ Personalized Learning Plan. Examples: **(Stanford Diagnostic
Test in Reading and Math –Newest Edition and or the Core Knowledge/Questar Curriculum-
Reference Texts Assessment from Questar Assessment, Inc.)**

All children are eligible for the identification process for Gifted & Talented and or High Achiever
regardless of social economic, linguistic or cultural background or disabilities. Analysis of all
assessment data including but not limited to: CST Scores, Pre-Assessment data (SDRT 4 & SDMT4),
teacher observation, parent recommendation, previous school records, leadership, creativity, and visual
& performing arts will be utilized by SST to identify potential gifted & talented student and or high
achievers.

Student achievement will be based on measurable student outcomes. Core Knowledge Series and
Sequence performance-assessment measures will be adopted. The connection between instruction and
assessment will be evident in the performance-based learning environment. Students’ understanding of
what they need to know and be able to do will increase due to the alignment of instruction to
performance assignments. Performance assessments will require students to structure and apply
information learned by actively constructing, organizing and producing/exhibiting a specific product.
The assessment system design will utilize the research methods of authentic assessment. Authentic
assessments will ask students to read real texts, to write for authentic purposes about meaningful topics
and to participate in authentic literacy tasks. Student achievement in developing conceptual thinking,
problem solving and content mastery will be assessed using multiple measures. Formal Assessment will be annual. (STAR/CST) Assessment timelines will be aligned with the district and state standardized calendar. Mastery will be measured using assessment models that will be formative and summative, holistic and standardized, narrative and criterion-referenced. The approach will be conducive to benchmarking student achievement through disaggregated groups. Intervention programs will be designed for students requiring additional assistance. Assessment will also include school-designed tests and performance assignments, publisher-developed assignments and assessments, teacher developed tests, student conduct/behavior records, program audits and stakeholder surveys. School wide assessment will include Developmental Guidelines and Checklists (Desired Results) and Work Sampling System (see page 31).

**Philosophy, Theory and Research in Support of Educational Program**

The philosophy of Scholars Learning Academy rests with educating at-risk students. However, first we must answer the question, “at risk of what?” We believe that at risk students are at risk of not having the same opportunities to quality education, therefore, unable to reach their fullest potential. We believe parents are at risk of not recognizing the impact they have on the shape and development of their children’s lives. We believe teachers are at risk of not believing all students can learn and are willing to provide instructional techniques to ensure students succeed in the classroom. Understanding what is at risk has enabled us to provide student, teachers and parents with an educational alternative built on clearly outlined personal and educational expectations and research-based principles of systematic learning. The Founders, Developers and Board of Directors believe that all children can learn and that knowledge is a shared and sequential fundamental task of parents, school and community. This belief aligns with research-based principles outlined in “Caught in the Middle”, s California reform for young adolescents and the studies by E.D. Hirsch regarding the acquisition of knowledge. The principles on knowledge in Caught In the Middle states, “Every middle age student should be empowered with the knowledge derived from studying the ideas, experiences, and tradition found in the core, elective and exploratory curricula.

The Scholars Learning Academy encourages academic and personal excellence in a nurturing environment that fosters a holistic approach in the development of the whole child. This environment creates opportunities for each child’s gifts, talents, strengths, and creativity to be utilized for the success of the whole, thereby, nurturing the “Whole Child Concept.” We continue the support and belief that an enhanced learning environment provides experiential opportunities with a global perspective utilizing telelearning, telecomputing, video conferencing and resource sharing. The Scholars Learning Academy has been developed around a belief system that students learn best in an interdisciplinary environment that promotes: mutual respect, integrity, opportunities for leadership and service, oral and written competence, and responsible citizenship in the ethically and culturally diverse society of the 21st Century.

The California Department of Education (CDE) has adopted Common Core State content standards for reading/language arts, mathematics, history/social studies (TBD) and science which outlines what each student should know and be able to do at the end of each year in each subject area. These standards are aligned with proven Comprehensive School Reform Demonstration Programs (CSRD). They are based on proven results, effective practices, an emphasis on basic academics and parental involvement, as well as standards outlined in Educate America: Goals 2000/No Child Left Behind Act of 2001. Curriculum frameworks criteria and curriculum alignments will provide direction for the development and evaluation of instructional resources, serve as guidelines for professional development, research in
content, curriculum structure, and strategies for effective teaching and assessment. Frameworks have also been developed in foreign language, health, physical education, and visual and performing arts.

**Core Knowledge Series and Sequence**[^4] K-8 *(Attachment D)* research emphasizes the knowledge base of students in the core academic disciplines and allows students to make connections across content areas (knowledge builds upon prior knowledge). It is a solid, specific, shared core curriculum in order to help children to establish strong foundations of knowledge, grade by grade. Core Knowledge Series and Sequence is the core curriculum offering solid shared knowledge including the basic principles of constitutional government, important events of world history, mathematics and oral and written language expression, widely acknowledged masterpieces of art and music and literary works passed down from generation to generation.

Emphasis: (What each child needs to know and be able to do at each grade level.)

**MicroSociety**[^5] K-8 *(Attachment E)* is an innovative school design where children create a microcosm of the real world inside the schoolhouse. Each student has a role in running the world. Young entrepreneurs produce goods and services, elected officials establish laws, CrimeStoppers keep the peace, judges arbitrate disputes, reporters track down stories. All “student citizens” earn wages in the school’s “micro” economy, invest in product ideas, deposit and borrow money from “micro” banks, and pay taxes, tuition and rent. Academic subjects come alive and students take charge of their learning by creating a miniature student-run society within the school house.

**Galaxy Classroom**[^6] K-5 *(Attachment F)* is an interactive research-based educational reform program connecting more than 600 schools in the U.S., Canada, and Mexico, linked together through fax machines, e-mail, and interactive video. Galaxy Classroom/Stem City/GEMS provides a curriculum, in Science and Language Arts for elementary schools. Each curricula component, features instruction around themes that are investigated through interactive webcast/broadcasts of the adventure literary series. The literary adventure series dramatizes the GALAXY themes through real-world adventures of culturally diverse groups of children.

The broadcasts are extended by interactive fax and computer communications between schools and the characters from the videos, as well as from school to school. The programs are enriched by a wealth of materials, literature books, and hands-on/minds-on inquiries for the classroom.

**Phonics and Friends/AVENUES K-3/High Point 4-8** *(Attachment H)* *(Publishers New Editions)*

Based on research for goals and teaching strategies, phonics awareness is the understanding that speech is composed of a series of individual sounds. The program includes the following instructional components: phonemic awareness, letter names and English Language Development. The program 

[^4]: Core Knowledge Foundation is an independent, non-profit, non-partisan organization founded in 1986 by E.D. Hirsch Jr., a professor at the University of Virginia and author of many acclaimed books. The foundation conducts research on curricula, develops books and other materials for parents and teachers, offers workshops for teachers, and serves as the hub of a growing network of Core Knowledge schools.

[^5]: MicroSociety, Inc.® (MSI) is a national non-profit organization founded in 1991. MSI is one of the nation’s leaders in real world based curriculum and in providing companion training for staff, parents, and community leaders.

[^6]: The GALAXY classroom grew out of an initiative by GM Hughes Electronics, with later funding from the National Science Foundation, to improve science learning by all students through inquire-based “hands-on/minds-on” authentic curriculum. This effort combined an extensive array of telecommunications resources including hands-on investigations using GEMS (Great Expectations in Math and Science) units developed at Lawrence Hall of Science at the University of California, Berkley.
combines interactive writing for students to build effective phonic skills with multiple activities for teachers to ensure success for English learners.

**Into English** *(Attachment I)* *(Publishers New Edition)* is a research-based, comprehensive curriculum, with a balanced reading program designed to meet the literacy needs of all students, including English language learner and students with special needs. These supplemental materials will be utilized as intervention in the Scholars institute English Academy class.

**Structured English Immersion**
The Scholars Academy will provide a program of Full Immersion for English Language Learners. The English program will meet all state and federal laws as they relate to equal access to the curriculum of English Language Learner Students. All classes will be conducted in English. The Scholars Academy will also offer an after-school academy for newcomers in English Language Development. The English Language Learner Academy will provide the newcomer with additional intervention opportunities to support what takes place in the classroom. *(The Academy Classes are a part of the *Scholars Learning Academy Institute. *(Supplemental Educational Services Design for the Academy)*

"Into English", *(Update Edition)* an ESL/ELD program by Hampton Brown will be the English development program used at The Scholars Academy. The use of the content-based, literature rich program will enhance comprehension throughout the various language acquisition stages. The use of multi-level strategies makes it possible for the teacher to do the same lesson content with students who are in the beginning levels of language acquisition through the advanced levels. Various lessons in the program are also appropriate for English only speakers. SDAIE teaching strategies will be embedded within instructional lessons.

The instructional path starts with lessons that tap into prior knowledge and build vocabulary. The students are exposed to rich multi-cultural literature. They are then introduced to a grade level-content based curriculum that focuses on oral language. By following the path, a strong foundation has been built. The Scholars Learning Academy will use the California English Language Development Test (CELDT). This test was designed to identify ELD students and to place them on a level of proficiency. Listening, speaking, reading, and writing will be assessed. Students will be classified Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced based on assessment results. The students will also be assessed throughout the year with assessments that are part of the “Into English” program. Children will be required to take the California ELD Test (CELDT) if a language other than English is spoken in the home (Home Language Survey). The English Language Learner will be assessed annually to determine proficiency level for reclassification into fluent English proficiency.

**Students With Special Needs**

Scholars Learning Academy will seek out any children believed to be in need of specialized instruction. Each student will receive an entrance assessment upon admission. The assessment will test basic, grade level skills in an effort to identify at-risk students with special needs (i.e. GATE, IWEN, English learners, and EDY). Results from the assessment will be used to place students at the appropriate learning level. The assessment does not affect admission to Scholars Learning Academy.

**I. Students At Risk of Retention**

**A. EDY**

Low achieving students will be assisted through our intervention plan developed by our Student Study Team comprised of teachers, parents and resource personnel. This intervention plan will include a
Personalized Learning Plan for the development of the whole child towards reaching his/her fullest potential. Only as a last resort, after all efforts throughout the school year have been exhausted, will consideration be given for student retention. In an effort to improve the performance of students who have been identified as low-achieving, or at risk of retention, Scholars Learning Academy will implement a strategy recommended by the Student Study Team:

1. Parents, students and teachers will be involved in the planning of the Personalized Learning Plan
2. Mentors and/or trained tutors recruited through partnerships with local universities and business community members will provide individualized and/or small group assistance in the classroom.
3. Students will participate in the Scholars’ Institute and/or after school program

The intervention plan will clearly identify the goals and strategies for the student, parent and teacher. Regular meetings will be held to ensure strategies outlined are helping student performance and increasing the chance of promotion to the next level. Intervention strategies will include, but not be limited to:

- Individualized tutoring and/or mentoring using appropriate grade level materials
- Use of innovative student learning techniques such as Brainchild
- Teachers will use multiple intelligences approach to determine how the child learns best
- In classroom coaching will assist teachers in how to best deliver the instruction

B. Promotion and Retention of Students

Scholars Learning Academy has clearly defined goals based on research findings and what children should know and be able to do at each grade level. Each student will be equipped with core knowledge series and sequence based on solid, proven research and academic skills that will enable them to become life-long learners in the 21st Century. Students will demonstrate grade-level competency in the following areas:

- Language Arts – Reading, Comprehension, Spelling, Grammar, Writing, Verbal Communication, Sayings and Phrases
- Mathematics – Patterns and Classification, Numbers and Number Sense, Money, Computation, Fractions and Decimals, Measurement, Geometry, Ratio and Percent, Probability and Statistics, Pre-Algebra
- History and Geography – Geography, American History, World History, Symbols and Figures
- Visual Arts and Performing Arts – Elements of Music, Listening and Understanding, Songs, Learning of Musical Instruments, Performance, Elements of Art, Sculpture, Art History, Kinds of Pictures, Architecture, Multicultural Arts

Promotion and retention of students will be based on a rubric that weighs several assessment measures to determine grade-level competency. The assessment measures include school designed test and performance assignments, state-mandated standardized test, publisher-developed assignments and assessments (i.e. Core Knowledge Series and Sequence, MicroSociety), teacher assignments and assessments, portfolios, student conduct/behavior records, program audits, stakeholder surveys, Work Sampling System, Summary Reports and the entrance/mid-year/exit Curriculum-Referenced Test produced by the Core Knowledge Series and Sequence Foundation. Students who fail to reach the performance threshold determined by the rubric will be retained. The student’s academic performance
will be reassessed at the end of the school year, and the decision to retain or promote (with additional interventions) the student will be reevaluated at that time.

II. Special Education

Charter School Special Education Responsibilities

The Scholars Learning Academy Charter School will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a free, appropriate public education (FAPE). The Scholars Learning Academy Charter School will also ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment.

The Scholars Learning Academy Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in The Scholars Learning Academy Charter School.

The Scholars Learning Academy Charter School will adhere to all Los Angeles Unified School District policies and procedures regarding special education.

The Scholars Learning Academy Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon LAUSD pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings.

The Scholars Learning Academy Charter School will use District forms to develop, maintain, and review assessments and IEPs in the format required by the District and will enter accurate assessment and IEP data into the District’s designated data system (Welligent) in accordance with LAUSD polices and procedures. The charter will maintain copies of assessments and IEP materials for district review. The Scholars Learning Academy Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The Scholars Learning Academy Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Scholars Learning Academy Charter School will participate in internal validation review (DVR).

The Scholars Learning Academy Charter School is responsible for the management of its special education budgets, personnel, programs and services. The Scholars Learning Academy Charter School will ensure that its special education personnel or contracted personnel is appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Scholars Learning Academy Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at The Scholars Learning Academy Charter School. The Scholars Learning Academy Charter School may request related services (e.g., Psychological assessments, Counseling, Occupational Therapy, Adapted P.E., Nursing, etc.) from the District, subject to availability and on a “fee-for-service” basis, by submitting written requests to the Charter Office. The Scholars Learning Academy Charter School may also provide
related services by hiring credentialed or licensed providers through private agencies or independent contractors.

For students transferring to The Scholars Learning Academy Charter School from District schools or District affiliated charter schools, The Scholars Learning Academy Charter School will provide those related services required by the students’ IEPs upon the students’ enrollment. However, to allow for a smooth transition to independent charter schools, the District shall continue to fund services for those special education students enrolling in independent charter schools who have been receiving non-public agency (NPA) services from the District for thirty (30) days after enrollment. This will allow The Scholars Learning Academy Charter School time to conduct an IEP team meeting and to execute contracts as necessary to facilitate the students’ transition to The Scholars Learning Academy Charter School. When requested by The Scholars Learning Academy Charter School, a District special education representative may participate in a student’s first IEP meeting at the independent charter school to assist with transition issues.

For students transferring to The Scholars Learning Academy Charter School from other school districts, The Scholars Learning Academy Charter School shall provide related services required by the students’ IEPs upon the students’ enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law.

The referral process shall include Student Success Team meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The Scholars Learning Academy Charter School will identify and refer students with disabilities who demonstrate early signs of academic, social or behavioral difficulty that may require assessment for special education eligibility and placement in a special education program.

Upon parents request for assessment, The Scholars Learning Academy Charter School will be responsible for the development of assessment plans for students with suspected disabilities. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents’ written consent. The Scholars Learning Academy Charter School shall conduct an Individualized Education Program (IEP) team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Scholars Learning Academy Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

In the event that The Scholars Learning Academy Charter School is unable to provide an appropriate placement or services for a student with special needs, The Scholars Learning Academy Charter School will contact the District to discuss placement and service alternatives. Charter School IEP teams will ensure participation of a District special education representative at an IEP team meeting whenever it is anticipated that special education programs outside of The Scholars Learning Academy Charter School, including but not limited to placement at a District school or at a non-public or private school, will be considered. If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity without District representation on the IEP team, The Scholars Learning Academy Charter School will be fully responsible for the quality of the program and for any costs incurred for such a placement.
The Scholars Learning Academy Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Scholars Learning Academy Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in The Scholars Learning Academy Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

The Scholars Learning Academy Charter School shall provide planned staff development activities and participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Scholars Learning Academy Charter School will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student’s IEP. The Scholars Learning Academy Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Scholars Learning Academy Charter School will assess and develop Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

The Scholars Learning Academy Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending expulsion for a student with disabilities, The Scholars Learning Academy Charter School will convene a manifestation determination IEP. The Scholars Learning Academy Charter School will collect data pertaining to the number of special education students suspended or expelled.

**Procedural Safeguards/Due Process Hearings**

The District may invoke dispute resolution provisions set out in a charter, initiate due process hearings, and/or utilize other procedures applicable to The Scholars Learning Academy Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending The Scholars Learning Academy Charter School initiates due process proceedings, both The Scholars Learning Academy Charter School and the District will be named as respondents. Whenever possible, the District and The Scholars Learning Academy Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

During due process proceedings and any other legal proceedings or actions involving special education, The Scholars Learning Academy Charter School will be responsible for its own representation. If, the Scholars Learning Academy Charter School retains legal representation for a due process proceeding or other legal proceeding or action, The Scholars Learning Academy Charter School will be responsible for the cost of such representation.
Because The Scholars Learning Academy Charter School will manage, and is fiscally responsible for, its students’ special education instruction and services, The Scholars Learning Academy Charter School will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that the Scholars Learning Academy Charter School failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs).

If parents’ attorneys’ fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on The Scholars Learning Academy Charter School’s alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, The Scholars Learning Academy Charter School will be responsible for payment of those attorneys’ fees and costs.

Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to The Scholars Learning Academy Charter Schools including the District’s Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Scholars Learning Academy Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints. The Scholars Learning Academy Charter School will be solely responsible for any and all costs resulting from, arising out of, or associated with the investigation and implementation of appropriate remedies.

Special Education Local Plan Area (SELPA)

The District is approved to operate as a single-district SELPA under the provisions of the California Education Code, Section 56195.1(a). Charter schools authorized by the District are deemed to be public schools within the District for purposes of special education. The District will determine the policies and procedures necessary to ensure that the protections of special education law extend to students in The Scholars Learning Academy Charter Schools in the same manner as students in all District schools.

Funding for Special Education

The Scholars Learning Academy Charter School shall receive its allocated share of AB602 special education funds and shall be fiscally responsible for the provision of special education services and instruction to the students they serve. The allocated amount shall be calculated using a funding model based on student population (average daily attendance). The Scholars Learning Academy Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures. The Scholars Learning Academy Charter School may request specific related services from the District on a fee basis if the District availability.

The District will collect a fair share contribution from independent charter schools for district-wide costs for special education instruction and services. District-wide costs include but are not limited to: 1) maintaining a full continuum of program options; 2) professional development and training; 3) consultation and technical support for programs; 4) administration of due process proceedings, excluding any legal representation; 5) investigation of complaints; 5) assistance/participation at IEP
team meetings and other opportunities from special education support units and 6) implementation of the Modified Consent Decree.

The fair share contribution collected for 2008-09 will not exceed 27%. The fair share contribution will be reviewed annually by the Budget Division, The Scholars Learning Academy Charter Schools Office, and the Division of Special Education and may be adjusted to reflect changes in expenditure patterns or in federal or State special education revenue streams. The calculation of the fair share contribution shall be based upon a rationale designed by the District’s Budget Services Office with consideration of the District’s encroachment and other factors.

**District Responsibilities Relating to Charter School Special Education Program**

As long as charter schools operate as public schools within the District, the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

**Modifications to Special Education Responsibilities and Funding**

The special education responsibilities of The Scholars Learning Academy Charter School and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding (“MOU”). If such an MOU is executed its provisions shall be incorporated by reference into this Charter and shall, to the extent necessary to carry out the intent of the MOU, supersede the provisions on special education responsibilities and funding set forth above.

**Proposed Instructional Schedule and Calendar** See page 38-37.

Instructional schedules are designed to provide accountability for curriculum instructional minutes while at the same time allowing for grade level teacher collaboration for block scheduling option flexibility.

Scholars Learning Academy will ensure that the charter school meets the minimum required instructional minutes. The bell schedule and school calendar will indicate different types of school days. (185 total days made up of 175 Instructional Days and 10 Pupil Free Days for Professional Development). No minimum days are scheduled. The Official School Calendar includes all major holidays, winter break, and spring break.

Scholars Learning Academy offers 175 regular instructional per school year comprised of instructional minutes as per chart below:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Required</th>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>36,000</td>
<td>56,700</td>
</tr>
<tr>
<td>1-3</td>
<td>50,400</td>
<td>56,700</td>
</tr>
<tr>
<td>4-5</td>
<td>54,000</td>
<td>63,000</td>
</tr>
<tr>
<td>6-8</td>
<td>54,000</td>
<td>56,700</td>
</tr>
</tbody>
</table>

All instructional minutes either meet or exceed the daily instructional minutes requirement specified in the California Ed Code. (47612.5)
Middle School Expansion Schedule (6th-8th) *Middle School Concept/Taking Center Stage and other updates.

<table>
<thead>
<tr>
<th>Period</th>
<th>Block Scheduling</th>
<th>Monday-Friday</th>
<th>Instructional Minutes Per Week</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>English/History</td>
<td>8:15-9:15</td>
<td>300</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>9:15 – 10:15</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Nutrition</td>
<td>10:15-10:30</td>
<td></td>
</tr>
<tr>
<td>III</td>
<td>Math/Science</td>
<td>10:30-12:30</td>
<td>300</td>
</tr>
<tr>
<td>IV</td>
<td>Lunch</td>
<td>12:30-1:15</td>
<td>300</td>
</tr>
<tr>
<td>V</td>
<td>PE/French</td>
<td>1:15-2:15</td>
<td>300/300</td>
</tr>
<tr>
<td>VI</td>
<td>Elective/</td>
<td>2:15-3:15</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Micro-Society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subjects</th>
<th>Grade</th>
<th>Subjects</th>
<th>Grade</th>
<th>Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td>6th</td>
<td>Eng./Language Arts</td>
<td>7th</td>
<td>Eng./Language Arts</td>
<td>8th</td>
<td>Eng./Language Arts</td>
</tr>
<tr>
<td></td>
<td>Mathematics</td>
<td></td>
<td>Pre-Algebra</td>
<td></td>
<td>Algebra</td>
</tr>
<tr>
<td></td>
<td>History of Our World</td>
<td></td>
<td>World Studies</td>
<td></td>
<td>History of Our Nation</td>
</tr>
<tr>
<td></td>
<td>Earth Science</td>
<td></td>
<td>Life Science</td>
<td></td>
<td>Physical Science</td>
</tr>
<tr>
<td></td>
<td>PE/*French</td>
<td></td>
<td>PE/*French</td>
<td></td>
<td>PE/*French</td>
</tr>
<tr>
<td></td>
<td>*Micro Society</td>
<td></td>
<td>*Micro Society</td>
<td></td>
<td>*Micro Society</td>
</tr>
</tbody>
</table>

* = Elective: (Art, Music, Dance, Theater (Drama))

Middle School Curriculum classes receive 5 credits points.
(Possible 30 credits per semester/ 60 credits per grade level)
Grades six thru eight, therefore represents a total of 180 curriculum credits possible for middle school completion requirements.

(Middle School Managers Instructional Collaborative Members will be responsible in conjunction with the Executive Director for designing Graduation requirement.)
<table>
<thead>
<tr>
<th>Time</th>
<th>Kinder-1st</th>
<th>2nd-3rd</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday-Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15-8:30</td>
<td>Character Ed</td>
<td>8:15-8:45</td>
</tr>
<tr>
<td>8:30-9:45</td>
<td>Language Arts</td>
<td>8:45-10:15</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>Recess</td>
<td>10:15-10:30</td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>Music</td>
<td>10:30-11:30</td>
</tr>
<tr>
<td>10:45-11:45</td>
<td>Math</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch</td>
<td>12:15-1:00</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Social Studies</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>1:15-1:45</td>
<td>Science</td>
<td>1:45-2:45</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>Micro Society</td>
<td>Micro Society</td>
</tr>
<tr>
<td><strong>Tuesday and Thursday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:00-10:45</td>
<td>French</td>
<td>11:30-12:15</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1:00-1:45</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Test Prep/Assembly</td>
<td>8:15-9:00</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>PE</td>
<td>9:00-10:00</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Art</td>
<td>10:00-11:00</td>
</tr>
<tr>
<td>11:00-1:15</td>
<td>Science</td>
<td>11:00-12:15</td>
</tr>
<tr>
<td>11:45-12:30</td>
<td>Lunch</td>
<td>12:15-1:00</td>
</tr>
<tr>
<td>12:30-1:15</td>
<td>Read Aloud</td>
<td>1:00-1:45</td>
</tr>
<tr>
<td>12:45-1:45</td>
<td>Music</td>
<td>1:45-2:45</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>Micro Society</td>
<td>Micro Society</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Time</th>
<th>4th-5th</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday-Thursday</strong></td>
<td>Kindergarten</td>
</tr>
<tr>
<td>8:15-8:45</td>
<td>Art</td>
</tr>
<tr>
<td>8:45-10:00</td>
<td>Character Ed</td>
</tr>
<tr>
<td>10:00-10:15</td>
<td>French</td>
</tr>
<tr>
<td>10:15-11:15</td>
<td>Language Arts</td>
</tr>
<tr>
<td>11:15-12:00</td>
<td>Math</td>
</tr>
<tr>
<td>12:00-1:15</td>
<td>Micro Society</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Music</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>PE/Health</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>Science</td>
</tr>
<tr>
<td><strong>Tuesday and Thursday</strong></td>
<td>Kindergarten</td>
</tr>
<tr>
<td>12:15-1:00</td>
<td>Social Studies</td>
</tr>
<tr>
<td>1:00-1:45</td>
<td>Art</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td></td>
</tr>
<tr>
<td>8:15-9:00</td>
<td>Test Prep/Assembly</td>
</tr>
<tr>
<td>9:00-10:00</td>
<td>Music</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>PE/Health</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Science</td>
</tr>
<tr>
<td>11:30-1:15</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15-1:30</td>
<td>Art</td>
</tr>
<tr>
<td>1:30-1:45</td>
<td>Lit. Appreciation</td>
</tr>
<tr>
<td>1:45-2:45</td>
<td>Micro Society</td>
</tr>
<tr>
<td>Holiday/School Closed</td>
<td>Staff Development/ Pupil free Days</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>August 27 (Wed)</td>
<td>August 22 (Friday) August 25-26 (Mon.-Tues.)</td>
</tr>
<tr>
<td>September 5</td>
<td>Labor Day September 5</td>
</tr>
<tr>
<td>October 13 (Mon.)</td>
<td>October 13 (Mon.)</td>
</tr>
<tr>
<td>November 15</td>
<td>Thanksgiving Break November 25-28 November 5, (Wed.)</td>
</tr>
<tr>
<td>December 15</td>
<td>Winter Break- Mon. December 22- January 9</td>
</tr>
<tr>
<td>January 19</td>
<td>Martin Luther King Jr. Birthday January 19 (Mon) January 8-9 (Thurs. - Fri.)</td>
</tr>
<tr>
<td>February 12</td>
<td>February 12 (Fri.) Lincoln’s Birthday</td>
</tr>
<tr>
<td>March 16</td>
<td>President's Day February 16 (Mon.)</td>
</tr>
<tr>
<td>March 30</td>
<td>Cesar Chavez Day March 30 (Mon) March 13, (Fri.)</td>
</tr>
<tr>
<td>April 1</td>
<td>Spring Break (Mon.-Fri.) March 30- April 3</td>
</tr>
<tr>
<td>May 20</td>
<td>Memorial Day May 25 (Mon.)</td>
</tr>
<tr>
<td>June 10</td>
<td>Last Day of School June 12 (Fri.) June 15-16 (Mon.-Tues.)</td>
</tr>
<tr>
<td></td>
<td>Total Instructional Days</td>
</tr>
</tbody>
</table>
Extended Learning and Intervention Program - The Scholars Institute
(After-School Program, Saturday School and Summer Session)

The Scholars Learning Academy provides an innovative and comprehensive balanced approach to support the specified learning improvement and enhance each student’s needs. The Academy has designed the extended learning and intervention program by creating THE SCHOLARS INSTITUTE.

The SCHOLARS INSTITUTE offers extended learning instruction in specific skill development through curriculum academies. The Scholars Academy offers literacy reinforcement and interventions, tutoring, mentoring, study skills, advanced skills instruction, extended training, techniques in the arts and physical development. Example: Young Author’s Academy, French Academy, Literacy Academy, Musical Gifts Academy, Performing Arts Academy (actors and roundtable, musical gifts, and creative movement), Micro Society STEM City and AMAN-STEM International Science Discovery Learning Center.

I. SCHOLARS’ INSTITUTE (Saturday and After-School)
A Scholars Institute Academy Programs will be offered throughout the year. The Scholars Institute Academy sessions will be held after-school, Saturdays and during the summer. The Scholars Institute provides enrichment and intervention academies which will be offer extended learning opportunities and cultural experiences. Students who have been identified as requiring special assistance in reading/language arts or math through our Student Study Team will be expected to attend.

I. Community Service
Community service will be an essential component of the curriculum and school philosophy. The promotion of social, political, and moral understanding and respect for others is fundamental to a student’s maturity. Students need to be made aware of problems and needs outside of their personal world. Exposure to such issues will help students to become contributing member, of their community.

I. Community service activities will include:
   A) Visiting the elderly and sick in convalescent homes
   B) Neighborhood beautification
   C) Collecting food and clothes for the local needy population
   D) Performing in informational health programs for the community
   E) Other Programs as designed

II. Technology- STEAM –Science, Technology, Engineering, Arts and Mathematics
(See Standards in Attachment Section AA)
Technology will be an integral part of the curriculum. All students will have access to technology via computers, printers, and video. Students will be expected to demonstrate skills in data and information retrieval, use of various software, internet and e-mail competence, video conferencing, video development, and multimedia presentations. These skills will be acquired through the use of educational games and drills, and technology will be infused into actual core subject matter.

III. World Language (French) (See Standards in Attachment section AA)

“The American Association of Teachers of French believes that all children in our country should be competent in English as well as other languages. The United States has a long tradition of fostering a multilingual perspective that is vital to our achieving successes in a global economy. Research has shown that young children learn languages more easily and quickly than other students and proficiency in a language and the culture(s) in which it is spoken can best be achieved when second language study begins as early as possible.”

7 AATF Policy Statement on K-12 Foreign Language Programs.
Every student at the Scholars Academy will study French in a Sequential FLES (formerly referred to as “FLES”) Program. Sequential FLES, along with FLEX and Immersion, are three program models under the FLES* (pronounced FLESTAR) which encompasses all foreign language programs in elementary and middle schools (K-8). Each class will meet three times a week for thirty minutes and will be taught by a qualified instructor. Additional French instruction will be available in the Scholars Institute French Academy. Any students who are struggling (or functioning at a 2 or below on 4 point rubric) will have the opportunity to receive additional help. For those students who are doing well in French and would like to become more proficient, the French Academy will provide increased enrichment opportunities. In both cases, students will be able to practice their skills via computer assisted instruction, tutorials and peer tutoring.

FLES* programs K-5 “focus less on the teaching of grammar and more on the development of listening and speaking skills and on cultural awareness. Grammar is not ignored, but is learned indirectly rather than through direct instruction. FLES programs follow the natural sequence of language learning: understanding > speaking > reading > writing. The primary stress is on understanding and speaking. Instructional techniques appropriated for young children have been developed: physical activity and concrete experiences play an important role. Visuals, manipulatives, and realia/regalia are a crucial part of the FLES classroom, and the typical lesson plan includes songs, rhymes, games, play acting with puppets, and other physical activities that appeal to the younger child. Because research indicates that children learn a foreign language with a native or near native accent and in keeping with America 2000 or Goals 2000/No Child Left Behind Act of 2001, foreign language is now included as one of the core subjects. In fact, a mandate of Goals 2000/No Child Left Behind Act of 2001 is “to improve language instruction at all levels and to facilitate sequential learning.”

“The National Foreign Language Standards are organized around five main goals – the five C’s: communication, cultures, connections, comparisons, and communities. Further divisions, numbering eleven (11) content standards, are designed to empower language students with what they will need to know in order to communicate successfully: knowing how, when, and why to say what to whom. Each standard is accompanied by sample progress indicators for Grades 4, 8, and 12, which reflect student progress in meeting a particular standard but are not standards in and of themselves. The premises of the indicators are that they be arrived at through a myriad of instructional modes, and that they are measurable and assessable in a variety of ways. The indicators are meant to be interpreted by foreign language and curriculum developers who will transform them into classroom lessons and activities. The sample progress indicators can also be used to assist in establishing acceptable performance levels for foreign language learners at the local level.”

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9 “Elementary School Foreign Language Programs”, ERIC Digest, 09/89
10 Standards, 1996, p11
11 Jean-Ponterio, Robert, “Meeting the National Standards: Now What Do I Do?, ERIC Digest, 12/1998,
According to Dr. Gladys Lipton in, *A Celebration of FLES*, “Why French FLES?” “Children who have studied French in elementary school achieved expected gains and even have higher scores on standardized tests in reading, language arts, and mathematics than those who have not. The extensive study in Louisiana indicates these results. Children who have studied a foreign language develop a sense of cultural pluralism (openness to and appreciation of other cultures). Beginning early in French languages study has a favorable effect on French studies later on in high school and college. On the 1995 Advanced Placement French Test, those students who started in grades 1-3 and 4-6 outperformed those students who started later.”12

At the Scholars Learning Academy in grades K-2, the emphasis will be on listening, understanding, and speaking thus preparing students with a broad, level-appropriate vocabulary base necessary to facilitate reading. Formal reading instruction will begin during the second semester of Grade 2. Writing will follow. With regard to speaking, students will be afforded the opportunity to converse with puppets thereby speaking in a less threatening manner. Corrections will be done indirectly by modeling the correct response. Students will receive positive reinforcement for their participation.

IV. Civics and Government Studies

Each grade level will focus on community and government structures. Concepts such as community involvement, social justice, and government participation will be the central focus of this program. Government and community leaders will be involved in this program by sharing their experiences with the students. Students will experience the law making process by visiting local, state, and federal government offices and bodies. (Partnership FBI Junior Special Agent and ISAFE Programs) See Attachment Section N

V. Character Development

The human development curriculum will encompass several broad areas, including conflict resolution, stress management, hygiene, nutrition, AIDS awareness, the human body and its systems, decision-making, families, dealing with loss, child abuse and neglect, drug awareness and abuse, sex education and bullying. These topics will be addressed by classroom teachers and specialists via lessons, activities, discussions, simulations, and role-playing and student agenda book’s character education program.

COMMUNITY AND BUSINESS PARTNERSHIPS

The Scholars Academy will build strong ties to local community organizations and businesses. A school-site resource team will be designed to provide a networking system for school and partnership collaborative meetings. These meetings will provide a communication and support network to align services with identified student needs. Parents and community members will have representation on the design of the collaborative team as part of the planning process. This representation will offer insight and resource information beneficial to enhancing the learning environment, which will foster a holistic approach to the development of the whole child. These partnerships will serve as a connection between classroom learning and real-life situations, enabling students to gain a broaden awareness of and appreciation for cultural diversity and heritage. The partnerships (Partner in Learning Program) provide an extended supportive and integrated interactive programs and activities further nurturing the learning environment for students connecting to skills, concepts and facts learned through classroom instruction. These programs and activities will be offered through an aligned implementation schedule correlated to

12 “A Celebration of FLES”, Publisher Textbook Co. Copyright 1998, pg 218
Scholars Learning Academy

thematic units and community & city wide cultural calendars for global emphasis. The implementation schedule for supplemental programs will be developed during the Leadership Team planning sessions for school calendar of activities. Partnership programs and activities provide students the opportunity to communicate with adult role models that help to validate that they are important. Students will recognize that other adults are willing to give time to interact and engage them in learning activities. Partnership programs are designed to provide the community, business and non-profit organizations connections to the learning and education process.

Scholars Learning Academy’s “Partner In Learning “Program is our parent, and community volunteer program that supports our belief that, “It takes a village to raise a child.” The Partner In Learning program provides supportive interaction. Supportive Interaction is an engaging one on one communication providing positive feedback, thereby, helping students to create a source of self-importance.

The partnerships will provide the following extended learning opportunities: virtual reality experiences via distance learning activities and video conferencing; health and human services; career-to-work programs; the arts {instrumental and vocal music, dance, drama/theatre and visual arts}; mentoring and tutorial intervention programs; and professional development for teachers, staff and parents.

These partnerships and mentors will provide a solid guidance for students using hands-on techniques as well as providing valuable cultural and business skills. Examples of the partners are:

I. **“MUSICAL GIFTS” – ARTIST IN RESIDENCE – RENOWNED JAZZ ARTIST RICHARD TURNER, JR. (MUSIC AND PERFORMING ARTS)** SEE ATTACHMENT SECTION L

The Musical Gifts Program is a highly intensive exploratory music program that supplements the core curriculum helping children to become creative. Children sharpen their creativity to comprehend theory and music literary works from a cultural global perspective, while discovering what the child knows and thinks and analyzing why choices are made. The program activities engage students in an interactive learning environment to develop skill mastery of student learning standards in visual and performing arts.

The purpose of this program is to provide students with technical assistance in the performing arts media of musical production, both instrumental and vocal. The main objective is to offer students the opportunity to interact in class sessions with a professional coach, musician/jazz artist/director and teacher in a studio style environment. Students will be able to demonstrate and develop their musical interpretation and talent through the Musical Gifts’ techniques, unique to the renowned jazz artist, “88 fingers”, Richard Turner, Jr.

II. **THE MASTERPIECE COLLECTIONS ART GALLERY** (SEE ATTACHMENT SECTION T)

The Scholars Learning Academy in partnership with Masterpiece Consulting, will house THE MASTERPEICE COLLECTION (30 masterpiece art prints of the world’s greatest paintings) THE MASTERPIECE GALLERY is an innovative arts project of the Scholars Learning Academy. The students will create multimedia tour tapes and act as Docents for gallery tours. This Partnership project provides the students with the opportunity to participate in the creation of a Community Service Learning Project.

Imagine, if you can, misplacing magnificent reproductions of the world’s greatest paintings! It actually happened …and this is the true story of the discovery of that lost treasure. It seems that back in 1937, immediately following the depression years, a voluntary national committee for art
appreciation was formed. The goal of the committee was to create an art program that would give the public a well-needed morale lift to bring them out of the doldrums of the depression. It was the committee’s decisions to reproduce, as perfectly as humanly possible, a collection of the world’s greatest art masterpieces and make them available to the public at a price within the reach of nearly everyone. A specially selected group, which consisted of such notables as Mrs. Eleanor Roosevelt, the wife of President Roosevelt, and many other nationally prominent people selected what in their opinion were the greatest paintings of all time…the best painting of Matisse, the best painting of Van Gogh, Renoir, etc. Leading photographers then were sent all over the world to photograph these original masterpieces.

Making full color photographs of the original paintings was the least difficult part of the job. Now the masterpieces had to be reproduced through the most modern techniques of the day. Original glass plates were produced, and it was found that at least 6 different colors for each painting would have to be provided and in most cases, it was necessary to print with 8, 9, and even 10 different colors in order to bring out the full realistic true fidelity of each masterpiece. Over $100,000,000 was spent on this art project. Then, for some unknown reason, the entire project was abandoned and this fantastic collection of perfect reproductions was stored in a warehouse where they remained undisturbed for over 60 year. When the reproductions were recently “rediscovered,” leading lithographers and art critics were amazed at how their original colors were maintained after all those years.

Today’s cutting edge digital scanning and printing technologies are being used to offer for the first time these fine masterpieces reproduced on canvas. Using Archival ink technology will allow these great paintings to show brilliant colors for more than 100 years. Each masterpiece that is described in the brochure is available in 16 x 20 inches canvas and fully framed. Custom sizes are available up to 28 x 48 inches. These masterpieces consist of paintings from the 16th, 17th, 18th, 19th, and 20th centuries. Collect all 36 masterpieces and give yourself, your friends, and your family a lifetime of enjoyment. Come visit the Scholars Masterpiece Gallery.

II. CITY BALLET OF LOS ANGELES (CBLA)

A project of Community Partnerships will give select students of the Scholars Learning Academy access to quality classical and contemporary ballet training. Through various community partnerships CBLA will provide dance lectures and in-class training three times per week for 1 hour. The mission of CBLA is to create a “nationally recognized classical dance company with innovative choreographers from around the world that will not only unify the multifarious community but also cultivate potential young dancers in the refined world of the Arts.

III. “STUDIO EXPERIENCE” THE CREATIVE ARTS ACADEMY & “IN MOTION”

The arts program is designed to teach and improve coordination and to introduce children to the joy of movement, rhythm and music. The objective is to teach each child in the most creative and nurturing way by giving individual attention to maximize their abilities. Musical instruments, props, and much more are used to excite the child’s sense of play, as well as they desire to learn. Research studies have shown that physical skills aid children in many other areas include reading (improving hand and eye coordination), basic body coordination (motor movement) and self-reliance. Children will be taught the elements of song writing and composing. Other offerings will include theater games, improvisation, and story weaving, singing, dancing, play-acting and musical theater.
V. JUNIOR ACHIEVEMENT (SOCIAL STUDIES, CAREER AWARENESS AND SCHOOL TO WORK)

Junior Achievement (Attachment Section M) educates and inspires elementary school children to value free enterprise, and to understand business and economics to improve the quality of their lives. Seven program themes are used to teach students to assume roles as individuals, consumers, and workers in an expanding cultural environment that extends from the self and family to global relations. Junior Achievement’s Elementary School Program includes:

- Ourselves – Kindergarten
- Our Families – 1st Grade
- Our Communities – 2nd Grade
- Our City – 3rd Grade
- Our Region – 4th Grade
- Our Nation – 5th Grade

Middle School Units
- JA Economics for Success
- JA Global Market Place
- JA America Works
- JA It’s My Business
- JA Finance Park

Junior Achievement’s unique delivery system provides the training, materials, and support necessary to ensure a positive experience for the students/teacher and volunteer.

VI. POWER PLAY (PHYSICAL EDUCATION AND NUTRITION)

An intensive six-week program designed to address the nutritional and physical needs for school age children. The program will provide comprehensive medical consultation, artistic and musical therapy and 24 hour interactive Internet access.

VII. BRAINCHILD (ASSESSMENT K-8 (SEE ATTACHMENT SECTION K)

Computer assisted instruction and assessment provides extended learning in the classroom, after school and at home. With the use of interactive computer technology, students will study literacy skills with instant feedback, review with electronic flashcards and test with review of any mistakes (Attachment K). Assessments are aligned to the Common Core Standards for grade level mastery.

PREMIER STUDENT AGENDA K-8 (Student Skills and Character Development)

Agendas promote student study skills and character development with a comprehensive outline for helping students become responsible and accountable for their learning. Students are able to organize homework and classroom assignments. Children will be mirroring a comprehensive outline in the fashion of the Franklin Covey System. The program provides for two-way communication system between home and school. It includes a comprehensive study guide, with daily brain teasers. The Premier Student Agenda also provides an Internet web site designed to help student develop mission statements for their future goals. The character development program is designed to help students explore principles for positive social development. Students will develop into a positive responsible citizen for the global economy.

VIII. UNITE-LA & FBI Junior Special Agent/I-SAFE {Internet Safety} (See Attachment Section N)

Unite-LA provides a seamless sequence of school-to-career based learning opportunities as well as connecting activities aimed at creating a vital link between classroom learning and “real-world living”. Students will be prepared for future success in all areas of business and lifelong learning. Businesses, community based organizations; teachers and parents are an integral part of the program. (Attachment N)
IX. **NFL PLAYERS LEAGUE GOALS FOR LIFE (SEE ATTACHMENT SECTION X)**
Goals for Life is a goal-oriented structured program which NFL athletes speak of the enthusiasm, drive and determination that are primary factors in achieving goals. Tutors (NFL Player Mentor) teach study and organizations skills for improving grades and developing positive attitudes towards learning.

XI. **THE SOUTHEAST SYMPHONY**
Musical after school program that provides hands-on learning, as well as musical theory enrichment.

XII. **CALIFORNIA STATE UNIVERSITY DOMINGUERZ HILLS (Work-Study Program & Teacher Intern Program and Professional Development (See Attachment Section W)**
College students will provide in-class assistance which will reduce student to teacher ratios and after school tutoring mentoring in academics.

XIII. **RECORDING FOR THE BLIND & DYSLEXIC (SEE ATTACHMENT O)**
Blind and/or dyslexic students will be provided textbooks on audio cassette, computer disk and library services from Recording for the Blind & Dyslexic (RFB&D). RFB&D utilizes the Learning Thru Listening program which is an auditory-based, compensatory reading program, providing students the opportunity to work independently at home, at their own pace in the classroom, or in classroom groups.

XVI. **STAR VIEW COMMUNITY SERVICES (SEE ATTACHMENT SECTION Y)**
A mental health non-profit agency providing support services in all areas in the Learning Academy facility upon written approval from the Parent / Legal Guardian: Academic / educational assessment for each child admitted to the Charter School. Educational and family support for high needs children and youth. Educational and teacher support for training on neighborhood specific topics such as gang avoidance, health topics, self-esteem. Linkage to community supports such as recreational, vocational, employment, family events, community mentors and community events.

**STAFF AND PROFESSIONAL DEVELOPMENT (SEE ATTACHMENT SECTION R)**
The Scholars Learning Academy believes that *service is the price you pay for the space you occupy.* The commitment to staff development is a key to success and must be executed with quality and detail. An annual one-week professional development retreat for faculty will be held prior to the opening of each new school year. Several months prior to school opening, the faculty, staff and parents will be engaged in comprehensive hands-on training sessions on reform models, research strategies and methods expected for instructional delivery implementation. The California charter School Implementation grant funding provides the resources necessary for preschool entry level professional development training needed for reform foundation programs. Teachers will be given training stipends for pre-school professional development. The Scholars Board of Directors provides continuous creative fundraising programs for innovative professional development. Resource materials will be provided for teachers to develop their professional libraries. Faculty and staff will be oriented to the overall mission and vision of the academy and receive information on the founding organization. Core Knowledge Foundation provides professional development on the implementation of the Core Knowledge Series and Sequence. MicroSociety will provide a workshop aimed at shifting the paradigm from “sage on the stage” to “guide on the side” as teachers guide their students in creating a miniature society in the school. MicroSociety Certified Trainers will facilitate the staff’s creation of a strategic plan, which aligns effective school functioning, school and classroom management, curriculum and instruction, parent and community partners, standards and assessments. The Staff Development Plan will provide for training sessions, conference attendance and professional development opportunities for continued competence of the instructional staff to assure the quality and nature of the instructional program in the alignment with student outcomes and goals. **ISTEP (Innovative Staff Training Empowerment Plan) is special**
designed to train teachers of the educational reform of the CSRD/s. Teachers must be experts in the Scholars School Design.

The development of a partnership with Ventures Educations Systems, a Comprehensive School Reform (Attachment G), will provide ongoing, year-long in classroom coaching. A focus on academic excellence that links staff development, student course work, and supplemental activities will offer all students (including special educations students) a challenging academic program that allows every child to achieve to their fullest potential. Venture’s implementation strategy will include: constructive communication and effective group process; thinking skills; literacy instruction; school administration training; and developing collaborations between parents, social service agencies and community based organizations.

It will be the priority of the Scholars Learning Academy to offer the staff opportunities to collaborate with leading experts in the field of education. This collaboration will afford the staff access to leading research to prepare students for the increasing challenges of the competitive marketplace and the global society of the 21st Century. Staff Development Partnerships will be developed to provide enhanced and in-depth training in reform and research strategies to improve student achievement.

The teaching and learning environment engages the implementation of research-based strategies and practices. Differentiated instructional methods and techniques provide the avenue to make the needs of all students’ abilities, learning and communication styles. The professional development schedule covers a multi form of design: Common Planning Time, Staff Development Days, Conference attendance, flexible block scheduling and comp time, and staff retreats. The professional development plans provides supportive and engagement interaction with teaching best practices. The teachers at Scholars Learning Academy must comprehend how to become personally competent in the delivery of best practices in their teaching styles, implementation and classroom management.

We recognizing that all children/students want to learn, grow and have fun. Students want to know why they need to know these learning standards and skills. Teachers will be trained in an eclectic approach to collaborative and interactive workshop sessions for planning and implementing a comprehensive educational curriculum. In addition to the training sessions on reform programs core knowledge curriculum, micro society, student-centered classroom, etc. the following topics will be covered throughout the professional development sessions: authentic assessment, multiple intelligence modalities, urban school teaching and cultural justice in the classroom, teaching styles, language instruction, curriculum planning for thematic and interdisciplinary instruction and more. Everyone at the Scholars Learning Academy is a learner.

Scholars Learning Academy Administration believes that commitment to collaborative planning is key to success. The instructional schedules for professional development will allow time to provide opportunities for teachers, parents and all stakeholders to study, absorb, evaluate and peer coach. The training modules are developed to provide an environment where all stakeholders will feel a part of a community of learners so that the concept of “life-long learning” can be modeled and visualized.

See Professional Staff Development Plan –Attachment R
A TYPICAL DAY AT SCHOLARS LEARNING ACADEMY

Upon entering the Scholars Learning Academy you will notice exciting things taking place, a true millennium school design.

As you walk through the entrance doors you will experience a futuristic school design of a Mini Society Town. Each classroom and or office will have a unique business type facade front. There is an indoor circular walking track on each floor for student and teacher daily use. (Wellness/Physical Fitness On-going Program)

You may observe a nutrition demonstration station explaining the importance of good nutrition for good health and lifestyle. Students may participate and engage in the preparations of snacks, and basic meals for breakfast, lunch and dinner that promote good nutrition. Students will be encouraged to sit in a formal dining setting during meal times at Scholars, in the Scholars Cafe. Students learn through this experience good table manners etc.

The Masterpiece Art Museum will be open for visitation to view the Masterpiece Arts Works exhibition. Students will be trained as docents as a service-learning project. (By second semester, third graders will conduct gallery tours for visitors etc.) Your visit may also include a tour of the Scholars Theatre. The theatre will expose our students, parents and community to formal theatre experiences, performances of fine literary works, as another venue to enjoy a family outing of high cultural engagement. The Theatre provides the venue for our student performances demonstrating their skill mastery in the visual and performing arts.

As you walk into classrooms, you will see children actively engaged and excited about learning. Whether they are in their home classrooms, in whole and/or small group settings, receiving direct instruction in the core/state curriculum, as per the daily schedule and Core Knowledge textbook series/sequence and supplemental materials, or in smaller groups based on their individual needs according to their (Individual) Personalized Learning Plans, receiving reinforcement, remediation or enrichment, students will be learning to work responsibly, collaboratively, and cooperatively with each other and with their teachers.

There will be evidence of a 20-to-one student teacher classroom ratio and a 10 to one adult ratio for most classrooms. Teachers are implementing rigorous, enhanced and research based teaching methods and techniques to engage all students respectively to reach their potential in understanding of skills and concepts being taught for mastering state grade level standards. Teachers and instructional managers are cooperatively engaged in the instructional delivery system with the support of the Executive Director to assure success for each day.

The full immersion teaching and learning environment will expose all students to higher learning curriculum creating culturally literate Americans. The whole child concept is integrated throughout all aspects of instructional delivery to engage students to match their giftedness and maximize their greatest potential of academic productivity. Students are interacting with the teacher, adult assistant or program partnership for literacy reinforcement/enhancement, or working with computer technology designing student work products demonstrating skills learned in core curriculum instruction. These student products provide evidence of the level of mastery of Student Outcome Goals. Students may be practicing their communication skills in French as per lessons taught. Students may be completing research in the school library or experiencing a big screen media presentation in the media room for curriculum theme connections. Students are utilizing smart board, interactive/Digital Media and other Smart Technology tools to complete group projects and student produced work/s.

Students are engaged positively with a sense of security and pride for learning. There is excitement and articulation through group communication for cooperative learning groups. Students are supportive of classmates and respectful in manner and demonstrating acceptable socially acceptable behavior in and out of the classroom.

In the afternoon, the whole school will transform into their Micro Society Town, where students have the opportunity to put their learning into action as well as obtain a real world understanding of how society
works and the important contributions they can make as citizens of the world in the new millennium. During this hour students run their respective businesses as per their interests (music students run the Studio, Art students-art studio-, drama students-theatre studio, inventors, press/writers etc.), or hold positions in the town’s governing body.

During the **Scholars Institute**, our *after-school intervention program*, students will have the opportunity to continue his/her learning through our various supplemental and enrichment programs, as well as receives extra academic support for those who are in need. Each Institute class is called an Academy. Therefore students attend: Literacy Academy (Math or Reading), Young Author's Academy, Young Scientist Academy, Instrumental Academy, Vocal Academy, Theatre Academy, Golf Academy, Art Academy, Karate Academy, Dance Academy, Micro Society Stem City, etc. *(These academies have been identified and requested by parents during the parent input surveys distributed and collected at Town Hall Meetings during our development phases).*

You may also witness other parents and students engaged in physical fitness activities in the Fitness Center after school hours as well as see parents in the Parent Center either visiting or engaged in a training workshop.

We thank you for this visit in the day at the Scholars Learning Academy. There is always a stimulating experience being offered by our Student Body and our Partners In Learning.

**REMEMBER OUR STUDENTS ARE SCHOLARS IN DEVELOPMENT.**

Respectively,

*Scholars Learning Academy Board of Directors*
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


**STANDARDIZED TESTING**

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

**ELEMENT 2**

**MEASURABLE STUDENT OUTCOMES**

Student goals will be determined by research findings and what we want students to know by the end of the fifth grade and eighth grade. These goals will be aligned with state Common Core student learning standards in preparation for successful passage of the high school exit exam (CAHSEE). What we want students to know upon completion of each grade level (sequence of skill) to be:

I. Effective communicators (oral and written)
II. Problem solvers
III. Critical thinkers
IV. Bi-literate (English/French)
V. Computer literate
VI. Responsible citizens
VII. Standardized Test Scores will improve annually
VIII. Students will demonstrate – competency as measured by: 1. Developmental Guidelines Checklists, 2. Student Portfolios, 3. Summary Reports (replaces the traditional progress reports / report cards) and 4. Performance – Based Assignments/Assessments

The Scholars Academy will meet statewide performance standards per the Charter Schools Act, section 47605 (c) (1). The state Common Core standards are contained in the educational program (Attachment AA) that is age or grade-level appropriate. The mastery of state Common Core standards will be measured by the CST, CELDT and CAT 6 STAR Testing System results. The result of the CELDT test scores will be used to reclassify English Language Learners.

The API baseline score for the school’s first year will be determined by taking a median API score of similar schools in the demographic area (based on surrounding school’s data). The API Baseline Target is 769 for STAR Testing/CST scores in Spring of 2013. Scholars Learning Academy will meet AYP goals with an API Baseline Target of 769 measured by STAR Testing CST scores in Spring of 2013; Student Grade Level Student Outcome Goals mastery levels and * factors that influence student achievement. * (See Assessment Schedule Chart)
A. Core Academic Skills:
By the end of the Charter term 65% of students at Scholars Learning Academy will demonstrate at the Proficient or Advance Level for grade level achievement as measured by the CST; 35% of enrolled students will show grade level achievement at the basic attainment level as measured by the CST.

- **History/Social Studies:** Students will demonstrate, understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today’s world of diverse cultures.
- **Mathematics:** Students will develop abilities to reason logically and to understand and apply mathematical processes and concepts, including those within arithmetic, algebra, geometry, and other mathematical subjects that the staff and school governing board deem appropriate.
- **English/Language Arts:** Students will demonstrate strong reading writing, listening, speaking and presentation skills in multiple forms of expression (e.g. written, oral, video conferencing) with communication skills appropriate to the setting and audience. They will comprehend and critically interpret multiple forms of expression, including literature from various time periods and cultures.
- **Science:** Students will successfully utilize scientific research and inquiry methods to understand and apply the major concepts underlying various branches of science, which may include physics, chemistry, biology, ecology, astronomy, and earth sciences.

By the end of the Charter term 65% of students at Scholars Learning Academy will demonstrate at the Proficient or Advance Level for grade level achievement as measured by the CST; 35% of enrolled students will show grade level achievement at the basic attainment level as measured by the CST.

B. Elective Class for each Grade Level:
By the end of the chartering term 65% of students attending Scholars Learning Academy with at least three years instruction in French will demonstrate proficiency in listening and speaking at Language Continuum Level 1.

- **World Language - (French):** Students will gain proficiency in speaking, reading, writing and listening comprehension in at least one language in addition to their native tongue. Students will understand key aspects of the culture both past and present, of the second language.

The Learning Skills/ C - E are measured by the California State Desired Results Development Profile that corresponds to the student’s age (chronological or developmental age as appropriate.)

C. Life-Long Learning Skills:
Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives including study skills, ability to plan, initiate, and complete a project and ability to reflect on and evaluate one’s own and other’s learning.

D. Social/Interpersonal Skills:
Students will demonstrate strong citizenship and leadership skills by planning and implementing a project in service to the school and greater community; ability to engage in responsible and compassionate peer relationships.

E. “Life” Skills:
Students will develop skills necessary for a healthy adult life, including: job readiness and career development skills and higher education continuance skills, healthy nutrition and physical fitness skills.

Scholars Academy will submit to LAUSD Charter School division an annual progress report. The Charter School Division will review the progress report and provide comments to the Scholars Learning Academy within 60 days.
Element 2 – Measurable Pupil Outcomes and
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**


**STANDARDIZED TESTING**

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

**ELEMENT 3**

**METHOD TO MEASURE STUDENT OUTCOMES**

Student achievement in developing grade level content mastery in specific knowledge and critical thinking skills will be assessed using a variety of assessment measures. Such assessments are necessary to map the schools strengths and weaknesses and to hold students, parents and teachers accountable. Scholars Learning Academy has clearly defined what students should know in each subject in each grade level. Theses measurable student outcomes are based a comprehensive monitoring and assessment structure that includes data from statewide accountability measures.

The formal assessment program will be aligned with the State Testing and Reporting System (STAR) and the timeline of the Los Angeles Unified School District utilizing multi-measure for evaluating student success. State STAR Test and CAT-6 will serve as benchmarks in measuring grade level achievement of student learning standards. Results of assessment data will be analyzed and disaggregated by groups of students in order to determine strengths and areas for improvement. Performance Assignments (curriculum embedded) and Student Product Rubrics will be used to measure bi and tri- annual progress of students’ mastery of skills and standards. Authentic assessment processes will form the basis of our evaluation program to measure student outcome goals. End of Unit and Thematic Unit Assessments will be administered to measure student progress in skill mastery and standards taught. The analysis of assessment data will formulate the re-teaching strategies/methods needed and student prescription for the Personalized Learning Plan.

The Work Sampling system is an ongoing classroom performance system will be used. Its purpose is to document children’s skills, knowledge, behavior, and accomplishments in elements such as:

- **Development Guidelines** {CA State Desired Results Development Profile/DRDP} - Teachers are given a set of observational age appropriate guidelines that are based on national and state standards. This teacher observation tool is utilized to record individual progress toward the achievement of four Desired Results for students/children: (DRDP has a four point rating scale, “not yet”, “emerging”, “almost mastered”, and “fully mastered”)
  - Students/Children are personally and socially competent.
  - Students/Children are effective learners
  - Student/Children show physical and motor competence.
  - Students/Children are safe and healthy.
- **Portfolios** - Collections of student’s works are gathered that illustrates student’s efforts, progress and achievements. These collections are intended to display the individual nature and quality of children’s work and progress over time.

- **Summary Reports** (Formal Grading Periods) - Completed three times a year and are key elements of reporting student accomplishments to families and recording student progress for teachers and administrators.

  - **Marking System** will utilize a 5 point Rubric and Letter Grade – {5=A, B=4, C=3, D=2, * F=1}

  *The Letter Grade of F may be replaced with the wording Markedly Improvement Needed*

  - A/Advanced Proficiency, B/Proficient, C/Basic Proficiency, D/Below Basic Proficiency, F/Far Below Basic Proficiency

Assessment task involves use of a rubric that describes the criteria for each performance level from minimal to exceptional. The rubric includes benchmarks that are descriptors of excellence. Authentic Assessment involves both teachers and students in on-going (daily, weekly & monthly) activities that promote timely feedback about the process and progress of learning made towards the completion of the final work product. (Multi-faceted scoring system) Additional forms of student work assessments include the following on-going timely feedback that encourages adjustments and modification throughout the learning process to assure success for all students:

  - **Conferencing**
  - **Observations**
  - **Interviews**
  - **Journal Writing**
  - **Group Collaboration**
  - **Self and Peer Evaluation**

All instructional programs and educational plans will be reviewed and analyzed to identify needs in order to meet educational goals and student outcomes. On-going assessment of grade level core/basic skills will be conducted bi-annually through pre/post assessment. BRAINCHILD, computer assisted instruction, will be utilized to assist with our on-going assessment monitoring for school and home. Brainchild school wide grade level assessments in Reading and Math will be administered monthly for students’ state Common Core standards mastery. Disaggregated data results will be review by class for teacher monitoring of instructional needs to update Student Personalized Learning Plan and for School-wide monitoring as to instructional needs for successful student achievement in meeting school Annual Yearly Progress target (AYP) and Academic API benchmark.

**Brainchild Assessment Data Reports for Monitoring students State Standards Mastery (Reading, Math,)** will be utilized for Data analysis to support Date Driven Instruction.

There will be reports for teachers and administrators. The teachers will have the following reports available to them:

1. Individual student report - gives test scores per CA standard
2. Class report - gives classroom average test scores per CA standard
3. Class progress report - gives classroom average test scores and usage
4. Individual student practice state report (CST) - gives pre and post test scores per strand
5. Class practice state test report (CST) - gives classroom average pre and post test scores per standard
6. Assignment Report - gives scores of pre-assigned lessons by teachers

**Administrators will have the following type of reports available to them:**

1. School Usage Report - gives usage of the program by grade level
2. Teacher Usage Report - gives teachers class usage of program
3. School-wide Report - gives teachers class averages per standard
4. School-wide Standards Report - gives grade level averages per standard
5. Practice State Test Report - gives student pre/post scores per strand
6. AYP - gives per standard scores for those students who didn't make adequate year
7. NCLB Report - gives you the disaggregated data for both educational classification and ethnicity on test scores per CA standard.

*Administrators can see the same individual reports that the teachers have available to them as well. *An additional report is generated from Brainchild on a periodic bases provides a school graphic report that indicates the school’s progress in math, language arts, science and usage.

The Scholars Academy’s test results will be submitted to LAUSD on a CD before September 30, immediately following that spring’s test administration, except that the CELDT and or CAHSEE (if applicable) results will be submitted to LAUSD no later than two weeks after receipt of the CD from state’s vendor to: Planning, Assessment and Research School Information Branch
Attention: Grace Pang Bovy or Present Beaudry Building, 23rd Floor
Person in charge
## ASSESSMENT SCHEDULE

<table>
<thead>
<tr>
<th>ASSESSMENT FRAMEWORK</th>
<th>DESCRIPTION OF ASSESSMENT TOOL</th>
<th>DATE</th>
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<tbody>
<tr>
<td>ANNUAL</td>
<td>STATE TESTING &amp; REPORTING SYSTEM/STAR CST (CALIFORNIA Standards Test)</td>
<td>MAY</td>
</tr>
<tr>
<td>SCHOOLWIDE PRE-ASSESSMENT</td>
<td>SDRT4/SDMT4 ENTRANCE INTERVIEWS SDRT4/SDMT4 EXIT INTERVIEWS</td>
<td>SEPTEMBER JUNE</td>
</tr>
<tr>
<td>BI-ANNUAL</td>
<td>CORE KNOWLEDGE ASSESSMENT (PRE/POST)</td>
<td>SEPT/IAN</td>
</tr>
<tr>
<td>MONTHLY/WEEKLY CLASSROOM</td>
<td>THE WORK SAMPLING SYSTEM Brainchild, Unit Test, Student Products, etc.</td>
<td>OCT-JUNE</td>
</tr>
<tr>
<td>MONTHLY</td>
<td>BRAINCHILD/GRADE LEVEL COMMON Core STANDARDS ASSESSMENT</td>
<td>OCT-JUNE</td>
</tr>
<tr>
<td>MICRO SOCIETY</td>
<td>DEVELOPMENTAL GUIDELINES &amp; CHECKLIST</td>
<td>DECEMBER/APRIL</td>
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<tr>
<td></td>
<td>PORTFOLIOS</td>
<td>FEB/MAY</td>
</tr>
<tr>
<td>TRI-ANNUAL (Grading Reporting Periods)</td>
<td>SUMMARY REPORTS/PARENT CONFERENCES</td>
<td>NOV/MARCH/JUNE</td>
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</tbody>
</table>

Scholars Learning Academy will meet Adequate Yearly Progress Target (AYP). Scholars Learning Academy will track indicators and analyze factors, which influence academic achievement and growth.

<table>
<thead>
<tr>
<th>Measurable Outcomes</th>
<th>Expected Outcomes</th>
<th>Assessment Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Conduct</td>
<td>Average daily attendance of 95%</td>
<td>Student Records</td>
</tr>
<tr>
<td></td>
<td>Tardiness will decrease each year by 5%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tardiness will decrease each year by 5%</td>
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<tr>
<td></td>
<td>Participation of parents with children in special events/programs will increase 20% each year until 90% are involved</td>
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<tr>
<td>Parent Involvement</td>
<td>90% will attend on-going parent teacher conferences during the year</td>
<td>Running Records/Sign-In Sheets</td>
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<tr>
<td></td>
<td>90% will attend at least two parent workshops during the academic year</td>
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<tr>
<td></td>
<td>Participation of parents with children in special events/programs will increase 20% each year until 90% are involved</td>
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<tr>
<td></td>
<td>90% will participate in the Academy Parent Society (APS) *p.67</td>
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</tr>
<tr>
<td>Teacher Involvement</td>
<td>80%-100% teacher commitment and involvement</td>
<td>Micro-Society will gather critical information about school to establish readiness and confirm level of commitment</td>
</tr>
<tr>
<td>Professional Development</td>
<td>100% attendance at the annual one-week retreat prior to school opening</td>
<td>Running Records/Sign-in Sheets</td>
</tr>
<tr>
<td>Student Grade Level Common Core State Standards Achievement and Competency</td>
<td>Students will improve performance by no less than (4 %) percentage points each year until norm is reached. Students performing at proficient will improve at least three (3%) percentage points each year.</td>
<td>CST (California Standards Test) and STAR State Testing</td>
</tr>
<tr>
<td>Student Grade-level competency and continuing higher levels of proficiency</td>
<td>Students will improve performance by no less than three (3%) percentage points each year</td>
<td>Core Knowledge Series Assessment &amp; Sequence Assessments</td>
</tr>
<tr>
<td>Teacher Performance</td>
<td>Knowledge of curriculum and implementation of reform strategies, methods and techniques for the student centered/problem-based learning classroom</td>
<td>Comparison of Student designated test scores</td>
</tr>
<tr>
<td></td>
<td>Competence in pedagogy</td>
<td>Annual Principal/Peer/Self Evaluation</td>
</tr>
<tr>
<td></td>
<td>Educational strategies</td>
<td>Parent/Student Surveys</td>
</tr>
<tr>
<td></td>
<td>Effective classroom management</td>
<td>As per administrative evaluation/s</td>
</tr>
<tr>
<td>Financial Solvency</td>
<td>No deficit in the operation budget after the initial two years of operating (time frame allows for start-up costs)</td>
<td>Annual Audit Forecast Budget</td>
</tr>
</tbody>
</table>
Element 4 – Governance

GENERAL PROVISIONS

As an independent charter school, [SLA Charter 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.

[SLA Charter School] shall comply with the Brown Act and the Public Records Act.

All employees and representatives of Charter School, including members of the [SLA Charter 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 to 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).

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter 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.

Charter 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 Charter School, that [SLA Charter School] does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

Charter 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.


LEGAL AND POLICY COMPLIANCE

[SLA Charter School] shall comply with all applicable federal and state laws and regulations, and District policy as it relates to charter schools.
**RESPONDING TO INQUIRIES**

[SLA Charter 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. [SLA Charter 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 Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

[SLA Charter 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 [SLA Charter School]. Charter School shall also notify the CSD in writing of any internal investigations within 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.

**ELEMENT 4**

**GOVERNANCE STRUCTURE**

Scholars Learning Academy charter school will be governed by The Scholars Learning Academy Board of Directors and will follow the Ralph M. Brown Act. The Scholars Learning Academy, Inc. a 501(c)(3) tax exempt organization board of directors will have the overall responsibility for the educational and fiscal oversight of the school, approving all major educational and operational policies, approving all major contracts, establishing and approving annual budget, and selecting and evaluating top administrative staff. The board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, fundraising, and overseeing that school resources are managed effectively. Scholars Learning Academy will comply with the Brown Act and Board Meeting notices and agendas will be posted in the school’s main office, other offices, classrooms and parent center for public and sent home by students one week prior to meeting date. Meeting notices and agendas will also be posted via telecommunication venues as available. The Board Secretary is responsible the recording of governing board actions. The Scholars Learning Academy By-Laws are Attachment B in this charter petition document.

Scholars Learning Academy executive board, any administrators, managers or employee, 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. Scholars Learning Academy and or its non-profit corporation will be solely responsible for the debts and obligations of the charter school. Scholars Learning Academy will comply with the District policy related to charter schools, as it may be changed from time to time.
Scholars Learning Academy governing flow chart, from the top down, starts with the Board of Directors. The Board of Directors will be responsible for the total business operations of the Non-profit Corporation, and all listed in the flow chart will report to the Board of Directors. The Board of Directors Organizational Chart outlines the division of responsibilities for board directors in relationship to the operation of the charter school. (See Attachment Q pg. 389)

**Scholars Learning Academy Board of Directors/Organization Chart Summary:**

* **Advisory Board:** The Board of Directors will also have an Advisory Board that will advise the Board of Directors in various areas of their expertise, the Advisory board will report to the Board of Directors.

* **Executive Program Director:** Reports directly to the Board of Directors. The Executive Program Director will be the liaison from the Board of Directors to the Scholars Learning Academy School. Under the Executive Program Director there will be Scholars Learning Academy’s Partners in Learning, which report directly to the Executive Program Director.

* **Legal Director:** Will report directly to the Board of Directors. Legal Director will be over the Legal Department.

Scholars Learning Academy will have five more division that will report directly to the Board and will be responsible for various areas of operation for the individual department areas. The five divisions are as follows:

* **Finance Director:** Responsible for the financial workings of Scholars Learning Academy and oversees the Finance Committee.

* **Educational Program Director:** Monitors student performance, and oversees Educational Program Committee.

* **Personnel Director:** Approves personnel policies, and oversees Personnel Committee.

* **Facilities Director:** Approves Construction and maintenance of facilities, and oversees the Facilities Committee.

* **Community/Public Relations & Volunteer Coordination Director/s:** Establishes and oversees community and volunteer activities events, Fundraising and Community/Volunteer Coordination Committee.

The Charter School Organizational Chart on page 64 outlines the educational leadership responsibilities with the Executive Director (Principal) as the Top Educational Leader of the charter school.

The authorized number of Directors shall be 13 until changed by amendment of the Bylaws (Attachment B). Four of the initial Directors will serve a three-year term and three will serve a two-year term. The terms of the board members will be staggered. The remaining six Board members will serve a one-year term. The Founding Board of Directors will be comprised of the incorporators of The Scholars Academy, at least one parent and a LAUSD district member or representative. Outlined as follows: * Cooperate Officers and or Founders may serve for more the seven (7) consecutive years. This exception is to ensure the founding principles of the Scholars Learning Academy are consistently implemented. This continuity ensures the success of the charter school model in developing young scholars.

*[Executive Directors include: Founders, President, Chair of Board, Secretary, Treasurer, Financial Director, Executive Program Director and Executive Director (Principal)]
Scholars Learning Academy

**SCHOLARS LEARNING ACADEMY DEVELOPMENT TEAM, DIRECTORS AND COLLABORATORS**

Scholars Learning Academy capacity for success is centered on the collaborative expertise of the founders/developers, board directors, advisory board members, consultants, community, business and organization leaders. These persons have demonstrated the passion for educational reform and the improvement of student achievement and behavioral character development. Each Collaborator represents a broad range of leadership in the areas of education-curriculum design, teaching and administration, business, legal affairs, facility and site development, community-non-profit organizational leadership expanding more than fifty years of expertise and experiential background.

**THEODORA LAMOND-DEVELOPER/FOUNDER/BOARD PRESIDENT- EDUCATOR-CATEGORICAL PROGRAM ADVISER & CONSULTANT**

Theodora Lamond received her Masters of Arts Degree in Urban School Teaching from Pepperdine University, Los Angeles, CA. and her Bachelor of Science Degree in Elementary Education and Minor in English from Bishop College, Dallas Texas.

Theodora Lamond is a veteran educator and researcher of more than thirty-eight years serving Los Angeles County and Los Angeles Unified School District. She is the president of Lamond Enterprises that provides Educational Consulting Services to public and private schools, non-profit organizations and individuals seeking quality education and reform programs as well as Health and Human Services for the improvement, betterment and enhancement of quality living in the 21st Century. Theodora has completed extensive research in the area of values education and is the author of the Los Angeles Unified School District *Teaching of Values Guide*. She has completed administrative study and field-work in London/Oxford England in Open School Structure, Urban Educational Problems and Early Childhood Education. She has served on the Los Angeles County of Education Multi-Cultural Steering –Committee with specific assignment to the Futuristic Committee. Theodora Lamond serves on the Board of Directors of the Charles Dolor Coker Jazz Scholarship Foundation, Inc. and is the President and a Founder of the Scholars Learning Academy, Inc. a non-profit organization developing a comprehensive reform innovative charter school program for the 21st Century. She is a member of the Alpha Kappa Alpha Sorority and a proud mother.

The educational expertise of Theodora Lamond covers a broad spectrum of experiences within the Los Angeles Unified School District serving in the following capacities: Categorical Program Adviser/Title I-20 yrs. monitoring federal budgets and categorical programs and successful grant writing; Values Education District Adviser (K-12) in Instructional Planning Division; Charter School Developer, Mentor Teacher; Supervising Teacher-Pepperdine University; Curriculum Specialist Developer/Elementary & Secondary Levels- (Instructional Media and Reading); School Level Coordinator for Multi-Cultural Education and Gifted Program; Curriculum Developer for Volunteer & D.O.V.E.S. District Central Office; fifteen years of classroom experience elementary & secondary level; Technology & Healthy Start Coordinator – middle school level grants for infrastructure development and implementation. Theodora has developed Parent Involvement Programs and conducted staff development workshops across Los Angeles County training administrators, teachers, teacher assistants and parents on school improvement reform strategies, school wide plan writing, methods and techniques for improved student achievement of all students. Theodora has partnered with Women of Wisdom Working for Wellness in the area of Health and Nutrition in sustaining life-long learning skills for nutritional wellness for optimal health. Lamond Enterprises professional development training sessions in Health and Nutrition offers the connection to the leading-edge scientific research labs and scientist of Better Life Institute, Nutrilite Health Institute, Interleukin Genetics and leading
academic institutions. Interleukin Genetics has long been focused on the genetics of common chronic diseases. Lamond Enterprises adopts the goals of our collaborative health partners: “To live your best, you have to invest in yourself. Start with answers that go deeper, right down to the core of who you are—your DNA. When you can identify genetic risks for specific conditions, your wellness plan really begins to be all about you.”

**Shanon Smith, Developer/Founder-Board Director-Treasurer-Educator/Reading Specialist**

Educator, Master of Arts in Elementary School Reading, California State University-Dominguez Hills and Bachelor of Arts Degree in Spanish, Spelman College in Atlanta, Georgia. Shanon is an elementary school teacher in the Pasadena Unified School District. Her emphasis has been in the primary grades. She is and has been actively involved in organizations and programs at her school site throughout the years serving on the School Site Council as a teacher representative as well as on the PTA, coordinating the Black History Program and working on the Literacy Night and Social Committees. She has held the position of coordinator and co-coordinator of the Best Friends Program—a national self-esteem building and abstinence program for girls. Shanon has also served as a Student Teacher Supervisor for Future Teachers from the University of LaVerne, Cal State LA, Cal Poly Pomona, and UC Riverside. Shanon is a founder and developer of the Scholars Learning Academy and serves as the Treasurer of the Board of Directors.

**Keith Youngblood-Chairman of Board director- Legal / Physical Education/ Special Education Teacher**

Keith earned his Bachelor of Science degree in Industrial Technology from Northwest Missouri State University. Keith obtained his Jurist Doctrine of Law at Western State College of Law with emphasis in International law.

Keith is very involved in the education arena as well, while in law school Keith started substituting as a teacher with Special Education students and students at risk, and has been teaching Special Education students and working with Student at risk for the past 20 years. Keith enjoys working with his students and giving them the tools necessary to succeed in life. Keith is the Dean of Students for a private nonpublic School, Dorothy Brown School, where he continues to develop and implement programs to help his students. Before Dorothy Brown, Keith worked and taught at youth correctional facilities, in Riverside and Los Angeles counties over 10 years of service in this area and probation. Keith’s love and passion for helping these students is shown by the years he has put into this line of work and career.

Keith Youngblood, a native of Omaha, Nebraska, is where he started his journey into athletics and his academic achievements. Keith attended Benson High School where he excelled in his class work and athletics. While attending Benson High he earned varsity letters in Track and Field, Basketball and Cross Country all three years while attending Benson High and maintain excellent grades which earned him Athlete of the year and represented Benson on the state level. Keith went on to become a High School All—American in Track and Field, Who’s Who among high school students, among many other awards. Keith among many other outstanding achievements, while in High school, Keith is an Eagle Scout, the highest rank you can earn in the Boy Scouts of America, and is a member of the Order of Arrow another high honor among scouts.

Keith accepted a Track and Field Scholarship to Northwest Missouri State University, where he continued to excel in track and field, breaking six school records his freshman year and being ranked in
the top 20 in the nation in the 400 meter hurdles. While attending Northwest Missouri State University, Keith continued to break records and becoming a premier 400 meter hurdler, in the nation and the MIAA conference. Keith was MIAA champion in the 400 meter hurdles, 600 meter indoor, one mile relay, and two mile relay team. Keith was inducted into Northwest Missouri State University Hall of Fame for Track and Field.

Keith finished his tenure at Northwest Missouri State University with a Bachelor of Science degree in Industrial Technology May of 1982.

Keith continued his Track and Field career in Los Angeles, California, where he ran for West Coast Express where he earned a qualifying time in the hurdles for Olympic Trails that would be held in Los Angeles, California that year. Keith was coached by the famous Coach Rev. Lloyd Jackson, who had coached 400 meter hurdler Edwin Moses through his track career while at Moore House College than on to the Olympics.

Keith utilized his BS degree in Industrial Technology working for McDonnell Douglas Aircraft as a Manufacturing Engineer, in charge of the AFT section of the military plane C—li, improving productivity and providing time studies and manpower analysis. Keith work in Aerospace for a period of time, and decided to increase his knowledge in the legal arena.

Keith attended Western State College of Law, where he obtained his Jurist Doctrine of Law. While in law school Keith’s main area of study was International law. Keith broker deals of economic development and housing development in South Africa, and West Africa, Ghana; Eastern region/Volt River region. Keith was honored in West Africa and stoo as one of the Chiefs in Sinchi Village, and works closely with this area. Among honors such as being enstooled as Chief.

Keith was President of the Black law Students Association (BLSA) for his last two years of law school; Study abroad at Trinity University, Cambridge England for International law studies; Intern at the Historical Black law firm, Howard and Howard law firm, Washington D.C. where Honorable Thurgood Marshall got his start.

Keith’s leadership roles do not stop in law school, Keith is very activity with his Fraternity, Omega Psi Phi Fraternity, Inc., for over 25 years. Throughout his active membership, Keith is presently the Southern California Area Representative for the 12th District of Omega Psi Phi Fraternity. This District covers 1.2 million square miles and Southern California area is the largest within the 12th District. Over the span of his service to Omega Psi Phi Fraternity, Inc.: Keith has held the Basileus (President) office, for his Undergraduate Chapter and on the Graduate level as well. Keith also held District Officer position as the 12th District Undergraduate Advisor. Keith has held various Chairman Position for committees within the district; Leadership committee (Chairman), International Retention Committee 12th District (Chairman). Keith continues to work hard with his Fraternity by developing and implementing new programs to enhance his Fraternity leadership within the 12th district, as well as, nationally. Keith has also authored written material for the Fraternity in Retention policy and Undergraduate guidelines. Keith’s involvement in his Fraternity shows his strong desire to help and people and community, and his ability as a leader.

Keith’s busy schedule leaves him little time to do anything else, however, Keith finds time for his two daughters, Camille Youngblood and Kendall Youngblood, train for Triathlon’s (Iron man competitions), earn his Black belt in Keripo karate/3rd degree black belt and run Personal Training
company, Bodies of Perfection LLC.
Keith Youngblood is a person we are proud to have on Scholars Learning Academy Board. He brings many assets to the learning environment of our academy as well as, bringing his expertise in leadership.

**Havon McLeod, Board Director/Secretary – Education State Administrator/College Professor**

His educational background reads BA from the University of Oklahoma *(Central Campus)* with a major in History, Education & Business. He has a minor in Television, Media Radio. Havon received his MA degree from the University of California-LA with a major in Ed Administration Leadership.

Havon McLeod II is a certified administrator with experience from K through 12 grades and a clear service administration credential. Havon McLeod II is a CFP (Certified Financial Planner) specializing in Financial Planning, Living Trust ND Individual Risk Management. He holds additional credentials from the FCC (Federal Communication Commission and Mediation (Conflict Resolution)). Havon McLeod administrative abilities offer expertise in budget development and monitoring of instruction and curriculum. Havon McLeod II is a speaker who can cover a broad spectrum of topics, issues and concerns. He has a rich and historical background. He has experience in: 1. government and public service; 2. community service and organization; and 3. business/financial organizations. Havon McLeod II is a State OF California Administrator, Department of Education/CYA with offices in Whittier and Sacramento, California. He is an adjunct Professor of Speech & Forensics –Los Angeles Community College/Southwest Campus. This experience expands over 23 years at the college level. Havon has participated in lectures and speaking engagements at UCLA, USC and Occidental College. He has a broad expertise for cultural diversity demonstrated by his classroom teaching experiences at the pre-school, elementary and secondary levels and administrative duties as Assistant-Principal at the middle and high school level.

Havon is a past committee member of the USC Scholarship Commission, under the direction of the late Bryce Union Taylor, first All-American Football player at USC. He is a mentor for the USC Marshall School of Business.

Havon McLeod II is currently a member of the Board of Directors for Golden State Mutual Fund/Insurance Foundation and the Scholars Learning Academy, Inc. He is chairperson of the Social Action/Seminar Committee at Baldwin Hills Baptist Church, of Los Angeles. Havon McLeod II belongs to many civic, social, business and fraternal organizations and committees. Havon also serves as Chairperson of the 12th District Omega Psi Phi Fraternity Economic Development Committee.

**Diane Gonzalez-Board Director-Vice President/Community Specialist FBI**

Diane is a 40 + year veteran of the FBI (Federal Bureau of investigation). She currently serves as the coordinator for the FBI Junior Special Agent Program. She Coordinates the FBI Mentor Program and is the coordinator for Salvation Army Westwood transitional village mentoring program. Diane is a member of the selection board for Salvation Army’s early Headstart program. She serves as a big sister – penny lane foundation of north hills. Diane Gonzalez is the community outreach specialist for Los Angeles, FBI office. She is the assistant coordinator of the Los Angeles, FBI citizens’ academy and regional director for southern California Special Olympics. Diane Gonzalez serves in the following capacities: certified DOD (Department of Defense) mediator; mentor mediator for Cantilena
Reggie Berry - Board Director - Collaborative Partner/Executive Director

Reggie played professional football for the San Diego Chargers. There he received numerous special team awards. After three years with the Chargers, Reggie was traded to the Denver Broncos, later playing in the World Football League and Canada before injuries forced his retirement.

After returning to school and receiving a BA degree in sociology and while seeking a teacher’s credential in social science, Reggie accepted a position with the NFL Retired Players Association Goals for Youth Program working with at-risk migrant students. While working with Goals for Youth, Reggie was approached by the NFL Players Association to start a new intercept program, Goals for Life, directed at all students of any class or ethnicity. He has been Executive Director for more than eighteen years.

Reggie Berry sits on Board of Directors of the Aquatic Foundation of Metropolitan Los Angeles, the Board of Trustees for Coast Plaza Doctors Hospital, and the Advisory Board of the Los Angeles Centers for Alcohol and Drug Abuse. He is a former President of the National Football League Retired Players Association in Los Angeles County.

In 1998 Reggie received the Southern California Inter-Scholastic Federation John Wooden Award presented by famed basketball coach John Wooden, the 1998 Freedom Award presented at the Washington Press Club by Freedom Magazine for his work with young people and recently received the 2005 Charity of The Year Award presented by Sport Mavericks, Smart Talk for Parents and Athletes. Reggie Berry received the Scholars Learning Academy, Inc. 2005 Partners in Learning Award for his mentorship work with at-risk students through the NFL Players League “Goals for Life” Program. The Aquatic Foundation of Metropolitan Los Angeles presented Reggie Berry with the 2006 AFMLA Inspiration Award.

Mason Frazier - Board Director/ Business Management - Business Management Aerospace Industry (Hughes, DirecTV, Rockwell)

Mason Frazier earned his BA Degree in Business Management from Pepperdine University

Mason Frazier’s professional background and work experience and expertise has centered for the past 35 years or more in the areas of accounting and finance. His degrees of responsibility have varied over the years beginning as an Accountant Analyst in the aerospace industry, to become an assistant controller for a multi facility non-profit corporation providing retirement and convalescent care for the aged.

For over twenty seven years Mason worked for the Hughes Aircraft Company providing finance support in the building of communication satellites as well as in the sale and lease of satellite service for both commercial and government contracts. The last twelve years of Mason Frazier’s career with the Hughes organization focused on the development and ultimately the support of day to day operations for DirecTV, Inc. a major satellite television provider. Mason Frazier served as Finance Business Manager for DirecTV, Inc. His responsibilities as Finance Business Manager included the management of departmental expenses for DirecTV’s state of the art broadcast center in Denver Colorado, as well as one of their major Engineering departments in El Segundo, CA concurrently.
Scholars Learning Academy

Mason brings his expertise from the aerospace industry to assist in the development of the innovative futuristic school design of the Scholars Learning Academy.

**ARDELL CULBERSON – TEACHER/NATIONAL BOARD APPLICANT**

Arndell Culberson is currently an elementary teacher with Los Angeles Unified School District. Arndell enter the teaching profession after ten years in corporate business.

**HERRACIA BREWER- EDUCATOR ADMINISTRATOR- RETIRES LAUSD, /REGISTERED NURSE**

Herracia is a retired educator with Los Angeles Unified School District. She has served as high school health teacher, Local District Organizational Facilitator and Central District Nutrition Director. Herracia is also a registered nurse.

**RICHARD GORDON, PhD, CEO, UNITED SCHOOLS URBAN SOLUTIONS**

Dr. Richard Gordon is the former chair of the Teacher Education division at CSUDH and has held several university positions. Dr. Gordon is a teacher having taught elementary, secondary school students for 15 years. Dr. Gordon has taught at the university level for more than 29 years. At the university he prepares students to become quality teachers. His areas of expertise are Urban Education and Multicultural Education. Dr. Gordon is the co-author of Social Justice in the American Classroom. Dr. Gordon has partnered with Scholars Learning Academy as teacher training consultant with special emphasis on the Omni Teaching Method for the urban classroom. Dr. Gordon has extensive expertise in International Studies and Student Teaching. He is the CEO of United Schools Urban Solutions.

**Robert Terrell: Architect/Developer**

Robert Terrell received a Bachelor’s of Architecture degree from the University of Southern California and has completed graduate studies in Architecture and Urban Planning, Business Management, Organizational Design, Leadership Principals & Practices, Project Management, business Forecasting and Urban Dynamics. He is best noted for his many year of architectural design work with Disney Corp. Epcot Center and Future World in Florida. He was the Project Manager for Fantasyland restoration and renovation Disneyland- Anaheim, California. He was responsible for the production of Disney standards, Disneyland (TDL) – Tokyo, Japan.

Robert Terrell has over forty years of experience architectural design, development and marketing, within a broad range and scale of project types including custom residences, commercial buildings, churches, education and government buildings, retail stores and entertainment venues. Robert Terrell has extensive work both nationally and internationally. Major strengths Mr. Terrell brings to a project include: creating advanced methods for packaging architectural products, successful marketing experience, and an excellent record of managing difficult projects.

The R.W. Terrell Enterprises Inc. (Design Planning Development) specializes in Mini-theme Parks, Restaurants Casinos, Single and Multi-Family housing.

**REUBEN JACOBS: ARCHITECT**

After graduating with a Bachelors Degree of Architecture from the University of Southern California’s School of Architecture in 1988, I took a computer aided design (CAD) course and began working at H.O.K., Architects. During the first half of my 6-1/2 year tenure at H.O.K., I worked on a diversity of projects. The project types I worked on included corporate interiors, tenant improvement retail stores and office building shell and core design. Through those experiences, my CAD production and cad
management skills evolved. During the second half of my practice at H.O.K., I became an assistant CAD manager on a 2.2 million square foot hospital project. The hospital’s project team consisted of approximately sixty architects and interior designers plus numerous engineering and medical equipment consultants. As assistant CAD manager, I conducted new employee orientations in which I illustrated advanced CAD production techniques and CAD project management practices. Production time was continuously streamlined as a result of my development of production methodology. This inspired me to seek collegiate adjunct faculty positions in which I would teach CAD. In 1994, I began teaching CAD courses in the architecture departments at Santa Monica City College and El Camino Community College. In the years that followed, I have also taught AutoCAD courses at numerous colleges. In addition to developing and teaching advanced AutoCAD curriculum, I have gone into various architectural and interior design firms to train professionals in basic and advanced applications as well as software upgrade. In 1995, I established the DBA Modern Designs Unlimited. MDU’s original focus was to develop a client base for which CAD production, CAD training and building design services were performed. At the beginning of 2005, I moved out of corporate employment. Although I continue to teach 1 or 2 collegiate architecture courses a year, the primary focus of MDU has shifted from CAD training and consulting to residential design. Please refer to Professional Experience for my MDU designer services work, Corporate Experience for my employment experience in architectural & interior design firms and lastly Instructional Experience for all my teaching history.

**CHARLES JESSEMY – TECHNOLOGY ASSESSMENT CONSULTANT**

Charles Jessemy has worked in the education field as an educational consultant/salesman since 1994 in the state of California. He offers schools assistance through technology to assess and monitor the progress of students utilizing resources via web-based instruction through the Internet, site-licenses for desktop computers, or our hand-held electronic tutor. His purpose, through using technology, is to allow schools a means to help teachers give an optimal learning experience to each of their students in their class, a very daunting challenge even at 20:1. Charles wants each student to be empowered with an education, which will allow him or her to make better choices in life rather than allowing the circumstances to dictate life choices to them. For parents, he wants to keep them a part of the educational equation by allowing them to be informed, through the use of technology of their child’s progress. There are many success stories using Brainchild resources that have impacted schools and students not only here in California, but around the country. Charles Jessemy looks forward to working with Scholars Learning Academy Charter School and assisting them in their academic goal of leaving no child left behind.

**LUE BRIM- CULTURAL DIVERSITY/LEARNING STYLES CONSULTANT**

Lue Rachelle Brim is a communications and performance coach, trainer, educator, and published author. Her lively style, wealth of experience and deep personal commitment to living and working from the heart help people achieve clarity, a sense of purpose, and motivation to bring all of who they are to everything they do. Lue Rachelle works on social change, leadership, and change with clients around the world. She is masterful in presenting interactive, inspirational keynotes and workshops for adult as well as younger audiences.

Founder and Principal Consultant of Brim-Donahoe & Associates, she has more than 30 years of experience working in organization development and training in the public, private and non-profit sectors. Since 1988, she has designed customized, comprehensive training and education programs that focus on leadership, management, cultural competence, diversity, and social change. She is particularly effective in creating safe spaces to work one-on-one with executives, leaders, and staff.
to resolve interpersonal issues and enhance personal work performance. She helps organizations improve their culture, actively reflect their stated values and achieve their desired vision. As a result of her work, clients increase their trust and confidence.

Prior to establishing Brim-Donahoe & Associates, LueRachelle was Director of Staff Training and Development at the University of Washington for 15 years, where she was responsible for Organization Development and other interventions for the 10,000 University of Washington staff. She was a public school teacher in the Rochester, New York public schools for 4 years, teaching at elementary, junior high as well as at the University of Rochester.

LueRachelle is a graduate of Leadership Tomorrow, the community leadership program for Seattle/King County and received its Outstanding Alumnus Award in 2004. She travels to Kenya 1-2 times per year as a member of the Vision & Planning Team of the Cultural Reconnection Mission, which has several joint venture service projects in Kenya, East Africa, including an orphanage which was renamed for her mother because of LueRachelle’s work there.

LueRachelle has partnered with her brother, Cecil Brim, in Brim-Donahoe & Associates since 1995. Their firm was selected as the Outstanding Female-Owned Consulting Firm by King County in 1990. Their virtual team includes many other consultants who have partnered for many years on large projects. For three years, their firm was the primary diversity consultant to The Boeing Company in designing and implementing its diversity process and providing diversity consulting, coaching and training to the Boeing leadership team, executives and 18,000 managers, supervisors, leads and union representatives. Some of their other multi-year work with executives and managers include Deloitte & Touche, AirTouch/Verizon, Simpson Paper & Timber, Microsoft, Washington Mutual Bank, IBM, Paccar, Guaranty Financial Services, the Space Needle, King County Housing Authority, the Cities of Seattle, Redmond, Bellevue and other municipalities, colleges and universities, school systems and education service districts.

LueRachelle’s academic and professional qualifications include a Bachelor’s degree in English from The University of Texas, a Master’s Degree in Urban Education from the State University of New York, and a Master’s in Spiritual Psychology from the University of Santa Monica. She holds certificates of completion from the Dispute Resolution Center of Snohomish County and the Center for Work and the Human Spirit—Leadership Development Intensive.

**Michele Walker – Education Consultant/CA Supplemental Education Service Provider**

Michele Walker is the Director of West Coast Learning Center, an Approved California Supplemental Education Services Provider serving the Ventura and Los Angeles Counties. Michele Walker has expertise in classroom teaching serving in the Los Angeles Unified School District Elementary Level and in Education Assessments and Evaluation. Michele Walker also serves Los Angeles and Ventura County as an English as A Second Language Consultant & Trainer.

Michele Walker, M.Ed., has been an educator for over 30 years. She brings to West Coast a wealth of experience working with students of all grade levels with the emphasis in Curriculum, Reading and Assessment. Ms. Walker served five years as a Measurement Consultant for Psychological Corporation. Psychological Corporation is the creator of the Stanford Nine Achievement Test (SAT 9). Michele Walker works as an educational advocate, conferring with parents and teachers. Ms. Walker expands her expertise of services from tutoring to include staff and teacher training in Reading Instruction, English as Second Language and Assessment.
Michelle Walker received her Masters of Ed. from California State University-Dominguez Hills and her BA from California State University, Los Angeles.

**Catherine Jones** - Educator Administrator Elementary & Secondary – Long Beach Unified School District/(Retired) Former College of Education Director of Development – Cal State Univ. DH. Cathy has served as an Educational Consultant for Springboard and presently serves as an Independent Contractor for LACOE.

**Dr. Lawrence Moore** – Former Area Superintendent- Los Angeles Unified School District/ Western District President Black Child Conference

**Dr. Daniel Lawson** – Former Area Superintendent- Los Angeles Unified School District/ Associate Professor Department Studies in Education-Azusa Pacific Univ.

**Drake Dillard** – Architect- Raw International and Parsons

**Rudy Melson** – Program Manager – Site Development- Telecommunication

**Georgia Taylor** – President, Women of Wisdom Working for Wellness; Secondary Education School Counselor

**Wiley Sturms** – Realtor-Broker/Community College Professor

**Present Board of Directors- See Material Review Page - Resumes Included.**

- Active membership will be sought for at least one representative from teachers, parents, staff, community leaders, and LAUSD. To avoid any perceived or real conflict of interest or incompatibility of office, the district representative will sit on the board as a nonvoting member who facilitates communications and mutual understanding between the charter school and district.

**California Nonprofit Public Benefit Corporation**

Scholars Learning Academy will exist as a legally and operationally independent nonprofit entity. As such, Scholars Learning Academy will incorporate as an independent California Nonprofit Public Benefit Corporation with its own Board of Directors (Attachment A-Articles of Incorporation). The affairs of the nonprofit corporation will be managed and its powers exercised under the Board’s ultimate jurisdiction. Scholars Learning Academy was incorporated in California as a public charity in 2001 with Non-profit state tax exemptions. Scholars Learning Academy is a 501 (c) (3) Tax Exempt non-profit organization as of March 2007. Scholars Learning Academy will be governed pursuant to the Articles of Incorporation and Bylaws adopted by the incorporators and subject to the limitations of the California Nonprofit Public Benefit Corporation Law. Scholars Learning Academy will comply with all laws relating to public agencies in general, and all federal laws and regulations and state codes as it pertains to charter schools. The Scholars Learning Academy agrees to follow all applicable California public benefit corporation laws. The Scholars Learning Academy shall be solely responsible for the legal obligation and financial debts of the charter school.

**Public Operating Principals**

Scholars Learning Academy will be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, and shall not discriminate against any student on the basis of ethnicity, national origin, gender, disability, or sexual orientation.
BUSINESS AND OPERATIONS MANAGEMENT

Scholars Learning Academy will contract with outside vendors, to the extent possible, to provide necessary non-education related services. This will enable the staff to focus their energies in areas of their expertise, allowing sufficient time for reflection on instructional and curricular issues. A management system for True Fund-Based Accounting will be utilized by the Financial Director and finance committee. This system will provide solutions for planning and management of budgeting/forecasting, accounts set-up (insurance/benefits/attendance tracking), payroll, compliance/required reporting, service vendor contract negotiations and management and purchasing. The accounting system adopted by The Scholars Learning Academy will adhere to Generally Accepted Accounting Principles (GAAP) and will provide adequate internal controls. (Example: SAGE MIP FUND Accounting for Non-Profits embedded with Staff Training and support and LACOE Financial Solutions Plan)

The Board, without establishing memberships, will create an Advisory Board comprising of partners, technical support, museums and parks, teachers, parents and staff, and higher education representatives who will advise and support the corporation.

SUPERVISORAL OVERSIGHT

LAUSD may charge for actual costs of supervisorial oversight of The Scholars Learning Academy not to exceed 1 percent of the revenue of the charter school if the charter school is able to obtain substantially rent free facilities from LAUSD. Scholars Learning Academy will comply with the District policy related to charter schools, as it may be changed from time to time.

GRIEVANCE PROCEDURES FOR PARENTS AND STUDENTS
Charter School will 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 Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

Charter School will adopt and publish grievance 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.

Charter School will implement specific and continuing steps to notify 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 recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy
The Scholars Learning Academy Charter School will comply with the District policy related to charter schools, as it may be change from time to time.
Responding to Inquiries
Scholars Learning Academy shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. Scholars Learning academy acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Notifications
Notification is to be made to the Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by Scholars Learning Academy.

Audit and Inspection of Records
The scholars Learning Academy 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 the Charter School.
- The District is authorized to revoke this charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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 school financial information,
- The school’s Dept. structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The school’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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 day notice to Charter School. When 30 day notice may defeat the purpose of the audit, the District may conduct the audit upon 24 hour notice.

In addition, if an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the Office of the Inspector General, Investigations Unit.

PARENT INVOLVEMENT PLAN
PHILOSOPHY

“Where parents are involved in their child’s learning the child succeeds academically, socially, emotionally and physically.”

The secure learning environment of the Scholars Learning Academy promotes positive parent involvement for each and every child. The Scholars Academy stands on the belief that all students are best able to reach their fullest potential when there is a high level of involvement by their parent(s)/guardian(s) or extended family in their education.

The Scholars Learning Academy employs the national theme of “Partners In Learning” by fostering an alliance between school, students, parents, community and businesses. The development of partnerships, mentoring and volunteerism plays a key role in the education process as:

Parents as Partners    Community as Partners    Business As Partners

Keeping in focus with national educational goals as outlined in Educate America: Goals 2000/No Child Left Behind the Scholars Academy and Partners have joined with the U.S. Family Involvement Program of the United States Department of Education. The Academy provides opportunities for all groups to participate in a shared responsibility for the educational process for successful student achievement. This shared responsibility is defined through the Parent Involvement Program. Our Parent Involvement Program includes a Parent Center for parents and community.

THE COMPONENTS OF THE PARENT INVOLVEMENT PROGRAM ARE:

A. THREE - WAY PARENT COMPACT

The compact defines the shared expectations and responsibilities of teachers, students, parents and the administration for improved student achievement as an on-going process.

B. ACADEMY PARENT SOCIETY – (APS)

1. ADVISORY LEADERSHIP COMMITTEE

Parents will participate in advisory committee meetings Bi-monthly (every two months) to plan and assess student outcome goals and how to improve and validate student achievement. This is the parent/community collaborative forum. Advisory Leadership Committee Election of Officers will be held by the first week in October. Parent Orientation meeting will be held by the second week of the opening of the school year. Responsibilities of the Advisory Leadership Committee will be discussed and explained in a collaborative forum format the instructional program and school budgets. Offers English Language Learners a language-rich environment The Instructional Managers Collaborative will be responsible for the planning of orientation meeting and provide the representation for the school staff at Bi-monthly meetings. The Advisory Leadership Committee shall consist of one parent representation per grade level K –8, three community representatives at large, one partner in learning and staff member. Each respective stakeholder group will elect one representative. When expansion to middle school occurs 3 student representatives will be elected. Each grade level will elect one student representative per grade level. Parent and student grade level representatives will serve one-term for that grade level. Other state holders may hold a two-year term. The start –up Advisory Leadership Team shall develop the By-Laws for acting as an Advisory collaborator state holder and submit to Executive Director for Review. The Executive director will submit the by-laws for the Advisory Leadership Team to the Board of Directors for final approval. The
Advisory Leadership Team will hold an annual Title I meeting for Parents of Title I Students between the month of January or February.

2. **Parent Training – Parent Center**
   Parent Training Program will offer workshops, seminars, conferences, activities and events designed to:
   a) Strengthen parent/family practices for improved student achievement.
   b) Empower parents with skills and information to access community and support services including health and human resources, cultural and arts affairs.

3. **The Boosters**
   The fundraising arm of the Scholars Learning Academy supports the school’s activities, educational research projects and programs as well as professional development training.

C. **Two-way Communication System**
   Parents will participate in the two-way communication system through:
   1. **Parent Survey’s** - (identifying strengths, weaknesses and needs for improvement or enhancement).
   2. **Newsletters** – (school, student, parent and community news)
   3. **Work Sampling Exhibitions Team** - (reviews student work samples, products and portfolios for entrance and exit interviews).
   4. **Student Led Conferences** – Students will lead parent conferences in reviewing their academic progress portfolio.

D. **Parent Meetings**
   Parents will have an active and **mandatory** role in the educational process by participating in the following meetings and events: (not limited to)
   1. **Back to School** – An overview of the school program, curriculum, standards, student outcome goals and expectations
   2. **Conferences** – (Work Sampling System)
   3. **Microsociety Events**
   4. **Awards and Incentive Programs**
   5. **Performing Arts Programs**
   6. **Curriculum/Cultural Affairs Family Nights**
   7. **Open House**
   8. **Entrance and Exit Interviews** **(Mandatory)**
   9. **Parent Advisory Leadership Team Mtgs. and School Leadership School Team Meetings**

E. **Parents as Partners**
   Parents are **required to** volunteer **30 hours of service** to the school-site by:
   (Not limited to)
   1. **Assisting in Classrooms**
   2. **Volunteering as Reading/Math Tutors**
   3. **Coaching the Arts**
   4. **Planning Events and Fundraisers**
   5. **Assisting with Field and Curriculum Trips**
   6. **Participating in Career Days and Multicultural/Science Fairs**
7. Volunteering in the Parent Center

F. PARTNERS IN LEARNING

Community and business partnerships provide and create innovative extended learning opportunities and volunteerism for bridging lifelong learning literacy and enhanced skills needed for the 21st Century. (See partnerships)
SCHOLARS LEARNING ACADEMY SCHOOL ORGANIZATION CHART

*Executive Program Director (Liaison from Board to School)

Partners In Learning

Scholars Learning Academy
Board of Directors
(Executive Program Director)

Advisory Board
(Partners & Technical Support)

Leadership Team
(12 Members)
- Director
- 1-Teacher per Grade Level
- 1-Clerical
- 1-Support
- 2-Parents

Year 1 = 10
Year 2 = 11
Year 3 = 12
Year 4 = 13
Year 5 = 14

Primary K-3= 4 teachers
Intermediate 4-5= 2 teachers
Middle 6-8 = 3 teachers

Leadership Team
- Core Knowledge Manager
- Micro Society Manager
- Galaxy Classroom Manager
- Ventures Manager
  - K-1 Manager
  - 2-3 Manager
  - 4-5 Manager
  - 6-8 Manager
- Assessment Manager
- Visual & Performing Arts Manager

Parents Support Committee

Other Committee
Established
As Deemed Necessary

Managers Instructional Collaborative

Support
[Food Service]
**ELEMENT 5**

**EQUAL EMPLOYMENT OPPORTUNITY**

[SLA Charter School] acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants 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**

[SLA Charter 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 of core and/or college preparatory subjects, and special education teachers, must hold and maintain a Commission on 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.

**ELEMENT 5**

**QUALIFICATIONS FOR SCHOOL EMPLOYEES** *(See Attachment Session V)*

Scholars Learning Academy will not discriminate against any employee on the basis of race, color, creed, age, sex, national origin, disability, sexual orientation, or marital status.

Scholars Learning Academy will adhere to the existing state of California laws regarding fingerprinting and drug testing of employees. Scholars Learning Academy will adhere to school policy pertaining to the safety and health of all employees and students. Prior to the first day of work for every employee, Scholars Learning Academy will process all background checks through LiveScan, administered by the Department of Justice.

Teachers will meet the requirements for employment as stipulated by the California Education Code section 47605(1). Primary teachers of core, college preparatory subjects (i.e. English/Language Arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.

All employees must furnish or be able to provide:
- Tuberculosis (TB) testing.
- Fingerprinting and the service fee to the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure regarding prior criminal record.
- Documents establishing legal status.

Scholars Learning Academy will implement an At Will Employment Process. All personal must commit to the mission and vision of Scholars Learning Academy. Employee’s job descriptions
and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job descriptions will be based on the duties and work basis as outlined in the charter.

**Executive Director** (Principal)

The Executive Director will be selected by the Board of Directors on an application and interview basis. Selection of the executive director will be based on proven experience in educational leadership, demonstrated ability in program design and/or development, entrepreneurial, and commitment to educational reform. The Executive Director must have demonstrated sensitivity to developing a learning environment that supports cultural diversity in a multi-ethnic student population. The Executive Director will be held directly accountable for student progress and the educational program.

The Executive Director (Principal) has the responsibility of the educational leadership and management operations. The ED is responsible for the school operations according to the charter Petition School Design and educational program and goals, student accountability and Performance (Professional Development). The ED provides collaborative leadership to the School Leadership Team, Instructional Managers Collaborative, and Advisory Leadership Committees in developing policies and procedures. Additional responsibilities but not limited to include: Commitment to Excellence in teaching and learning for student achievement for the betterment of all stakeholders, Manage relationships with staff, faculty, students, parents and community in a professional manner, Maintain all reporting systems, Encourage and give leadership in the development of on-going professional development for all staff, regular communication with community, Partners in Learning and the Scholars Board of Directors and attendance and School Board Report at Board of Directors Monthly Meetings.

**Executive Program Director** (Liaison Board Position)

The Executive Program Director is selected from the Board of Directors serving as liaison to the Scholars Learning Academy. The Executive Program Director will assist the Executive Director in determining the strategic direction of the Charter School, and work as liaison with the Board of Directors, Community, Partnership Alliances and School-Site to ensure the implementation of the philosophy, mission and vision of the Charter. The Executive Program Director will need strong facilitation skills in order to lead groups with different needs and agendas and help them build consensus. The Executive Program Director shall have no less than 20-25 years’ experience in education and holds a graduate degree in urban/teaching education and or international global law.

**Elementary Teachers & Secondary Teachers**

The Executive Director and Academic Review Board, through an application and interview process, will select all teachers. Selection will be based on teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities as well as a passion for education as a career not a job. Applicants must commit to the pre-school professional training in the program reform methods, strategies and techniques.

Teachers will be responsible for providing quality instruction of subject matter including math, language arts, science, social studies, art, music, physical education, character education, and
computer skills. Teachers will be required to use a variety of teaching methods and strategies to engage students with different learning styles, abilities, and maturity levels. Additional responsibilities will include helping develop students’ learning skills—study skills, problem solving skills, and social skills. Teacher will demonstrate Professional Dress standards as a model for Quality Teaching.

Duties and Responsibilities
- Participate in in-depth training and in-services of school curriculum including but not limited to Core Knowledge Series and Sequence, Avenues (Phonics and Friends), Micro-Society, Math, Galaxy Classroom, Into English and or all new editions of publishers textbooks supporting state Common Core standards. (Secondary Text when appropriate and implementation in place.
- Provide quality, enriched, and powerful curriculum instruction for students to master grade level state Common Core standards in a nurturing learning classroom environment.
- Provide and maintain an effective classroom environment that reflects and facilitates the academic program.
- Continually evaluate classroom performance to meet the needs of the students.
- Monitor student’s academic progress using various assessment tools including rubrics, work sampling (portfolios), tests, and quizzes and collaborative grade level planning sessions etc.
- Maintain records (Students Personalized Learning Plan)
- Actively strive for continuous and open communication with parents and community.
- Participate in faculty meeting, on school committees and collaborative team sessions and Scholars Institute.
- Participate in Individual Education Plan meetings when applicable.
- Continue to work on professional development for personal growth.
- Participate in Entrance and Exit Student Interviews.
- Participate in curriculum/cultural school-wide events and evening student and community performances.
- Maintain Professional Dress Attire supporting mentoring for developing young scholars.

**Foreign Language Instructor (French)**

Foreign Language Instructors will be selected by the Executive Director on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Duties will include, but not limited to:
- Multiethnic, multicultural sensitivity
- Foreign language competency
- Ability to work effectively with children
- Ability to teach to the different learning styles of children
- Ability to establish rapport with children, colleagues, parents, administrators, and others in the school community
- Knowledge of technology appropriate for this age level
- Skill in involving parents in the FLES* program
- Conversant with resources for age-appropriate FLES* materials
Other Certificated Staff

A pool of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Office Personnel

Office Personnel will be selected by the Executive Director on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Office personnel duties will include, but not limited to:
- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Classified Staff

Classified and other personnel will be selected by the Executive Director Review Board on an application and interview basis. Selection will be based on the ability to perform the job duties for that position. Classified personnel will perform duties suitable for their job positions.

Evaluations

Evaluations will be performed when appropriate. Performance measures will be used to evaluate all school personnel.

The Executive Director will be evaluated by the Board on:
- Maintaining a fiscally sound charter school including a balanced budget.
- Overall successful school academic program and achievement of educational goals.
- High parental and community involvement.
- Completion of required job duties.
- Creation of a school atmosphere of enthusiasm, warmth, and cooperation among all parties.

Teachers will be evaluated by the Executive Director:
- Student progress as referenced from assessment measures.
- Effectiveness of teaching strategies as evaluated by the director, lead/mentor teacher, and Board through classroom visitations.
- Performance of job duties.
- Knowledge of curriculum.
**Classified and other personnel will be evaluated by the Executive Director based upon completion of assigned job duties and regular, punctual attendance.**

Good performance will be acknowledged and honored at a yearly end-of-the-year luncheon. Unsatisfactory performance may result in probationary status, whereupon the employee will receive professional development and peer mentoring. Progress of probationary employees will be reviewed after 60 days and after 120 days.

If an employee disagrees with an evaluation, a written objection may be appended to the review. Employees always have the right to engage in a Collaborative Review Process for Resolving Complaints/Grievances.

**Recruitment**

A contract agreement will be entered into with a Human Relations Company for staff recruitment. Marketing strategies for hiring will include online-announcement with Ed Join, Local Newspapers especially servicing Los Angeles County, Town Hall Meetings etc. all applicants will complete a formal application packet and pass hiring interview and screenings.

All teachers hired will agree to attend mandated professional development training sessions prior to the opening of school to ensure successful implementation of the reform programs of the educational design. This training also provides for Quality Teaching.
Element 6 – Health and Safety Procedures

**HEALTH, SAFETY AND EMERGENCY PLAN**

[SLA Charter 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. [SLA Charter School] shall ensure that staff receives annual training on Charter School’s health, safety, and emergency procedures, and shall maintain a calendar for, 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.

**FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

[SLA Charter School], including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

**CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING**

Charter School shall require all employees of 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 or 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.

**IMMUNIZATION 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 immunization 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.

**ELEMENT 6**

**HEALTH AND SAFETY PROCEDURES FOR STUDENTS AND STAFF**

Scholars Learning Academy will adopt and implement a comprehensive set of health, safety, and risk management policies. These policies will be developed in consultation with the school’s insurance carriers and at a minimum will address the following topics:

- A requirement that all enrolling students and staff provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic mandatory Tuberculosis (TB) tests.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes.
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate “first responder” training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school will be housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections shall be undertaken, as necessary, to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- A requirement that each employee of the school submit to a criminal background check and furnish a criminal record summary as required by Education Code Section 44237. Ed. Code 47605 9b)(5)(F)
- A policy for reporting child abuse and neglect, acts of violence/bullying, and other improprieties as mandated by federal, state, and local agencies. This policy will be in the Scholars Learning Academy, Inc. handbook.
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and EPA.
- A policy that all staff will participate in emergency training for Child Abuse, Bullying, Discrimination/Sexual Harassment and any other safety procedures deemed necessary for compliance.

These policies will be incorporated as appropriate into the school’s student and staff handbooks and will be reviewed on an ongoing basis in the school’s staff development efforts and governing board policies.

Title IV of the Safe and Drug–Free Schools and Communities Act imposes certain legal mandates upon schools to ensure that campuses are kept safe and are tobacco, drug, and alcohol free. The purpose of Title IV is to enable local educational agencies to implement programs to prevent violence in schools and the illegal use of tobacco, drugs, and alcohol, and to seek parent and community involvement in such programs in order to provide a safe learning environment for students to achieve academic success. The Scholars Learning Academy will comply with all legal mandates outlined in Title IV.

**PRESCRIPTION MEDICATIONS**

Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing staff to administer medication. Designated staff will put medication in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one
week’s notice to alert them that additional medication is needed. *(Designated Staff = Nurse or Nurse Assistant)*

**FIRE DRILLS**

Fire drills will be held at least twice a semester. Office personnel will maintain a record of fire drills held and total required time for complete evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted in every classroom for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students.

Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal.

**DISASTER DRILLS (i.e. earthquake)**

Disaster drills will be conducted at least once every two months. Students will be made familiar with the “duck and cover” routine. A disaster drill commencing with the “duck and cover” routine will be initiated by an announcement over the intercom. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

In the case of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers will proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions. In the case of disasters other than earthquake, the administrative staff will contact each room, advise staff of potential dangers, and give further directions or orders. Teachers and students will remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff will turn off the gas. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.
Teachers will stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Worker” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

BOMB THREATS

The person receiving the call or letter will note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person will delay the caller as long as possible, while they alert another adult to the crisis. That adult will immediately notify the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff will make a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” will be given over the intercom and evacuation procedures will be followed. The office personnel will coordinate information requests to and/or from law enforcement, the Telephone Company, and parents.

If an immediate evacuation is not warranted, the administrative staff will notify teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff will report to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

EVACUATION PLAN

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must evacuate, the administrative staff will verify the name and position of the person placing the alert. Once the source is confirmed, the administrative staff will give the evacuation code word “safe school drill” over the intercom. Teachers will proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers will make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathroom, and all other common areas, including outdoor facilities will be searched by unassigned staff members designated by the administrative staff.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and an individual will be assigned the task of finding any missing students. Teachers will work together to take care of students with injuries, respiratory problems, or other medical conditions.
Teachers will stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given clearance to do so by the administrative staff. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the “all clear” signal. In the event students cannot return to the school site, the administrative staff will notify parents and/or the media as to where students can be picked up. The office personnel will sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents will be asked to remain in a designated area, and students will be escorted to the designated area for release.

INSURANCE REQUIREMENTS
Element 7 – Means to Achieve Racial and Ethnic Balance

**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 of 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 [SLA Charter 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”). [SLA Charter 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 charter school.

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

[SLA Charter School] shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at Charter School. [SLA Charter School] shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at 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 at [SLA Charter School] under the NCLB-PSC program increases in subsequent years, [SLA Charter School] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.
FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, [SLA Charter 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. [SLA Charter School] understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. [SLA 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 Program eligibility and 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
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

[SLA Charter School] also understands that as part of its oversight of Charter School, the District may conduct program review for federal and state compliance.

ELEMENT 7

RACIAL AND ETHNIC BALANCE

Scholars Learning Academy will make every effort 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 efforts will include, but is not necessarily limited to:

- An enrollment process that is scheduled to include a timeline that allows for a broad-based recruiting process.
- The development of promotional and informational material (i.e. a school brochure, flyers a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district.
- The appropriate development of promotional and informational materials in languages other than English to appeal to limited English proficient populations.
- The distribution of promotional and informational materials to a broad variety of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- Outreach meetings in several areas of the district to reach prospective students and parents. (Town Hall Meetings)
- Hosting open houses, orientations, and school tours on a regularly scheduled basis.
- Publicizing the instructional program.

Scholars Learning Academy is 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. Public School Choice (“PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”).

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

Scholars Learning Academy will ensure that all of its PSC students are treated in the same manner as other students attending the school. PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the school. Scholars Academy will make reasonable efforts to invite and encourage the participation of the parents of PSC students in the activities and meetings at the school.

**Federal Compliance**

To the extent that Scholars Learning Academy is a recipient of federal funds, including federal Title I, Part A funds, Scholars Academy has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act and other applicable federal grant programs. Scholars Academy agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of the No Child Left Behind Act and other applicable federal programs, including, but not limited to, documentation related to 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 include, but are not the 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.

Scholars Learning Academy also understands that as part of its oversight of the school, the Charter School Office may conduct program review of federal and state compliance issues.
Element 8 – Admission Requirements

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 have equal access to the same free, appropriate public education as provided to other children and youths. 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, and provides a District standard contact number for access to 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 in this Charter.

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 8

Admissions Requirements

Admission to Scholars Academy is open to any resident of the state of California. The Academy will not charge students tuition and will not discriminate against any student on the basis of ethnicity, national origin, gender disability, or sexual orientation. Admission to the Academy will not be determined according to the place of residence of the student, or of the student’s parent or guardian, within California. Scholars Learning Academy is a school of choice. Admission to the Academy is on a first-come, first-served basis for each grade level capacity seats of (60). Open enrollment will began the first week of March. If the number of students applying for admission exceeds capacity for each respective grade level of Scholars Academy, attendance, except for existing students of the charter school, will be determined by a public lottery random drawing process for the open seats per grade level. Preference will be extended to students currently attending Scholars Academy and their siblings, and students who reside in the 81districts of Los Angeles County Office of Education. A waiting list will be maintained per date of applications received. Scholars Learning Academy will maintain a waiting list for student not selected in the lottery process or late application form received after the due date. Student will be selected from the waiting list as openings occur during the school year. The names will be pulled from the waiting list in numerical order.

A) The first waiting list family will be called and a certified letter sent to them announcing the charter school seat opening. They will be given 5 days to respond with their acceptance.

B) If a non-acceptance is received and or expressed then the process continues as listed in A and B until seat/s is/are filled.
In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the charter school and, in no event, shall take any action to impede the charter school from expanding enrollment to meet pupil demand.

Each potential enrolled student and parent and or legal guardian will be provided the opportunity to sign a mandatory Parent Compact Agreement that identifies Parent, Students Rights to attend Scholars. The signature indicates the support and commitment to the expectations of parents and students attending the Scholars Learning Academy. These expectations will be provided to each parent and applicant to ensure success in achieving his/her academic and social potential.

See Attachment P Parent, Student, Teacher School Compact. ** Parents of EL students will sign a Parent Waiver for instruction in Sheltered English Immersion.

Scholars Learning Academy will adhere to all laws establishing minimum age for public school attendance, and any student over 19 years of age who is admitted shall be continuously enrolled in public school and making satisfactory progress towards high school diploma requirements.

**Confidentiality of Records**

Scholars Learning Academy will adhere to all procedures related to confidentiality and privacy records. In the event that a child enters the Academy upon transfer from an existing district school, the child’s records (cumulative, bilingual, etc.) will be requested from the respective district. Upon exit from the Academy, the child’s cumulative records will be exchanged with the district upon request.

Scholars Learning Academy agrees to adhere to applicable state and federal laws governing the privacy and confidentiality of pupil records and assure that all records shall be open to inspection by LAUSD staff as required.

**Transportation**

Transportation is the parental responsibility for families who choose to attend the Academy. The Academy will not provide transportation for students from home or school to school to home, except in instances of compliance with the American with Disabilities Act. For extracurricular activities, such as field trips, the Academy will contract for transportation with either LAUSD or a licensed contractor.

(Transportation may be provided by District for those students parents enroll as a School of Choice as governed by the policies of the No Child Left Behind Act.)
Element 9 – Annual Financial Audits

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:

- Provisiional Budget – Spring prior to operating fiscal year
- Final Budget – July of the budget fiscal year
- First Interim Projections – November of operating fiscal year
- Second Interim Projections – February of operating fiscal year
- Unaudited Actuals – July following the end of the fiscal year
- Audited Actuals – December 15 following the end of the fiscal year
- Classification Report – monthly according to school’s Calendar
- Statistical Report – monthly according to school’s Calendar of Reports

In addition:
- P1, first week of January
- P2, first week of April
- Instructional Calendar – annually five weeks prior to first day of instruction
- Other reports as requested by the District

ELEMENT 9
FINANCIAL AUDIT

Each fiscal year an independent auditor will be contracted to conduct an audit of the financial affairs of Scholars Learning Academy to verify the accuracy of the school’s financial statements, attendance and enrollment, accounting practices, and review the school’s internal controls. Scholars Learning Academy will retain auditors to conduct independent financial audits, which will employ generally accepted auditing principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States. All auditors will report directly to Scholars Learning Academy Board of Directors.

To the extent required under applicable federal laws for audits of the major federal programs, the audit scope will expand to be in compliance with the requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133, audits of states, local governments, and nonprofit organizations. Should OMB Circular A-133 be rescinded, audits of the major federal programs will be conducted in compliance with standards and provisions approved by OMB.

The financial audits will be conducted by a qualified Certified Public Accountant and will be submitted to LAUSD within four months following the close of the fiscal year. The audits will assure that the school’s money is being handled responsibly and that its financial statements conform to the Government Auditing Standards. Audit exceptions and deficiencies shall be resolved in conference with the auditor to the satisfaction of the auditing agency. Scholars Learning Academy agrees to resolve outstanding issues from the audit prior to the completion of the auditor’s final report. Scholars Learning Academy will provide the District with the final audit results within 60 days of completion. Audit exceptions and deficiencies will be resolved to the satisfaction of LAUSD.

The Scholars Learning Academy shall promptly respond to all reasonable inquires, including but not limited to, inquiries regarding financial records, from LAUSD and shall consult with LAUSD regarding any inquires.
Element 10 – Suspension and Expulsion Procedures

**GENERAL PROVISIONS**

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of 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 Education 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?

**NOTIFICATION OF THE DISTRICT**

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 related to expulsion 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 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 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 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 49068 (a) and (b).

**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 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 apply to 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, Charter School’s governing board shall readmit the pupil; unless 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**

Charter School shall comply with the federal Gun Free Schools Act.

**ELEMENT 10**

**SUSPENSION AND EXPULSION PROCEDURES**

**Discipline Policy**

Scholars Learning Academy will develop, implement and implement a comprehensive set of student discipline policies. The discipline policy will be reviewed with students and parents upon admission to Scholars Learning Academy and signing of the parent/student compact. By signing the parent/student compact, the students and parents acknowledge their understanding of the responsibility to the standards set forth in the discipline policy.

The discipline policy will include the students’ rights and responsibilities and the school’s suspension and expulsion policies. The discipline policy will not be discriminatory, arbitrary, or capricious, and will follow the general principles of due process. The policy will be adapted as needed in regard to the discipline of a student with exceptional needs as determined by the provisions of the IDEA.

The Scholars Learning Academy will be responsible for keeping daily attendance for each student by reporting and certifying attendance monthly on LAUSD forms and filed with LAUSD.

**Student Rights**
- To attend a safe and clean school.
- To be treated with respect by all students and school personnel.
- To receive a strong core curriculum on a daily basis to encourage a desire for a higher education.
- To receive guidance, encouragement, and assistance when necessary.
- To receive ongoing assessments of progress.

**Student Responsibilities**
- To follow all rules of behavior and conduct.
- To show respect to fellow students and school personnel.
- To maintain excellent attendance.
- To complete to the best of ability all assigned work.
- To participate in all assessment measures (i.e. tests).
Students who do not adhere to their responsibilities, and who violate the school rules may expect consequences for their behavior. Consequences may include, but are not limited to:
- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Parent conference

Students who present an immediate threat to the health and safety of others may be suspended or expelled. The discipline policy will clearly describe progressive discipline measures, grounds for suspension and expulsion, minimum/maximum of consecutive days of suspension, notification process to parents of suspension, reason for suspension, appeal process, length of suspension, provision for student’s education while suspended, etc.

Any student who engages in repeated violations of the school’s behavioral or academic expectations will be required to attend a meeting with the school’s staff and student’s parent or guardian. The school will prepare a specific, written remediation agreement outlining future student conduct expectations, timeline, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

Students who present an immediate threat to health and safety may also be immediately suspended and later expelled by the school’s governing board upon recommendation of the director. The policies of Scholars Learning Academy will provide all students with an opportunity for due process and will be developed to conform to applicable federal law regarding students with exceptional needs.

A student may be suspended or expelled for any of the acts enumerated in this section and related to school activity or school attendance that occur at any time, including, but not limited to, any of the following:
- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

- In the case of a special education student, or a student who receives 504 accommodations, Scholars Academy will ensure that it makes the necessary adjustments to comply with the mandates of State and federal laws, including the IDEA and Section 504 of the Rehabilitation Plan of 1973, regarding the discipline of students with disabilities. Prior to recommending expulsion for a Section 504 student or special education student, Scholars Academy Executive Director will convene a review committee to determine whether the student’s misconduct was a manifestation of his or her disability; whether the student was appropriately placed and receiving the appropriate services at the time of misconduct; and/or whether behavior intervention strategies were in effect and consistent with the student’s IEP or 504 Plan. If it is determined that the student’s misconduct was not a manifestation of his or her disability, that the student was appropriately placed and was receiving appropriate services at the time of the misconduct, and that the behavior intervention strategies were in effect and consistent with the students’ IEP, the student may be expelled.


**Reasons for Suspension**

Scholars Learning Academy may suspend a student for any of the following reasons as specified in the Education Code Section 48900:
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object.
- Unlawfully possessed, used, sold, or otherwise furnished, or has been under the influence of any controlled substance listed in Chapter 2 Division 10 of the Health and Safety Code, any alcoholic beverage, or any intoxicant of any kind.
- Unlawfully offered, arranged, or negotiated to sell any controlled, alcoholic beverage, or intoxicant or otherwise furnished to any person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products in any form.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia.
- Disrupted school activities or otherwise willfully defied the valid authority of school personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.
- Possessed an imitation firearm.
- Committed or attempted to commit a sexual assault or sexual battery.

**Reasons for Expulsion**

Students may be expelled from Scholars Learning Academy for any of the following reasons as specified in the Education Code Section 48915:
- Causing serious physical injury to another person.
- Possession of any firearm, knife, explosive, or other dangerous object.
- Unlawful possession of any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- Robbery or extortion.
- Assault or battery upon any school employee.

**Process for Suspension and/or Expulsion**

- Informal Conference

Suspension shall be preceded by an informal conference conducted by the director, with the student and his/her parent. The conference may be omitted if the director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the
lives, safety or health of students or school personnel. If the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be requested as soon as possible.

- **Notice to Parents/Guardians**

At the time of suspension, a school employee shall make a reasonable effort to contact the parent/guardian by telephone or in person to be followed up with a written notification. This notice will state the specific offense committed by the student. In addition, the notice may also state the date and time the student may return to school. If the school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violation of school rules can result in expulsion from the school.

- **Length of Suspension**

The length of suspension for students may not exceed a period of 10 continuous days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 10 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. All arrangements will be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

- **Recommendations for Expulsion**

Students will be recommended for expulsion if the school director finds that at least one of the following findings may be substantiated:

a) Other means of correction are not feasible or have repeatedly failed to bring proper conduct.

b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others

- **Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The hearing will be held within 30 days after the school director determines that an act subject to expulsion has occurred. The hearing may be presided over by the Board of Directors or an administrative hearing panel appointed by the Board.

Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

a) The date and place of the hearing.

b) A statement of the specific facts, charges and offense upon which the proposed
expulsion is based.
c) A copy of Scholars Learning Academy’s disciplinary rules which relate
to alleged violation.
d) The opportunity for the student or the student’s parent/guardian to appear in
person at the hearing.

Written notice to expel a student will be sent by the school director to the parent/guardian of any
student who is expelled. This notice will include the following:

a) The specific offense committed by the student for any of the acts listed in
“Reasons for Suspension and/or Expulsion.”
b) Notice of the student or parent/guardian’s obligation to inform any new district
in which the student seeks to enroll of the student’s status with Scholars Learning
Academy.

Appeal of Suspension or Expulsion

The suspension or expulsion of a student will be at the discretion of the director of Scholars
Learning Academy or the director’s designee. Parents and/or guardians will be notified in
advance as to the enactment of the suspension or expulsion and can appeal a student’s
suspension or expulsion. A suspension appeal will be heard by the director, and upon
consideration the director’s decision is final. An expulsion may be appealed within five working
days. The student will be considered suspended until a meeting is convened to hear the appeal
(within 10 working days) at which time the parent(s) must attend to present their appeal. The
appeal will be heard by a fair and impartial panel of representatives of the Board of Directors and
the decision of the Board will be final.

In the event of a decision to expel a student from Scholars Learning Academy, the school will
work cooperatively with the district of residence, county, and/or private schools to assist with the
appropriate educational placement of the student who has been expelled. Any incident of violent
and/or serious student behavior shall be communicated to the district/school to which the student
matriculates.

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. This paragraph applies only to pupils subject to compulsory full time
education pursuant to [EC] Section 48200.
Element 11 – Employee Retirement Systems

[NOTE: No District Required Language is being provided for inclusion in this element.]

ELEMENT 11

EMPLOYEE RIGHTS

Work Basis

The director will work for the calendar year with appropriate vacation time as determined in the individual employee contract. All teachers will work a calendar year of 10.25 months, including 175 instructional days and 5-15 days of training. Office and maintenance will work a calendar year of 12 months with appropriate vacation time as determined in their individual employee contract.

Employee hours per week will be based on individual contracts. The standard week for administrative and operational staff and lead teachers is 40 hours per week. The standard week for teachers is 38.5 hours per week, including instructional hours, meetings, and professional development. Teachers may work some 40-hour work weeks due to evening parent conferences and additional staff development.

Benefits

Release days will be provided for each full-time employee to the extent of 12 paid release days per year (illness/personal necessity). Employee will earn release days at the rate of one half day per bi-weekly pay period. Part-time personnel will be provided with a portion of the release days which corresponds to the number of hours worked. The first five release days unused may be banked and rolled over at the end of each year.

Per Labor Code 233 all employees will be provided approximately half of their full pay illness accrual for (six days for full time employees) for the purpose of tending to an ill parent, spouse (co-habitant) or child (personal necessity leave). Scholars Learning Academy will provide all benefits currently provided under Family Medical Leave Act.

Each full-time employee will be provided with three bereavement days (within California) or five bereavement days (outside California) for immediate family members, not to exceed five days per year. Family members will be defined as members of the employee’s or spouse’s immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee.

All employees will earn paid legal holidays not less than currently offered by LAUSD for a work year of comparable length.

Mandatory benefits, such as workers compensation, unemployment insurance, Medicare, and Social Security (for non-STRS members) will be provided by Scholars Learning Academy. Life, health, dental, vision, and related benefits will also be provided to all full-time employees at the cost of the school. Employees on charter school leave from LAUSD will elect to give up district-offered coverage.
during the term of their employment with Scholars Learning Academy.

**Retirement**

I) **STRS**
All full-time certified employees who are eligible will participate in the State Teachers Retirement System (STRS). Employee will contribute the required percentage (currently 8.0% of salary), and Scholars Learning Academy will contribute the employers portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. Employees will accumulate service credit years in the same manner as all other members of STRS.

II) **PERS (If Funding Capacity Permits)**
All Scholars Learning Academy classified employees who are eligible will participate in the Public Employee Retirement System (PERS). Employees will contribute the required percentage as designated by PERS, and Scholars Learning Academy will contribute the employer’s portion as required by PERS. All withholdings from employees and the charter school will be forwarded to the PERS Fund as required. Employees will accumulate service credit years in the same manner as all other members of PERS. Social Security payments will be contributed for all qualifying PERS members.

III) **PARS and Others**
Scholars Learning Academy will participate in the Public Agency Retirement System for non-PERS/STRS eligible part-time employees or classified employees if PERS is not offered due to capacity. Scholars Learning Academy Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Prior to any changes in retirement benefit packages, The Scholars Learning Academy agrees to provide written notification to all employees. The Scholars Learning Academy must notify the Charter School Office of Los Angeles Unified School District of any proposed changes. The Scholars Learning Academy Charter must be amended to reflect any changes in retirement benefit options being offered to employees of the charter school.

**Due Process (Collaborative Review Process)**

All staff members (with the exception of the Executive Director) will have access to a Collaborative Review Process that includes:
- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing if necessary.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

The Executive Director will be notified in writing of any Board concerns and must respond within two weeks, both in writing and orally, his or her views or resolutions to the Board’s concerns. If, in the opinion of the Board, these concerns have not been adequately met or addressed in a timely manner, the Board may choose to replace the director by a majority vote of the Board.
**Process for Resolving Complaints/Grievance**

All staff members will follow state and federal laws for reporting alleged improprieties. The following process will apply to staff members filing a complaint/grievance:

1) Schedule appointment with the director to discuss the incident/problem. The director will determine if a grievance exists, and if so, will take the grievance to a panel of representatives appointed by the Board. Should the grievance include the director, the grievant may choose

2) To submit a written request to the panel of representatives appointed by the Board to

3) Determine if a grievance exists.

4) If the determination is made that no grievance exists, the grievant may choose to appeal to

5) The Board of Directors. Conference with the party being grieved, two board members or

6) Their representatives, and a self-selected representative, if desired.

7) Conferencing with persons in item #2 above and the director. Decisions will be binding and conference memo will be issued. Non-participation in the process will result in issuance of

8) A conference memo or a notice of unsatisfactory to remain in personnel file and will be

9) Forwarded upon request.

10) Similar infraction or continuous non-participation will result in moving to the next step,

11) That includes #2, #3, and #4 listed in the consequences section.

**Consequences for Unprofessional Conduct**

1. Issuance of notice of unsatisfactory acts to remain in personnel file and can be forwarded upon request.

2. One day suspension without pay.

3. Five day suspension without pay

4. Dismissal.

All staff members may request a **Collaborative Review Process.**
Element 12 – Public School Attendance Alternatives

Pupils who choose not to attend [SLA Charter 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.

ELEMENT 12

PUBLIC SCHOOL ATTENDANCE RECORD

Scholars Learning Academy is a school of choice. No student is required to attend, and no employee is required to work at the charter school. LAUSD students living within the attendance area of LAUSD who do not desire to attend the charter school may attend another school in LAUSD. Alternatives to Scholars Learning Academy for these students living within the LAUSD attendance area who opt not to attend the charter school will be the same as those offered to all other students currently residing in the district. These students may attend other district schools or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district or county of residence.
Element 13 – 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 accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 13

EMPLOYEE RETURN RIGHTS

Job applicants for positions at Scholars Learning Academy will be considered through an open process, and if hired, will enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at the Scholars Learning Academy will not be covered by his or her collective bargaining unit agreement, although Scholars Learning Academy may extend the same protections and benefits in individual employee contracts.

All provisions pertaining to leave and return rights for district union employees will be granted to certificated and classified employees in accordance with current collective bargaining agreements. Currently, district union employees who are offered employment and who choose to work at Scholars Learning Academy will be given unpaid charter school leave from LAUSD with return rights for the duration of the initially approved charter. Return rights would be offered with neither loss nor gain of status or seniority with LAUSD, at the salary and benefit rate in current use by the district for employees in the same classification who remained with the district or return to a traditional district school. This is subject to change per changes in the collective bargaining agreement.

Unless the employees elect to be represented by an organization for bargaining purposes, all employees will be individually contracted rating in at a level competitive to the district’s salary schedules. The individual contract will address, among other issues, salary, health and welfare benefits, work schedules and responsibilities, accountability measurements, and standards for performance evaluations. Employee contracts are year-to-year, renewable each March 1st.
Element 14 – Mandatory Dispute Resolution

governing board members of [SLA Charter School] agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter 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 [SLA Charter School] shall be resolved in accordance with the procedures set forth below:

1) Any Dispute shall be communicated 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 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. All Written Notifications shall be addressed as follows:

   To Charter School: [SLA Charter School]
   c/o School Director

   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 14**

**CHARTER SCHOOL/CHARTERING AUTHORITY DISPUTE RESOLUTION**

The intent of this dispute resolution process is to:

- Resolve disputes within Scholars Learning Academy pursuant to the school’s policies.
- Minimize the oversight burden of LAUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

**Disputes Arising Within Scholars Learning Academy**

Disputes arising from within Scholars Learning Academy, including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school, will be resolved pursuant to policies and processes developed by the school.

LAUSD will not intervene in any such internal disputes without the consent of the board or director of Scholars Learning Academy for resolution pursuant to the school’s policies. LAUSD agrees not to intervene or become involved in the dispute unless the dispute has given the district reasonable cause to believe that a violation of this charter or related laws or agreements has occurred, or unless the board of Scholars Learning Academy has requested LAUSD to intervene in the dispute.

**Disputes between Scholars Learning Academy and LAUSD**

The staff and governing board members of Scholars Learning Academy and LAUSD agree to attempt to resolve all disputes regarding this charter pursuant to the terms of this section. Both will refrain from public commentary regarding any disputes until the matter has progressed through the dispute resolution process.

Any controversy, claim, or dispute arising out of or relating to the charter agreement shall be handled first through an informal process in accordance with the procedures set forth below.

(1) Any controversy, claim, or dispute arising out of or relating to the charter agreement, or the breach thereof, must be submitted in writing (“Written Notification”). The Written Notification must identify the nature of the dispute and any supportive facts. The Written Notification may be tendered 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 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.

Written Notifications shall be addressed as follows:

**To Charter School:**

**School Executive Director**

Address: (To Be Determined)

**To Director of Charter Schools:**

Director of Charter Schools
Charter Schools Division
Los Angeles Unified School District
333 Beaudry Ave. 20th Floor
Los Angeles, CA 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 and resolve the controversy, claim, or dispute at issue ("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 controversy, claim, or dispute cannot be resolved by mutual agreement at the Issue Conference, then either party may request that the matter be resolved by mediation. Each party shall bear its own 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 the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the controversy or claim at dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Mediation proceedings must be administered in accordance with the mediation rules or guidelines of the American Arbitration Association.

(4) If mediation is not successful, then the parties agree to settle the controversy, claim, or dispute by arbitration conducted by a single arbitrator in accordance with the rules or guidelines of the American Arbitration Association. The arbitrator must be an active member of the California State Bar or a retired judge of the state or federal judiciary of California. Any arbitration award rendered shall be final, binding, and legally enforceable upon all parties. Judgment of any arbitration award may be entered in any court having proper jurisdiction. Each party shall bear its own 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.

(5) Any party who fails or refuses to submit to arbitration shall bear all costs and expenses incurred by such other party in compelling arbitration of any controversy, claim, or dispute.

(6) Either party’s failure to comply with the prescribed timelines set forth in Paragraphs one and two of this Section shall result in the parties proceeding forward with mediation. Mediation proceedings shall commence within 160 days from the date the Written Notification was tendered.
Charter Petition Revocation

The charter granted pursuant to this Petition may be revoked by LAUSD if the district finds that Scholars Learning Academy did any of the following:

- Committed a material violation of any of the conditions, standards, or procedures set forth in this Petition.
- Failed to meet or pursue any of the student outcomes identified in this Petition.
- Failed to meet generally-accepted accounting principles, or engaged in fiscal mismanagement.
- Violated any provision of law.

Prior to revocation, the LAUSD will notify Scholars Learning Academy of any violation (as set forth above) in writing, noting the specific reasons for which the charter may be revoked, and give the school a reasonable opportunity to cure the violation, unless the district determines, in writing, that the violation constitutes a severe and imminent threat to the health and safety of the students.

Terms and Renewal

This charter for Scholars Learning Academy will be for the term of five years. The term will begin on July 1, 2014 and expire June 30, 2019. The charter may be renewed for subsequent five-year terms by the Los Angeles Unified School District. Prior to the expiration of the charter, LAUSD, at its own expense, will contract an independent third party to perform a school evaluation based upon the measurable goals and terms outlined in this charter. Subsequent to the evaluation, Scholars Learning Academy will submit a request for renewal no earlier than September, 2018 no later that January 31, 2019. At this time the charter renewal is submitted, Scholars Learning Academy and LAUSD will establish a mutually agreeable timeline to complete the renewal process.

Amendments and Severability

Any amendments to this charter will be made by the mutual agreement of the governing boards of Scholars Learning Academy and LAUSD. Material revisions and amendments shall be made pursuant to the standards, criteria, and timelines in Education Code Section 47605.

The terms of this charter contract are severable. In the event that any of the provisions are determined to be unenforceable or invalid for any reason, the remainder of the charter shall remain in effect, unless mutually agreed otherwise by LAUSD and Scholars Learning Academy. The district and school agree to meet to discuss and resolve any issues or differences relating to invalidated provisions in a timely, good faith fashion.

Sponsoring Direct Services

With the exception of services performed by LAUSD in providing fiscal oversight to Scholars Learning Academy, all charter-requested services from LAUSD will be on a fee-for-service basis. Mutually agreed upon fees must be in place prior to the charter-requested service. Scholars Learning Academy will outsource many of the services not retained from LAUSD.
Element 15 – Exclusive Public School Employer

[SLA Charter School] is deemed the exclusive public school employer of all employees of the charter school for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational 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.

ELEMENT 15
EDUCATIONAL EMPLOYMENT RELATIONS ACT

Scholars Learning Academy will be the exclusive public employer of all employees of the charter school for collective bargaining purposes. As such, Scholars Learning Academy will comply with all provisions of the Educational Employment Relations Act (“EERA”), and will not act independently from LAUSD 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.

LIABILITY AND INDEMNITY

To the fullest extent of law, Scholars Learning Academy will be deemed to be a “school district” for purposes of Section 41302.5 and Section 8 and 8.5 Article XVI of the California Constitution.

The Board, the school director, and their respective representatives will be solely responsible for all aspects of the day-to-day operations of Scholars Learning Academy, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like. LAUSD will not be liable for the debts or obligations of Scholars Learning Academy.

Scholars Learning Academy will secure and maintain appropriate workers compensation, as well as liability coverage, bond coverage, and insurance coverage, providing for, among other things, insurance for operation and procedures, personal injury, and property, fire, and theft from an A-rated insurance company.

Scholars Learning Academy will hold harmless and indemnify the Board, school management, LAUSD, and Los Angeles County Office of Education (LAUSD) for every liability claim, or demand that may be made by reason of:

- Any injury to person or property sustained by Scholars Learning Academy’s officers or employees, or by any person, firm, or corporation employed directly or indirectly by the charter school.
- Any injury to person or property sustained by any person, firm or corporation caused by an act, neglect, default, or omission of Scholars Learning Academy, its officers, employees, or agents.
- The furnishing or use of any copyrighted or un-copyrighted composition, or patented or unpatented invention.
The Scholars Learning Academy does hereby agree, at its own expense, to indemnify, defend, and hold Los Angeles Unified School District, its officers, employees, and agents harmless from and against any and all claims, liabilities, legal proceedings, settlements, or judgments brought by any person or entity whatsoever, arising from, or relating to the charter agreement and/or operation of the charter school. The Scholars Learning Academy further agrees to indemnify, defend, and Los Angeles Unifies School District, its officers, employees, and agents harmless from and against claims, liabilities, legal proceedings, settlements or judgments brought by any person or entity if such claims, liabilities, legal proceedings, settlements, or judgments arising from or relating to acts or omission of acts committed by The Scholars Learning Academy, Inc., its officers, employees, whether employed directly or indirectly, agents, or students.

The Scholars Learning Academy at its own expense shall be responsible for defending any claims, liabilities, or legal proceedings brought against the charter school. In addition The Scholars Learning Academy shall be solely responsible for satisfying any resulting settlements or judgments rendered as the result of such liability, claim, or demand, whether or not such liability, claim, or demand was actually or allegedly caused wholly or in part through the conduct of The Scholars Learning Academy, the Board of Directors or their officers and employees.

Scholars Learning Academy is an incorporated public entity acting as a separate legal entity. The charter school has complete liability for all actions of the school and its employees in the performance of their duties. Scholars Learning Academy further indemnifies and holds harmless LAUSD, LACOE, and CDE of any present or future liability for the charter school’s actions. In event that the charter school is dissolved, all remaining assets will be liquidated and all creditors will be paid first. Any capital assets owned by the charter school, such as facility or property, purchased in whole or in part with public funds will be distributed to a public agency organized for educational purposes at the discretion of the Board of Directors. Any remaining asset will convert to a nonprofit public entity at the discretion of the Board of Directors.

In order to mitigate both the potential legal and fiscal liabilities of the charter school, Scholars Learning Academy will have in force at all times prepaid liability. The Los Angeles Unified School District of the Los Angeles County Office of Education will be names as “other named insured.” Supplementary coverage will cover the after-hours and weekend activities of Scholars Learning Academy.

At minimum, coverage will include:

- Workers’ Compensation with limits of $1,000,000 per accident as required by the Labor Code of the State of California and Employers’ Liability.
- Comprehensive Bodily Injury and Property Damage Liability for the combined single limit coverage of not less than $5,000,000 per single occurrence. The Los Angeles Unified School District of the Los Angeles County Office of Education will be names as “other named insurers.” The policy will also provide specifically that any insurance carried by LAUSD, which may be applicable to any claims or loss, shall be deemed excess, and Scholars Learning Academy’s insurance primary, despite any conflicting provisions in the charter school’s policy. Coverage shall be maintained with no self-insured retention.
- Commercial Crime including Fidelity Bond coverage for blanket employee theft, disappearance, destruction, and dishonesty in the amount of at least $50,000 per occurrence, with no self-insured retention.
LAUSD will be furnished with certificates of such insurance signed by an authorized representative of the insurance carrier. Certificates will be endorsed to say:

“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 receipt requested, has been given in LAUSD.”

LAUSD has the right to require complete certified copies of the required insurance policies.

Scholars Learning Academy may also purchase coverage for the following:

- Directors and Officers (D & O) for wrongful acts (including coverage for employment practices) of at least $2,000,000 each claim with an extended reporting period of not less than one year following termination of the charter.
- Professional Liability (E & O) for defense and damages for errors and omissions with a limit of $1,000,000 each incident if health care services such as medical, nursing and/or counseling are provided to students. The policy shall have an extended reporting period of not less than one year following termination of the charter endorsed into the policy.
- Business Automobile Liability covering owned, non-owned and hired vehicles with a combined single limit of at least $2,000,000 if vehicles are used in the performance of the Scholars Learning Academy transactions.
- Commercial All Risk Property for buildings and contents for full replacement cost.
- Student Accident Insurance with a limit of no less than $10,000 per accident and a zero deductible.

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 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 primary despite any conflicting provisions in the charter school’s policy.*

**BUSINESS MANAGEMENT**

**DIRECT FUNDING**

Scholars Learning Academy will elect to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by Scholars Learning Academy will be deposited in the Los Angeles County Treasury. All payments (including payroll) will be drawn on the County Treasury, which enables the County PBAS (Program Budgeting Accounting System) to account for all revenue and expenditures. Two revolving accounts with a local financial institution will be maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over $500.00 will require two signatures.

In consideration of the services rendered by Scholars Learning Academy pursuant to this charter, the charter school will receive full and equitable funding pursuant to the Charter School Funding Act.
Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. Scholars Learning Academy will receive revenue payments based on student attendance (ADA) records and eligibility requirements.

Scholars Learning Academy will apply directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as class size reduction, staff development buy-back, Title 1, deferred maintenance, and the After-School Learning and Safe Neighborhood Partnership Program.

**Court Ordered Integration Funds**

When accepting Court-ordered Integration funds, The Scholars Learning Academy will comply with the District’s Court-ordered Integration policy set forth in *Crawford vs. Board of Education, City of Los Angeles*. The policy applies to all schools within or schools chartered through the Los Angeles Unified School District (LAUSD). A written plan will be provide, to LAUSD by Scholars Academy, to achieve and maintain the District’s ethnic balance goal that is within a 70:30 or 30:70 ratio.

After the Charter submits the ethnic survey information, the type of class-size reduction will be determined during the first year of operation. If Court-ordered Integration funding is appropriate, Predominantly Hispanic, Black, Asian and Other Non-Anglo (PHBAO) or Desegregated/Receiver school teacher to pupil norming ratio would be approved for the first year of operation. If the Charter wishes to reduce class size to a lower ratio, Court-ordered Integration funds cannot be used and the funding source must be identified. Additionally, as documentation for initial and yearly funding, both Budget Services and Financial Planning Division and the Office of Student Integration Services will continue to use the information listed below:

- Norm Day Classification
- List of All Certificated Personnel
- Total School Enrollment
- List of Emergency Credentialed Teachers
- Number of Students by Grade Levels
- Unfilled Classroom Teacher Positions
- Number of Students by Ethnicities and Grade Levels
- Fiscal Year-End Financial Report
- Number of Students Living Outside LAUSD.
- List of Register-Carrying Teachers in classrooms .Attendance Area

Court-ordered Integration compliance will also include appropriate record keeping within the Charter’s budget line items to ensure that the Court-ordered Integration funds are used specifically as designated, e.g., number and cost of class-size reduction position(s). The Charter will provide to LAUSD all requested information using District forms, including ethnic survey and, if appropriate, PHBAO Parent Conferences Program documentation.

Any modification to Court-ordered Integration Program must first be approved by the Office of Student Integration Services in the Specially Funded and Parent/Community Programs Division of LAUSD.

**Charter School Revolving Loan Fund**

Notwithstanding other provisions of the law, a loan may be made directly to charter school only in the case of a charter school that is incorporated. Scholars Learning Academy will apply for funding from
the Charter School Revolving Loan, in accordance with applicable law. Scholars Learning Academy understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Educational Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section will be used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

Scholars Learning Academy accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year Scholars Learning Academy first enrolls pupils, the Controller will deduct from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to Scholars Learning Academy for the charter school. Repayment of full amount will be deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

**Attendance Accounting**

Scholars Learning Academy will utilize the reporting procedures of LAUSD. Attendance accounting procedures will satisfy requirements for LAUSD, LACOE, and CDE. Daily attendance will be recorded on attendance cards by classroom teachers. Absence notes will be required from parents upon absence of a child from school. State school registers will be completed regarding daily attendance and submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis. Scholars Learning Academy will comply with all laws establishing minimum age for public school attendance.

Scholars Learning Academy will utilize the Elementary Student Information System (EIS) including the following features:

- Demographic information regarding students.
- State standardized test results.
- Class registration information.
- Staff information.
- School survey programs.
- Student schedules.
- Extract capabilities.
- Transfer and cumulative record information.

**Food Service Program**

Eligible students will be provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. The projected number of students eligible for meals for free or at a reduced rate, according to the Federal Lunch Act, is anticipated to be approximately 90% and will be included in LAUSD reported student counts. Scholars Learning Academy may determine to provide meals to all students.
for free if appropriate and cost effective, paying LAUSD/or other approved food service provider the standard charge per meal for non-qualified student meals. Scholars Micro Town Culinary Academy in Partnership with WSL Solutions designed an Innovative Nutrition & Wellness Program. “Light Years Ahead”.

Scholars Learning Academy will enter into an annual contract on a fee-for-service basis with LAUSD or other approved food service provider. Scholars Learning Academy will annually re-evaluate the food service program.

Facilities
Our anticipated site for the Scholars Learning Academy will be located in South Los Angeles, within the jurisdictional boundaries of the Los Angeles Unified School District. The site identified by Scholars Learning Academy will comply with all building code standards and regulations adopted by the Los Angeles Department of Building Safety, Carson City Planning Division and the Planning Division of LA County. These code requirements will also apply to the construction, reconstruction, alteration of, or addition to any building housing Scholars Learning Academy students and staff. LAUSD will be provided with a Certificate of Occupancy at least 45 days before school is scheduled to open in the facility allowing Scholars Learning Academy to use and occupy the site. Should Scholars Learning Academy be sited by any agency (i.e. Cal OSHA or the Fire Marshal) for failure to comply with regulations, LAUSD will be notified immediately.

If The Scholars Learning Academy is granted the use of District facilities, specific lease terms will be negotiated in an annual operating agreement between LAUSD and The Scholars Learning Academy outlining responsibility of major maintenance services, routine maintenance work and operations services, including janitorial, grounds keeping, and utility costs. The proposed site is located at 18730 S. Wilmington- Rancho Dominguez, CA. 90220, annexed to Carson, CA and 2 mile radios of the Targeted LAUSD Schools. Scholars Learning Academy will submit a Prop 39 Application to Los Angeles Unified School District and a request to be a part of State Bond and ARRA funding for school modification for the New Futuristic School Design for the 21st Century. (A Design/Build Plan for a Futuristic School - NW Corner of University/Central. Carson California) Scholars Learning Academy shall complete changes deemed necessary in collaboration with LAUSD Charter Facilities Division and LA Department of building and Safety or City Planning Commission. Scholars Learning Academy meets the criteria for ARRA Education Funding and has applied for State Charter School Implementation High Grant Award.

(See Site Requirement Plan- Attachment U)
Element 16 – Charter School Closure Procedures

Revocation of the Charter

The District may revoke the Charter if [SLA Charter 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 [SLA Charter School] if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- [SLA Charter School] committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- [SLA Charter School] failed to meet or pursue any of the pupil outcomes identified in the Charter.
- [SLA Charter School] failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- [SLA Charter School] violated any provision 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 [SLA Charter School] in writing of the specific violation, and give [SLA Charter 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. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close [SLA Charter School], either by the governing board of [SLA Charter 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 [SLA Charter School] votes to close 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 [SLA Charter School], including its 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 [SLA Charter School] or the LAUSD Board of Education, the governing board of [SLA Charter School] shall immediately designate a person or persons responsible for conducting all closure procedures and activities, and determine how [SLA Charter 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 [SLA Charter 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 all students currently enrolled in [SLA Charter School] within 72 hours of the Closure Action. [SLA Charter School] shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). [SLA Charter 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. [SLA Charter 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 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 the Closure Action, [SLA Charter 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). [SLA Charter] 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. [SLA Charter 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. [SLA Charter School] shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the 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 school closure

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The students’ school districts of residence

4. How parents and, legal guardians may obtain copies of student records and transcripts, 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 the student’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

[SLA Charter 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, of Charter School. Transfer of the complete and organized original student records to the District shall 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 shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, 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 to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD.
4. [SLA Charter School] must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. 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 boxed and clearly labeled by classification of documents and the required duration of storage.

II) Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the charter school owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar 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.

[SLA Charter 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.

An assessment of the disposition of any restricted funds received by or due to the charter

ELEMENT 16
PROCEDURES IF CHARTER SCHOOL CLOSES

Based on AB1994, The Scholars Learning Academy, Inc. will provide 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 Scholars Learning Academy, Inc, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.

The Board of Directors of the Scholars Learning Academy, Inc. will perform the Documentation of Closure Action as soon as the decision to close the charter school is made. This action will include the reason for the school’s closure.

NOTIFICATION TO CALIFORNIA DEPARTMENT OF EDUCATION AND LOS ANGELES UNIFIED SCHOOL DISTRICT

Written notification to the California Department of Education and the Los Angeles County Office of Education of the Closure Action shall be made by the Scholars Learning Academy by registered mail within 72 hours of the decision to Closure Action.

A parent closure notification meeting will be held in April, or soon after the Board makes the decision to close the school. The purpose of this meeting is to give parents information on the transferring process. Parents will be provided with a certified packet of student information that may include the closure notice, grade reports discipline records, immunization records, etc.
NOTIFICATION OF RECEIVING DISTRICTS

The principal and administrative assistant will conduct Notification of Receiving Districts in March and April; soon after the decision to close the school is made by the Board. The receiving districts will be considered the students’ home school.

STUDENT AND SCHOOL RECORDS RETENTION AND TRANSFER

The principal and administrative assistant will be responsible for transferring student records to LAUSD. This will be completed in July and August after the close of the school year. LAUSD will be the holding agency of student records and facilitate the transfer of student records to the students’ home school.

FINANCIAL CLOSE-OUT

The Financial Close-Out will be performed by an outside agency selected by the Board of Scholars Learning Academy, Inc. This will be completed within 6 (six) months after the closure of the school.

For six calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Scholars Learning Academy Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

DISSOLUTION OF ASSETS

The Dissolution of Assets will be conducted by the Board with the support of a legal advisor selected by the Board by September, upon completion of the Close-Out audit. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Scholars Learning Academy 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, and other categorical funds will be returned to the source of funds.

In addition to a final audit, Scholars Learning Academy will also submit any required year-end financial reports to the California Department of Education and LAUSD, in the form and time frame required.

If the charter school is a nonprofit corporation, the corporation does not have any other functions than operation of the charter school, the corporation will be dissolved according to its bylaws.

a. The corporation’s bylaws will address how assets are to be distributed at the closure of the corporation.

b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Petition.

The Scholars Learning Academy is a 501( c )(3) non-profit tax exempt organization. Upon the closure supplemental educational program will still be in forced of the Scholars Learning Academy Charter School the as per grants and fundraising activities.