Student Empowerment Academy

Charter Petition

Submitted to

The Board of Education
Los Angeles Unified School District
April 8, 2013
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ELEMENT ONE: Educational Program

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

If the proposed school will serve high school pupils, a description of the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Education Code Section 47605(b)(5)(A)(ii).

The address of the Charter School is 1319 E. 41st Street, Los Angeles, CA 90011.
The phone number of the Charter School is 323-521-1290.
The contact person for the Charter School is Brenda Pensamiento.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is 9-12.
The number of students in the first year will be 310.
The grade level(s) of the students the first year will be 9-12.
The scheduled opening date of the Charter School is August 13, 2013.

The admission requirements include: residence in California.

The enrollment capacity is 455. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student’s residency).

The instructional calendar will be: August 13, 2013 to June 4, 2014.

The bell schedule for the Charter School will be:

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:00-8:50</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
<td>Advisory</td>
</tr>
<tr>
<td>Period 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8:55-9:15</td>
<td>Period 4</td>
<td>Period 1</td>
<td>Period 4</td>
<td>Period 1</td>
</tr>
<tr>
<td>Period 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9:20-10:40</td>
<td>Period 5</td>
<td>Period 2</td>
<td>Period 5</td>
<td>Period 2</td>
</tr>
<tr>
<td>Period 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:45-11:35</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Period 7</td>
<td>Lunch</td>
</tr>
<tr>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>Period 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:20-1:10</td>
<td>Period 6</td>
<td>Period 3</td>
<td>Period 6</td>
<td></td>
</tr>
<tr>
<td>1:00 – 2:20</td>
<td>1:00 – 2:20</td>
<td>1:00 – 2:20</td>
<td>1:00 – 2:20</td>
<td></td>
</tr>
<tr>
<td>Period 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:15-2:05</td>
<td>Period 8</td>
<td>Period 8</td>
<td>Period 8</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
If space is available, traveling students will have the option to attend.

1. Implementation Plan

   a) Grade Level roll out – Student Empowerment Academy will implement the following grade levels respectively, and will reach full capacity in 2017-18:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>10</td>
<td>75</td>
<td>120</td>
<td>120</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>11</td>
<td>65</td>
<td>65</td>
<td>110</td>
<td>110</td>
<td>110</td>
</tr>
<tr>
<td>12</td>
<td>50</td>
<td>55</td>
<td>60</td>
<td>105</td>
<td>105</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>310</td>
<td>360</td>
<td>410</td>
<td>455</td>
<td>455</td>
</tr>
</tbody>
</table>

   b) Start-up plan, from April 2013 through the beginning of the academic year start of August 13, 2013, including, but not limited to:
      - Secure the needed insurance policies (by June 2013 which is before the start of school and a copy will be supplied to district);
      - Purchase upgraded equipment/technology (July 2013 – August 2013);
      - Hire teachers and support staff (April 2013 – July 2013);
      - Professional Development (“PD”) Plan Prior to Academic School Year.

2. Educational Vision and Mission Statements

   Mission

   The staff at Student Empowerment Academy collaborates to implement a rigorous, innovative, STEAM-focused learning environment through Project Based Learning for our local community.

   Vision

   Student Empowerment Academy’s vision is to change the learning culture by empowering and developing competent, committed young adults who are ready to learn and lead as successful, socially responsible citizens in a 21st century, competitive, global economy.

3. Target Student Population – Whom the School is Attempting to Educate

   Student Empowerment Academy will admit all grade-level appropriate students residing in California who wish to attend. In its first year, Student Empowerment Academy will serve 310 students with 120 students in grade 9. For each consecutive year, SEA plans to add 120 freshmen. By 2017, SEA will serve a maximum of 455 students from grades 9-12.
The student population will reflect the ethnic diversity, academic achievement, skills, interests, and ethnic and socioeconomic status of the student population of LAUSD.

Even though Student Empowerment Academy will serve primarily students from LAUSD that reflect the demographic make-up of the District, and because of the Charter School’s prospective location in the South Los Angeles area, Hispanic and African American student populations may be the dominant ethnic groups.

This includes the following communities that will be in close proximity to the Charter School, all of which are within the service boundary of LAUSD. The chart below indicates the general population ethnic demographics of these communities:

<table>
<thead>
<tr>
<th>City</th>
<th>% Hispanic/Latino</th>
<th>% African American</th>
<th>% White</th>
<th>Total Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Park</td>
<td>78.6%</td>
<td>19.2%</td>
<td>1.0%</td>
<td>32,851</td>
</tr>
<tr>
<td>Central Alameda</td>
<td>84.6%</td>
<td>13.3%</td>
<td>1.0%</td>
<td>43,638</td>
</tr>
<tr>
<td>Florence-Graham</td>
<td>69.8%</td>
<td>28.1%</td>
<td>0.4%</td>
<td>46,610</td>
</tr>
<tr>
<td>Huntington Park</td>
<td>95.1%</td>
<td>0.6%</td>
<td>3.0%</td>
<td>61,370</td>
</tr>
</tbody>
</table>

Source: 2008 Los Angeles Department of City Planning

Furthermore, as indicated in the below table of student demographics from selected schools in the South Los Angeles area, Hispanic will be a prominent ethnic group. Therefore, Student Empowerment Academy will focus on recruiting first and second generation immigrant students representative of general LAUSD student population. In addition to the strong and rigorous instructional programs, the Charter School will provide language and multicultural programs that will help first and second generation immigrants become acclimated to the American culture while maintaining and valuing their own cultural identity.

Student Empowerment Academy will create a small community with an ultimate enrollment of 455 students in grades 9-12. This growth plan will give Student Empowerment Academy the opportunity to gradually build its standards based curriculum and assessments plans, train teachers in constructivist pedagogy, and build a school culture that promotes and appreciates cultural diversity.
4. Demographics of Surrounding Schools

<table>
<thead>
<tr>
<th>LAUSD SCHOOLS</th>
<th># of Students</th>
<th>Multi-Track School?</th>
<th>Program Improvement?</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met all Subgroup Growth Targets?</th>
<th>API score</th>
<th>API State Ranking</th>
<th>Similar Schools Rank</th>
<th>% Students Eligible for Free/Reduced Lunch*</th>
<th>% of Special Ed. Students*</th>
<th>% of EL Students*</th>
<th>% Hispanic/Latino</th>
<th>% African American</th>
<th>% White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thomas Jefferson High School</td>
<td>1,624</td>
<td>No</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>589</td>
<td>1</td>
<td>2</td>
<td>86%</td>
<td>14%</td>
<td>39%</td>
<td>91%</td>
<td>7%</td>
<td>2%</td>
</tr>
<tr>
<td>Manual Arts High School</td>
<td>3,153</td>
<td>Yes</td>
<td>“SO”</td>
<td>Yes</td>
<td>No</td>
<td>593</td>
<td>1</td>
<td>3</td>
<td>91%</td>
<td>12%</td>
<td>35%</td>
<td>79%</td>
<td>18%</td>
<td>3%</td>
</tr>
<tr>
<td>Santee Education Complex</td>
<td>2,149</td>
<td>Yes</td>
<td>Year 5</td>
<td>Yes</td>
<td>No</td>
<td>612</td>
<td>1</td>
<td>1</td>
<td>78%</td>
<td>12%</td>
<td>38%</td>
<td>90%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Dr. Maya Angelou Community High School (Global)</td>
<td>475</td>
<td>No</td>
<td>Not in PI</td>
<td>B</td>
<td>B</td>
<td>527</td>
<td>B</td>
<td>B</td>
<td>76%</td>
<td>14%</td>
<td>38%</td>
<td>86%</td>
<td>11%</td>
<td>2%</td>
</tr>
<tr>
<td>Carver Middle School</td>
<td>1,132</td>
<td>Yes</td>
<td>Year 1</td>
<td>Yes</td>
<td>Yes</td>
<td>637</td>
<td>1</td>
<td>2</td>
<td>100%</td>
<td>12%</td>
<td>37%</td>
<td>89%</td>
<td>8%</td>
<td>2%</td>
</tr>
<tr>
<td>Los Angeles Academy Middle School</td>
<td>1,771</td>
<td>Yes</td>
<td>Year 5</td>
<td>Yes</td>
<td>Yes</td>
<td>686</td>
<td>1</td>
<td>5</td>
<td>100%</td>
<td>10%</td>
<td>31%</td>
<td>90%</td>
<td>9%</td>
<td>1%</td>
</tr>
<tr>
<td>Nava LA School of Art and Culture</td>
<td>366</td>
<td>No</td>
<td>Not in PI</td>
<td>B</td>
<td>B</td>
<td>652</td>
<td>B</td>
<td>B</td>
<td>91%</td>
<td>12%</td>
<td>34%</td>
<td>94%</td>
<td>4%</td>
<td>1%</td>
</tr>
<tr>
<td>CHARTER SCHOOLS</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animo Ralph Bunche</td>
<td>746</td>
<td>No</td>
<td>Year 1</td>
<td>No</td>
<td>No</td>
<td>692</td>
<td>3</td>
<td>6</td>
<td>99%</td>
<td>7%</td>
<td>35%</td>
<td>98%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Animo Jefferson Charter Middle School</td>
<td>370</td>
<td>No</td>
<td>Not in PI</td>
<td>Yes</td>
<td>Yes</td>
<td>717</td>
<td>1</td>
<td>1</td>
<td>98%</td>
<td>10%</td>
<td>40%</td>
<td>98%</td>
<td>1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Synergy Kinetic Academy</td>
<td>475</td>
<td>No</td>
<td>Year 1</td>
<td>Yes</td>
<td>No</td>
<td>805</td>
<td>8</td>
<td>10</td>
<td>93%</td>
<td>7%</td>
<td>27%</td>
<td>93%</td>
<td>7%</td>
<td>0%</td>
</tr>
<tr>
<td>Synergy Quantum Academy</td>
<td>397</td>
<td>No</td>
<td>Not in PI</td>
<td>B</td>
<td>B</td>
<td>662</td>
<td>B</td>
<td>B</td>
<td>93%</td>
<td>8%</td>
<td>32%</td>
<td>92%</td>
<td>8%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Source: Source: 2011–12 California Longitudinal Pupil Achievement Data System (CALPADS)


“N/A” means a number is not applicable or not available due to missing data (CDE DataQuest).

“B” means the school did not have a valid 2011 Base API and will not have any growth or target information.
5. 21st Century Educated Person

An “educated person” in the 21st century exhibits global awareness, is committed to being a lifelong learner, and applies critical thinking skills using academic language, written and verbal, and technological devices to be a problem-solver.

The Academic Attributes of an Educated Person in the 21st Century Include:

- Mastery of the use of language and technology as a tool to understand and convey ideas;
- Application of critical thinking skills in problem solving and analysis of data;
- Understanding of visual and performing arts, world language and culture and history;
- Understanding of mathematical and scientific literacy;
- Understanding the interrelationship of diverse fields of study;
- Understanding and application of the scientific process; and
- Knowledge of an ability to demonstrate solid skills in reading, writing, and speaking.

The Personal Attributes of an Educated Person in the 21st Century Include:

- Exploration of their creative potential;
- Resourcefulness, confidence and motivation;
- A sense of appropriateness in any situation;
- Ability to honor differences including cultural, ideological and philosophical;
- Ability to prioritize and make informed decisions;
- Ability to actively listen and form important questions;
- Ability to work cooperatively and collaboratively with others and be adaptable;
- A passion for lifelong learning;
- Ability to adapt with evolving time; and
- Awareness of local and global events.

6. How Learning Best Occurs

We believe that the world has shifted into an increasingly interconnected and global marketplace. In order for our students to best succeed, they need to come prepared with the skills that focus on interpersonal skills and cultural understanding. We believe that conversations about an understanding are more powerful than the texts, or theories a student may memorize at the moment (Grumet, 2009). We believe that through Project-based learning students will learn how to engage people and projects in the conversations that develop understanding and apply those skills to develop new skills for a changing world beyond high school. We believe that the regular formative assessments students experience during PBL provide authentic feedback that creates student change. We believe that students can use the technology of the 21st century to create new ways of interacting with each other to accomplish these projects. In addition, an education that focuses on understanding cultural and linguistic difference creates global citizens who can succeed in a multitude of situations.

PBL is defined by the New Tech Network as a collaborative, critical thinking process that asks students to work together to create solutions for today’s problems. The projects are designed so
students can see the ways the standards they are learning will be applied outside of the school building. It moves away from an antiquated textbook education to the ideas relevant to students’ lives (Grumet, 2009). The collaborative approach mimics many 21st century work environments that favor the work of teams over the work of any one individual. The teacher facilitates the project, meeting each student’s specific needs as judged through benchmarks and other formative assessments.

A study by Jason Ravitz (2010) entitled “Beyond Changing Cultures in Small High Schools” notes that the rigor developed in PBL is not the same type of rigor that is developed through increased testing. Instead PBL is more likely to result in supportive peers, best efforts from motivated students, in-depth versus superficial learning, and autonomy amongst students. This study specifically examined the results of schools that use the New Technology method of PBL. Numerous studies (Mitchell, et al, 2005, Newmann & Associates, 1996, and Silva, 2008) have proven the effectiveness of PBL and most recently West and Simmons (2012) found evidence that this type of learning is particularly effective at reaching the Hispanic population, one of our school’s key demographics.

The educational philosophy at Student Empowerment Academy synthesizes the following educational schools of thought:

- **Experience and Education** by John Dewey
- **Developmental Stages** as defined by Jean Piaget;
- **Behaviorist** orientation to learning;
- **Multiple Intelligences developed** by Howard Gardner;
- **Bloom’s Model of critical thinking (Taxonomy);**
- **New Technology Network model of Project Based Learning**

**Learning best occurs when the following conditions are present:**

- Students feel challenged to create new solutions and imagine new possibilities for understanding
- Students are encouraged through real-world situations that have real applications
- Students use present technology to interact with others and create their own expressions
- Students explore the options for their future through internships and college classes
- Students collaborate becoming additional teachers in the room for their peers
- Students understand where they need assistance and how to get that assistance through an understanding of formative assessments as they move forward.
- Students receive education fostering both the development of scientific or mathematical understandings and artistic innovation.
- Students’ skills are developed in the direction of a viable career path.

Besides exploring the ways that PBL will increase student learning, another key foundation is the Science, Technology, Engineering and Mathematics (“STEM”) education students will receive. In his second inaugural address, President Obama emphasized the need for America to lead the way in the math and sciences. The Alliance for Science and Technology Research reports that California is expected to have over one million new STEM jobs by the year 2018 (2011). This type of growth in the field ensures that students see that real world connection to potential
jobs. This same report also predicts that 91% of those STEM careers will require some form of college. Student motivation is often driven by what the potential future careers will be (Husman, Lens 1999). STEM education will not only motivate students as a growing field of importance for career pathways, but also as a reason for continuing education at a college or University.

In 2006, Georgette Yakman, owner and founding researcher of STEAM (Science, Technology, Engineering, Arts, Mathematics) education from Virginia Tech University, realized the importance of the arts to increase creativity and imagination to drive and influence engineered innovations in the 21st century. At SEA we understand the need for arts to be a part of our curriculum. Student Empowerment Academy believes that a focus on just STEM education is only part of the learning progress. In addition, many students identify more with an artistic, or often labeled “right-brain,” thinking. In understanding Gardner’s theory on Multiple Intelligences, Student Empowerment Academy is looking to add Arts education, making the school a STEAM school. Jobs such as graphic designers, animators, and acoustic engineers require students synthesizing traditionally right and left brain activities. In a study commissioned by the 2004 National State Board of Education, it was recognized that arts education can help facilitate learning in math and other scientifically driven fields through a clear understanding of concepts like spatial reasoning. This value has also been an important one to LAUSD’s understanding of how learning best occurs as they adopted a 2012 policy labeling the arts as a fundamental part of education.

7. Instructional Program

Instructional Design

Student Empowerment Academy presents a balanced approach to instruction. Based on state requirements of standards-based content and assessment, our school will develop a viable curriculum that is aligned with the standards, and we will develop benchmark assessments to measure the extent students meet such standards. Both Common Core and District standards will be explicitly embedded in the curriculum.

Teachers will receive on-going professional development in the implementation of this curriculum, and will be encouraged to supplement and adapt materials according to local conditions, PBL pedagogy and needs of the student population.

The Principal and professional staff will be knowledgeable of local instructional networking opportunities. Staff members will explore their applicability to our school environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes.

Our week will include longer instructional days by way of an advisory period and built-in academic support/intervention.

Instructional approaches

The instructional programs at Student Empowerment Academy will encompass themes from major research findings conducted over the past 35 years. They will address the following areas:
1) School level factors, such as “Guaranteed and viable curriculum”; 2) Teacher level factors, such as, instructional strategies and curriculum design; and, 3) Student level factors, such as, motivation and home environment. These factors have been identified as having the greatest impact on student achievement (Marzano and Teddie, 2000; Good & Brophy, 1986).

In addition, we recognize that learning is not a linear process. Students will be provided with learning opportunities and teaching strategies through Project Based Learning. This pedagogy allows for differentiation to a myriad of learning modalities and leads to development of student autonomy.

Through PBL, students complete projects based on the core standards they are learning in their classes. The standards become teachable moments for the students as the students take control of their learning by identifying what instruction they will need to be successful in any given task. The projects are based in real world problems, allowing students to engage with the larger community as they prepare to become participative citizens. In addition, PBL offers opportunities for teachers across curriculum areas to work together to make learning more adaptable. Students will learn how to take their skills from one class and apply them to another set of requirements.

The teaching strategies at Student Empowerment Academy are based on the constructivist approach, where students are engaged in meaningful work and are given opportunities to investigate, question, analyze, and construct new meanings and understandings. (Bruner, 1966, 1996, Cortez, 1986, Wiggins and McTighe, 2005)

Therefore, the classroom environment at Student Empowerment Academy will be organized to reflect the following constructivist approaches:

- Curriculum is presented with emphasis on big ideas and concepts;
- Curriculum is presented with the assistance of outside professionals grounding the curriculum in applicable workplace skills;
- Students are encouraged to pose questions, analyze, interpret and construct new meanings;
- Assessment is embedded in the projects that includes benchmarks, workshops, hands-on laboratory and presentations;
- Students work primarily in cooperative groups.

(Source: A Case for constructivist Classrooms, p. 16)

**Project-Based Learning (PBL)**

Project Based Learning is the utilization of meaningful projects to encourage and practice critical thinking processes in a contextual, creative, and collaborative manner. Students work to answer challenging questions and complex problems through the guidance and facilitation of their classroom coaches. Students not only learn content through the projects, but they also learn to apply the content when faced with authentic problems. They practice inquiry to answer a driving question, problem, or challenge and perform research, group work, and critical thinking to complete their objectives. In the process, students also acquire 21st century skills such as technology proficiency and communication to create high quality final authentic products that
mimic real world situations.

The Buck Institute (2009) states researchers in the last forty years have found “the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement, and encouraging student motivation to learn.”

PBL allows for differentiation in instruction and assessment through workshops, one on one, group work, and rubrics that define the desired expectations. Additionally, students whose performances exceed expectations are challenged to stay engaged while providing necessary academic support for students who need it.

Student Empowerment Academy, with the assistance of the New Tech Network (NTN) will continue implementing the Project and/or Problem-Based Learning model in all content classes to provide standardization and consistency for our students. In designing projects, teachers take into account the six As: authenticity, academic rigor, applied learning, active exploration, adult connections and assessment. Moreover, SEA will utilize the NTN critical-friends component, a protocol to help teachers revise and refocus their PBL projects to meet the project criteria.

### Project Development Rubric

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>UNSATISFACTORY (Below Performance Standards)</th>
<th>PROFICIENT (Minimal Criteria)</th>
<th>ADVANCED (Demonstrates Exceptional Performance)</th>
</tr>
</thead>
</table>
| Goals          | • Goals of the project do not seem to be tied to any specific content area standards or are not rigorous enough to challenge the students  
• Goals of the project seem to address only the lowest levels of critical thinking | • The goals of the project are tied to specific content area standards and 21st Century Skills  
• Goals are rigorous enough to challenge all students.  
• Goals of the project require the students to use high-order critical thinking skills. | In addition to meeting the PROFICIENT criteria …  
• Goals of the project are clearly defined and successfully integrate content standards from multiple subject areas |
| Entry Doc or Event | • Entry document or event seems unlikely to engage the student’s curiosity.  
• Entry document or event fails to create a realistic role or project for the students  
• Task seems unclear and does not lead to a list of content-based “need to knows” or next steps  
• Entry document or event fails to establish a timeline  
• Entry document or event fails to externalize the enemy | • Entry document or event seems likely to engage the student’s curiosity in a realistic scenario  
• Entry document or event establishes a clear role and task for the students.  
• Entry document or event leads to a list of content-based “need to knows” and next steps  
• Entry document or event establishes a clear timeline and assessment criteria  
• Entry document or event successfully externalizes the enemy | In addition to meeting the PROFICIENT criteria …  
• Entry document or event engages the students in a real world problem that they can help solve  
• Entry document creates a thorough list of relevant, content specific “need to knows”  
• Project is launched with the help of outside person or entity |
| Planning       | • The project plan may be a good idea, but little thought has been put into how to implement the idea in the classroom  
• No thought has been put into the resources and materials required for this project | • The project has a general outline including the various phases and student activities  
• Some thought has been put into resources and materials that are required for this project  
• The project has a list of student products | • The project plan includes a detailed description of the various phases with progress checks and benchmarks  
• The project has a complete list of resources and materials  
• The project has a well thought out plan for implementation |
### Project Idea Rubric

<table>
<thead>
<tr>
<th>Scaffolding</th>
<th>Assessment</th>
<th>End Product</th>
</tr>
</thead>
<tbody>
<tr>
<td>The project lacks appropriate activities designed to help students…</td>
<td>Rubrics are not developed, don’t seem tied to the goals of the project, or are unusable by students</td>
<td>End product does not demonstrate understanding and application of content standards</td>
</tr>
<tr>
<td>• Work as an effective team on a long term project</td>
<td>• Evaluation does not include use of school-wide rubrics</td>
<td>• End product is not authentic</td>
</tr>
<tr>
<td>• Reflect on their “need to knows” and to develop next steps</td>
<td>• Rubrics are easy for students to use in self- and peer-assessment activities.</td>
<td>• End product is not age level appropriate</td>
</tr>
<tr>
<td>• Understand the content and make use of the resources available (including any necessary remediation that might be needed)</td>
<td>• The rubric is designed to clearly lay out expectations of the final product as defined by the goals of the project</td>
<td></td>
</tr>
</tbody>
</table>

#### Scores

<table>
<thead>
<tr>
<th>Scaffolding</th>
<th>Score</th>
<th>Assessment</th>
<th>Score</th>
<th>End Product</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 - 8 - 16</td>
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<tr>
<td>17 - 21</td>
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<td>17 - 21</td>
<td>17 - 21</td>
<td>17 - 21</td>
<td>17 - 21</td>
</tr>
</tbody>
</table>

#### COMMENTS:

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### Project Idea Rubric

<table>
<thead>
<tr>
<th>UNACCEPTABLE</th>
<th>ACCEPTABLE</th>
<th>EXEMPLARY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Project has little or no connection with the outside world or other curricular areas</td>
<td>• Project simulates “real world” activities. Adults are likely to tackle the problem or questions addressed by the project</td>
<td>In addition to “Acceptable” attributes:</td>
</tr>
<tr>
<td>• The problem or question has little or no meaning to the students</td>
<td>• The problem or question has meaning to the students and provides a clear “need to know”</td>
<td>• Entities or persons outside of the school will use the product of student work</td>
</tr>
<tr>
<td>• Problem has a single correct answer</td>
<td>• Project has several possible correct solutions</td>
<td>• Students will present and defend solution to a real and appropriate audience for the student work</td>
</tr>
<tr>
<td>Academic Rigor</td>
<td>Applied Learning</td>
<td>Active Exploration</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>• The project is not based on content standards.</td>
<td>• New skills and knowledge are not applied toward solution development.</td>
<td>• Little independent research is required.</td>
</tr>
<tr>
<td>• Project demands little specific knowledge of central concepts.</td>
<td>• Students work primarily alone and with little self-management.</td>
<td>• Students gather majority of information from textbooks or encyclopedia-like materials provided by the teacher.</td>
</tr>
<tr>
<td>• The project is derived from specific learning goals in content area standards.</td>
<td>• New skills and knowledge are derived from specific learning goals in content area standards.</td>
<td>• Students are required to conduct own, independent research.</td>
</tr>
<tr>
<td>• Project demands specific knowledge of central concepts.</td>
<td>• Students are required to work in groups where curricular topics and skills are discussed and debated in context of the project.</td>
<td>• Students gather information from authentic, but limited number of sources provided by the teacher.</td>
</tr>
<tr>
<td>• Student develop and demonstrate life skills (e.g, collaboration; presentation; writing)</td>
<td>• Students use self-management skills informally.</td>
<td>• Students use raw data provided by the teacher.</td>
</tr>
<tr>
<td>In addition to “Acceptable” attributes:</td>
<td>In addition to “Acceptable” attributes:</td>
<td>In addition to “Acceptable” attributes:</td>
</tr>
<tr>
<td>• There is a well defined, clear driving question that is derived from specific national, state or district content standards.</td>
<td>• Students apply new knowledge to a realistic and complex problem.</td>
<td>• Student are required to do field-based or experimental research (e.g., interviewing experts, survey groups of people, work site exploration).</td>
</tr>
<tr>
<td>• Project demands breadth and depth of specific knowledge of central concepts.</td>
<td>• Students use high-performance work organization skills (e.g., work in teams, use technology appropriately, communicate ideas, collect, organize and analyze information).</td>
<td>• Students gather information from a variety of sources and using a variety of methods (interviewing and observing, gathering and reviewing information, collecting data, model-building, using online services).</td>
</tr>
<tr>
<td>• Students develop habits of mind (e.g., concern for evidence, viewpoint, and cause and effect; precision of language and thought; persistence)</td>
<td>• Students formally use self-management skills (e.g., develop a work plan, prioritize pieces of work, meet deadlines, identify and allocate resources).</td>
<td></td>
</tr>
</tbody>
</table>
When you walk into a SEA PBL classroom, you should be able to see the following any time…

- If possible, tables are arranged in a manner that encourages collaboration.
- Students who can tell you:
  - What project they are working on
  - Who is in their group
  - What their own individual responsibility is within the group
  - How they will be assessed on the project
  - What the final product of the project should be
  - The learning outcomes that they must address
- Evidence of use of technology to aid in instruction
- The great majority of students acting on-task
- Teachers modeling appropriate behavior and a focus on student work.
- Teachers who can show evidence of
  - What project the students are working on, and the next projects through curriculum map
  - Their strategy for grouping students for the current project and scaffolds
  - The basic ideas/standards that the project is addressing
  - How they are using the course calendar and/or a project page in ECHO to support student learning
  - What learning outcomes are being addressed within the project
  - Show planning forms for project and curriculum
- Interaction between the teacher and students that indicates respect and high expectations.

You should be able to see these at least once a week when you observe a NT classroom:

- Students working together in groups, discussing a scaffolding assignment or the overall project
- Students checking their grades online
- The teacher meeting with a group, or with representatives from all the groups
- The students assessing each other using the collaboration database
- The teacher providing direct instruction and/or guided practice with skills needed for completion of the project
- In a science classroom, students gathering data via direct measurements and/or research
- Students using the course calendar and/or the project page to find necessary information for the class
- Students and/or teacher revisiting the Know/Need to Know list to guide progress on the project
• The teacher engaging in formative assessment

You should be able to see these indicators at least once per project when you observe an SEA classroom:

• Students being introduced to the entry document/event, and developing the know/need to know list
• Students developing contracts in groups
• Students practicing presentations or preparing for the final product
• Students presenting, or engaging in some sort of culminating activity for the project
• Students taking a test, or some other individual summative assessment
• Students and teacher debriefing the project, exploring what worked/didn’t work, etc.

Core Curriculum

Student Empowerment Academy will successfully implement the SBE adopted core curriculum in Language Arts, Mathematics, Science, and Social Studies. The curriculum will be rigorous and the curriculum materials will meet all state standards and prepare students for the annual state assessments.

Student Empowerment Academy will provide time and guidance for faculty to develop standards based PBL curriculum and teaching practices. The curriculum will be based on the Common Core State Standards where available and the California State Content Standards where Common Core State Standards have not been developed and will include the following: a) content standards; b) instructional strategies; c) assessments; and d) resources.

All students will also receive instruction in the arts, physical education, and personal skills, while becoming adept in technology use and will have access to extra-curricular activities and a wide variety of elective courses.

8. Instructional Materials

Textbooks teachers at Student Empowerment Academy will use to teach the core curriculum may include, but are not limited to:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Subject</th>
<th>Text/s</th>
</tr>
</thead>
</table>
Additional Texts:  
*Paper Towns* by John Green  
*Absolutely True Diary of a Part Time Indian* (Lit Circles) by Sherman Alexie,  
*Speak (Lit Circles)* by Laurie Halse Anderson  
*Almost a Woman* (Lit Circles) by Esmerlda Santiago  
*Perks of Being a Wallflower* (Lit Circles) by Stephen Chobosky  
*House of the Scorpion* by Nancy Farmer  
*Golden Compass* (Lit Circles) by Phillip Pullman |
<table>
<thead>
<tr>
<th>English/Lang. Arts</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hunger Games (Lit Circles) by Suzanne Collins</td>
<td></td>
</tr>
<tr>
<td>Ender’s Game (Lit Circles) by Orson Scott Card</td>
<td></td>
</tr>
<tr>
<td>Hitchhiker’s Guide to the Universe (Lit Circles) by Douglas Adams,</td>
<td></td>
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<tr>
<td>Odyssey by Homer</td>
<td></td>
</tr>
<tr>
<td>Flag of Childhood by Nahib Shaomi Nye</td>
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<tr>
<td>Three Cups of Tea by Greg Mortenson</td>
<td></td>
</tr>
</tbody>
</table>

| Science | Biology: McDougal Littell: Biology ©2008 Stephen Nowicki |

| History/Social Studies | No History/Social Studies for 9th |
| PE | Fitness for Life-5th ed. Paperback |

| Math | Geometry: Geometry concepts and applications, Glencoe |
| Science | Chemistry: McDougal Littell World of Chemistry ©2007 Zumdahl/DeCoste |

| History/Social Studies | World History: Modern World History History Alive |
| PE | Fitness for Life-5th ed. Paperback |

<table>
<thead>
<tr>
<th>English/Lang. Arts</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook: McDougal Littell (Recent edition); Prentice Hall Writing and Grammar (Recent Edition)</td>
<td></td>
</tr>
<tr>
<td>Additional Texts:</td>
<td></td>
</tr>
<tr>
<td>Animal Farm, by George Orwell</td>
<td></td>
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<tr>
<td>In the Time of Butterflies, by Julia Alvarez</td>
<td></td>
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<tr>
<td>Johnny Got His Gun, by Dalton Trumbo</td>
<td></td>
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<tr>
<td>Kite Runner, by Kahleed Hosseini</td>
<td></td>
</tr>
<tr>
<td>Maus 1: A Survivor’s Tale: My Father Bleeds History, by Art Spiegelman</td>
<td></td>
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<tr>
<td>Night, by Elie Wiesel</td>
<td></td>
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<tr>
<td>Princess: a true story of life behind the veil in Saudi Arabia, by Jean P. Sasson</td>
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<tr>
<td>Siddhartha, by Hermann Hesse</td>
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<tr>
<td>The Good Earth, by S. Pearl Buck</td>
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<tr>
<td>The Joy Luck Club, by Amy Tan</td>
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<tr>
<td>The Jungle, by Upton Sinclair</td>
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<tr>
<td>Things Fall Apart, by Chinua Achebe</td>
<td></td>
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<tr>
<td>Thousand Splendid Suns, by Khaled Hosseini</td>
<td></td>
</tr>
</tbody>
</table>

| Math | Geometry: Geometry concepts and applications, Glencoe |
| Science | Chemistry: McDougal Littell World of Chemistry ©2008 Zumdahl/DeCoste |

| History/Social Studies | World History: Modern World History History Alive |
| PE | Fitness for Life-5th ed. Paperback |

<table>
<thead>
<tr>
<th>English/Lang. Arts</th>
<th>11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook: McDougal Littell, most recent edition, Grade 11</td>
<td></td>
</tr>
<tr>
<td>Additional Texts:</td>
<td></td>
</tr>
<tr>
<td>A Raisin in the Sun, by Lorraine Hansberry</td>
<td></td>
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<tr>
<td>Autobiography of Malcolm X, by Malcolm X and Alex Haley</td>
<td></td>
</tr>
<tr>
<td>Catcher in the Rye, by J.D. Sallinger</td>
<td></td>
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<tr>
<td>Death of a Salesman, by Arthur Miller</td>
<td></td>
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<tr>
<td>Grapes of Wrath, by John Steinbeck</td>
<td></td>
</tr>
<tr>
<td>The Bluest Eye, By Toni Morrison</td>
<td></td>
</tr>
<tr>
<td>The Great Gatsby, by F. Scott Fitzgerald</td>
<td></td>
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<tr>
<td>The Devil’s Highway, by Luis Urrea</td>
<td></td>
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<tr>
<td>The Things They Carried, by Tim O’Brien</td>
<td></td>
</tr>
<tr>
<td>Their Eyes Were Watching God, by Zora Neale Hurston</td>
<td></td>
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<tr>
<td>The Awakening, by Kate Chopin</td>
<td></td>
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<tr>
<td>The Color Purple, by Alice Walker</td>
<td></td>
</tr>
<tr>
<td>Slaughterhouse Five, by Kurt Vonnegut</td>
<td></td>
</tr>
<tr>
<td>Tonto and the Lone Ranger Fist Fight in Heaven, by Sherman Alexie</td>
<td></td>
</tr>
</tbody>
</table>
### 9. SEA Goals

The objective of enabling pupils to become self-motivated, competent, life-long learners will be met by the Charter School through a collaborative, experiential learning environment that emphasizes individual student achievement and inspires students to reach beyond themselves. The implementation of its curriculum is grounded on recent empirical research in constructivist theory (Piaget, Dewey, Bruner, Eisner), and best instructional strategies (Marzano). To this end Student Empowerment Academy will pursue the following goals:
**Instructional Programs:**

- All curriculum design is aligned with the California State Standards and/or Common Core Standards through Project based learning;
- Standardized testing required by the State will be an integral part of our assessment;
- School developed benchmark assessments, such as rubrics, projects, and student portfolios are an integral part of our ongoing assessment of student progress;
- Lessons will be taught across the disciplines using project-based strategies, direct and inquiry-based instruction, and guided practice; and
- Collaborative experiential learning environment will be provided for students to develop their interpersonal skills and nurture mutual respect, civic responsibility and life-long learning.

**Community and Family participation:**

At SEA we believe that a child can only get a well-rounded educational experience when all of his/her learning is connected to his/her surroundings. Internships, fieldtrips and projects must all culminate in an opportunity to create a support network as early as their first year in high school. In PBL and with our STEAM focus, partners are a critical part of providing linked learning in every standards-based project. The Charter School has lined up a team of networks in order to ensure student participation with community-based agencies in every project. Agreements have been established with some of the following community organizations, while others are still in progress, but letters of support are included from most are under Appendix B:

**New Tech Network:** New Technology Network Foundation is a not-for-profit organization that transforms schools into innovative learning environments. Their Project-Based teaching approach engages students with dynamic, vigorous curriculum. Through extensive professional development and hands-on coaching, NTN teachers evolved from keepers of knowledge to facilitators of rich, relevant learning.

**The Art of Living:** A not-for-profit foundation, this educational and humanitarian non-governmental organization is engaged in stress management and service initiatives. It operates globally in 152 countries. The Art of Living Foundation has spread peace across communities through diverse humanitarian projects, including conflict resolution, disaster relief, sustainable rural development, empowerment of woman, education for all, and environmental sustainability.

**California Council on Economics Education:** CCEE is California’s leading provider of Economic and Financial Literacy education to K-12 teachers and students. Their programs help teachers and students make better personal and financial decisions, which improve their ability to succeed and compete in a global economy.

**Qatar Foundation International:** QFI is a U.S.-based member of the Qatar Foundation. Its mission is dedicated to connecting cultures and advancing global citizenship through education. QFI is based in Washington D.C. and is focused on grant-giving and pragmatic
activities that promote education as a force that facilitates collaboration across geographical, social and cultural boundaries.

**University of Cal State San Bernardino:** With Dr. Danny Doueiri as our advocate and liaison, our partnership includes the promotion of 21 Century Languages, CSSB will provide those students who meet the criteria concurrent enrollment at no cost to our students. Students will be able to take classes during summer and on-line, creating a direct venue for preparing our students for life after high school.

**Los Angeles Trade Tech College:** LATTC is our closest community college campus. They have built a strong relationship with SEA since its opening in 2007. This partnership provides an array of opportunities that range from concurrent enrollment to teachers participation in workshops and seminars. LATTC will assist SEA in filling the future STEAM employment gap by assisting our transferring students with strong STEAM education.

**DeVry University:** DeVry University has been a strong partner in supporting our STEAM curriculum and teacher development. They provide our students with opportunities to visit their campus to promote careers in technology, business, and engineering. They have a focus on the development of women in STEAM careers and host annual conferences such as Her World Conference to learn more about women for the 21st century.

**Family Involvement:** One of the attributes to our success in the community is the strong partnership with our parents. In addition to the close relation between a student’s Advisory and their home, SEA promotes and celebrates parent volunteers at the end of every year with a Volunteer Recognition Awards Dinner. Parents and Families have required volunteer hours that include, but are not limited to, the participation in Student Led Parent Conferences, Community Beautification Saturdays, and Schoolwide Parent Meetings.

**10. A Typical Day at Student Empowerment Academy**

When visitors step onto the Student Empowerment Academy campus at the beginning of the school day, they should expect to see our students, wearing purple polo shirts and khaki bottoms, making their way towards their first period advisory at 8:00 AM. Advisory classes, separated by grade level, typically contain 25-28 students who meet on a daily basis with the advisors, who act as their mentor, to discuss any concerns or academic and personal goals in their Individual Graduation Plan. This is the time to review school procedures or announce important news. On any given day a typical discussion may include credit recovery or how to build a digital portfolio website which will be evaluated in their senior year. One day out of the week, students are expected to don professional wear since our school practices a professional business model and first impressions are important in the real world of success.

After advisory, students make their way towards their first content classes. On Mondays the students will see all their teachers for 50 minutes to debrief about a project or take a quality assurance quiz. On Tuesday through Friday, they have a block schedule for the content classes lasting 80 minutes per class. The classrooms are set up to accommodate the utmost collaborative
atmosphere and allow students to participate in discussions and facilitations. Because we are a technology school, students will have the ability to utilize the desktops/laptops/tablets to practice independent and autonomous work while teachers provide workshops at various points in time. After two content classes, they head to lunch and afterwards to their last content class of the day. But their day doesn’t end there. They head to seventh period designed for them to relax and learn new skills or knowledge while having fun at the same time. However, this seventh period also serves as intervention and students who did not pass the CAHSEE or scored low in the CST will need remediation.

A typical sophomore will begin the day in advisory and work on test taking strategies since he/she will be taking the CAHSEE test in March. Then the student will head to Arabic class and practice rudimentary conversations with one another to improve his/her verbal skills and write notes to each other in Arabic to improve their writing skills. Afterwards, the student moves on to creating a video about tourism in Arab countries narrating in Arabic. The student proceeds to geometry class where concepts and terminologies practiced through homework are applied to a series of mini challenges/problems dealing with Arabic architecture on geometric designs. Next, the student will travel to world history class and learn not only the cause and effects of World War II, but also the history of innovative inventions around that time created which caused harm and good. Then the student’s group will work on modifying an every day product into something new that they will showcase to community members in several weeks’ time. Now it is time for an enriched 7th period class as a form of reward for their hard effort put forth throughout the day, or the student buckles down to work on improving their content knowledge, so he/she can graduate. The enrichment classes consist of Yoga, Chess, Leadership, Soccer, Choir, Drawing, Yearbook, Body Conditioning, but these classes can change from semester to semester based on student interests. Lunchtime is next on the student’s daily schedule and afterwards he/she will head towards their English class where they debrief and work on editing and revising a proposal to improve local community ecological conservation efforts, which the class will deliver to the mayor’s office for review. Then the student ends the day with a return to his/her advisor for an 8th period study hall where students’ academic progress is monitored, and they receive help with homework and projects.

Seniors will begin their day interning at Los Angeles Junior Chamber, working alongside a business professional. Once the students’ daily hours are complete at the Chamber, they return to the SEA campus in time for a group workshop for “Fast Food Nation” in Expository Composition. As the student rotates out of their workshop, they take the time to check their advisory agenda in Echo, and shoot off a quick email to their advisor that they have made it to campus. 7th period leadership is spent coaching lower classmen presentation skills, campus and community empowerment activities focusing on promoting Student Empowerment Academy. After lunch, the students check with their Physics instructor and head outside with their group to re-run their acceleration experiments with their solar car model. 8th period is next, and although some students have a “Purple ID”, allowing them to leave at the end of 15 minutes, they stay in learning lab for another half hour working on their senior portfolio and meeting with their group on their “Battle of the Bulge” campaign for Economics.
11. Daily Schedule and School Calendar

The tables below describe Student Empowerment Academy’s daily class schedule and academic calendar. The instructional schedule will meet the minimum instructional minutes set forth in Education Code Section 47612.5 of 64,800 minutes for students in grades 9-12. SEA’s academic schedule, required of all students, will provide **71,100** minutes of instruction within its annual 184 day calendar. The school calendar will have 114 days of instruction with 365 minutes per day (Tuesday, Wednesday, Thursday) and 76 days of instruction with 310 minutes per day (Professional Development Monday, Friday). PD will be delivered by members of the Curriculum and Instructional Committee.

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period 1</td>
<td>Advisory 8:00–8:50</td>
<td>Advisory 8:00–8:50</td>
<td>Advisory 8:00–8:50</td>
<td>Advisory 8:00–8:50</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 6 12:20–1:10</td>
<td>Period 3 1:00–2:20</td>
<td>Period 6 1:00–2:20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Professional Development 2:05–4:05</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Sample Class Schedules 2013-2014

**Grade 9**

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>Period</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv</td>
<td>Advisory 9</td>
<td>Adv</td>
<td>Advisory 9</td>
</tr>
<tr>
<td>1</td>
<td>English 9</td>
<td>4</td>
<td>PE 1</td>
</tr>
<tr>
<td>2</td>
<td>Pre-Alg/Alg</td>
<td>5</td>
<td>World Lang 1</td>
</tr>
<tr>
<td>3</td>
<td>Science Investigation/Biology</td>
<td>6</td>
<td>Drama</td>
</tr>
<tr>
<td>7</td>
<td>Elective</td>
<td>8</td>
<td>Study Hall</td>
</tr>
</tbody>
</table>

**Grade 10**

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>Period</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv</td>
<td>Advisory 10</td>
<td>Adv</td>
<td>Advisory 10</td>
</tr>
<tr>
<td>1</td>
<td>English 10</td>
<td>4</td>
<td>Digital Media 1</td>
</tr>
<tr>
<td>Period</td>
<td>Course</td>
<td>Period</td>
<td>Course</td>
</tr>
<tr>
<td>--------</td>
<td>-------------------------</td>
<td>--------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Adv</td>
<td>Advisory 11</td>
<td>Adv</td>
<td>Advisory 11</td>
</tr>
<tr>
<td>1</td>
<td>English 11</td>
<td>4</td>
<td>Digital Media 2</td>
</tr>
<tr>
<td>2</td>
<td>Alg 2/ Geom</td>
<td>5</td>
<td>World Lang 3/ CAD/ GIS</td>
</tr>
<tr>
<td>3</td>
<td>Chemistry/ Anatomy</td>
<td>6</td>
<td>US History</td>
</tr>
<tr>
<td>7</td>
<td>Elective</td>
<td>8</td>
<td>Study Hall</td>
</tr>
</tbody>
</table>

### Grade 12

<table>
<thead>
<tr>
<th>Period</th>
<th>Course</th>
<th>Period</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adv</td>
<td>Advisory 12</td>
<td>Adv</td>
<td>Advisory 12</td>
</tr>
<tr>
<td>1</td>
<td>Expo Comp/Engineering Ethics</td>
<td>4</td>
<td>College Class</td>
</tr>
<tr>
<td>2</td>
<td>College prep math/ Pre-Calc/ Geom</td>
<td>5</td>
<td>Econ Govt</td>
</tr>
<tr>
<td>3</td>
<td>Anatomy/ Physics</td>
<td>6</td>
<td>College Class</td>
</tr>
<tr>
<td>7</td>
<td>Elective</td>
<td>8</td>
<td>Study Hall</td>
</tr>
</tbody>
</table>

### 2013-2014 SCHOOL CALENDAR DATES

- **First Day of Instruction**: Aug. 13, 2013
- **Initial/Annual CELDT**: Oct 2013
- **Labor Day**: Sept. 2, 2013
- **PSAT**: Oct 2013
- **CAHSEE (Grade 11 only)**: Nov 2013
- **Veterans Day**: Nov 11, 2013
- **1st Quarterly Summative Assessments**: Oct 2013
- **Thanksgiving**: Nov 28, 29
- **Winter Recess**: Dec 16-Jan 3
- **M.L. King, Jr. Day**: Jan 20, 2014
- **Physical Fitness Testing**: Mar 2014
- **Presidents’ Day**: Feb 17, 2014
- **2nd Quarterly Summative Assessments**: February 2014
- **EAP**: Mar 2014
- **CAHSEE (Grade 10 Census Admin & Grade 11)**: Mar 2014


12. Courses Offered

The following sequence of high school courses is required by the Academic Senate of California Colleges and Universities as appropriate for fulfilling the minimum eligibility requirements for admission. It also illustrates the minimum level of academic preparation students ought to achieve in high school to undertake university level work.

The "A-G" requirements can be summarized as follows:

A: History / Social Science – Three years, including one year of world history, cultures, and historical geography, one year of US History, and one-half year of US Government and one-half year of economics.

B: English – Four years of college preparatory English that includes frequent and regular writing, and reading of classic and modern literature.

C: Mathematics – Three years of college preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.

D: Laboratory Science – Two years of laboratory science providing fundamental knowledge in at least two of these three disciplines: biology, chemistry, and physics.

E: Language Other Than English – Two years of the same language other than English.

F: Visual & Performing Arts – One year, including visual art.

G: College Preparatory Elective – One year (two semesters), chosen from additional "a-f" courses beyond those used to satisfy the requirements above, or courses that have been approved solely for use as "g" electives.

The curriculum focus of Student Empowerment Academy is centered on the driving educational themes of excellence in Science, Technology, Engineering, Arts, and Mathematics. This can be seen below in our rigorous pathway of Math and Science. See below a scope and sequence that
shows how ALL students would accomplish A-G requirements for entrance into the University of California/California State system.

<table>
<thead>
<tr>
<th>A-G Requirements</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Social Science</td>
<td>World History</td>
<td>World History</td>
<td>US History</td>
<td>US History</td>
</tr>
<tr>
<td>B English</td>
<td>English 9</td>
<td>English 10</td>
<td>English 11</td>
<td>English 11</td>
</tr>
<tr>
<td>C Math</td>
<td>Algebra Readiness</td>
<td>Algebra Readiness</td>
<td>Algebra 1</td>
<td>Algebra 1</td>
</tr>
<tr>
<td>D Science</td>
<td>Biology</td>
<td>Biology</td>
<td>Chemistry</td>
<td>Chemistry</td>
</tr>
<tr>
<td>E Foreign Language</td>
<td>Arabic 1A</td>
<td>Arabic 1B</td>
<td>Arabic 2A</td>
<td>Arabic 2B</td>
</tr>
<tr>
<td>F Art</td>
<td>Art</td>
<td>Art</td>
<td>Dig Image 1A Theater</td>
<td>Dig Image 1B Theater</td>
</tr>
<tr>
<td>G College Preparatory Electives</td>
<td>PE</td>
<td>PE</td>
<td>10th Grade Elective*</td>
<td>10th Grade Elective</td>
</tr>
<tr>
<td>Other Requirements</td>
<td>Advisory/ Study Hall</td>
<td>Advisory/ Study Hall</td>
<td>Advisory/ Study Hall</td>
<td>Advisory/ Study Hall</td>
</tr>
</tbody>
</table>

*10th Grade Elective includes: Leadership, Yearbook, Journalism, Video Production 2A/2B, ROTC 2A/2B, AVID

**11th Grade Elective includes: Leadership, Yearbook, Journalism, Video Production 3A/3B, ROTC 3A/3B, AP Spanish, AVID, Internship

***12th Grade Elective includes: Leadership, Yearbook, Journalism, ROTC 4A/4B, AVID, Service, Internship

Transferability of Courses and Eligibility of Courses to Meet College Entrance Requirements

Parents will be informed about the transferability of courses to other high schools and the eligibility of courses to meet college entrance requirements in the initial parent orientation meeting when they enroll their students. The information will also be included in the parent/student handbook each parent will receive at the parent orientation meeting, and it will be posted on the Charter School’s “Parent Information” website.

Western Association of Schools and Colleges (WASC) Accreditation
Student Empowerment Academy has been fully accredited by WASC and will continue to participate in the WASC process as needed.

13. Professional Development
Professional Development (“PD”) will be led by Curriculum and Instructional Committee.

PD Plan Prior to Academic School Year:

<table>
<thead>
<tr>
<th>Monday – Thursday</th>
<th>July 15 – July 18, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>New Tech Annual Conference (NTAC)</td>
</tr>
<tr>
<td></td>
<td>Advisory</td>
</tr>
<tr>
<td></td>
<td>Curriculum and Instruction (STEAM)</td>
</tr>
<tr>
<td></td>
<td>Literacy and PBL (9-12)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>July 29 – August 2, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Critical Friends</td>
</tr>
<tr>
<td>Project Development/Literacy tasks</td>
</tr>
<tr>
<td>Common Core Standards and Assessments</td>
</tr>
<tr>
<td>Cross-curricular planning/project</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August 8-9, 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory (9-12)</td>
</tr>
<tr>
<td>Literacy</td>
</tr>
<tr>
<td>RTI/Data</td>
</tr>
</tbody>
</table>

During Academic School Year
Professional Development will be held every Monday after school during the academic school year.

<table>
<thead>
<tr>
<th>Month</th>
<th>Proposed PD</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2013</td>
<td>RTI²/Advisory/STEAM Curriculum/Technology Support</td>
</tr>
<tr>
<td>September 2013</td>
<td>PBL/Differentiation/ Common Core</td>
</tr>
<tr>
<td>October 2013</td>
<td>Special Education/English Learners/GATE/EL (Support in PBL environment)</td>
</tr>
<tr>
<td>November 2013</td>
<td>Intervention/Testing/Data</td>
</tr>
<tr>
<td>December 2013</td>
<td>Project-Problem assessments/ STEAM support</td>
</tr>
<tr>
<td>January 2014</td>
<td>Advisory/Data/Special Groups/STEAM Curriculum/Technology Support</td>
</tr>
<tr>
<td>February 2014</td>
<td>Differentiation in PBL</td>
</tr>
<tr>
<td>March 2014</td>
<td>RTI²/Data/Testing</td>
</tr>
<tr>
<td>April 2014</td>
<td>Project Based Learning/RTI²/School Data</td>
</tr>
</tbody>
</table>

- Continue partnership with New Tech Network as resource and support for professional growth within the PBL model;
- Utilize professional trainings provided by Los Angeles County Office of Education to enhance teacher professional development;
- Establish partnership with LATTC, LAUSD for professional growth; and
- Provide teachers and staff with opportunities to develop their leadership skills by serving as mentors and facilitators.

Professional development time must focus on sharing strong and consistent instructional practices that assist all teachers to engage and support students’ achievement in a meaningful way. Conversations during professional development time will focus on the quality of instruction in the classroom first by self-examining practice with the following four fundamental questions about one’s own class:

1. Do I consider the various learning levels and special groups as I design my project’s lessons and build in differentiated instruction as necessary?
2. Do I implement standards-based, well-planned rigorous STEAM-focused lessons through PBL instruction?
3. Do I utilize various formative assessments to check for understanding that involve all students?
4. Do I foster a learning environment that promotes inquiry to encourage deeper learning?

Next, every department must do the following during PD time:

1. Discuss refined methods of instruction to assist in areas of teacher growth which leads to student growth
2. Analyze student work and review instruction method or provide content/skill workshops when necessary
3. Collaborate with other grade level teachers, as needed, to discuss content and implement grade level strategies to maintain high expectations and increase student engagement

The vehicle of support to ensure that students are learning the essential standards will be all teachers participating with fidelity on the school-wide monitoring practices below:

1. Consistent project-based or problem-based learning rooted in real world situations
2. Workshops to teach essential standards according to student data gathered over projects, benchmarks, and department/grade-level assessments.
Student Empowerment Academy staff will also undergo PD training in Project-Based/Problem-Based Learning. Through a process that includes one or more PBL experts, teachers will be guided through the tenets and development of standards-based PBL curriculum using modules and resources provided by New Tech Network in Echo, the online platform used for communication. Additionally other resources are available for teachers to increase their knowledge in PBL in the following:

1. Buck Institute’s *Project Based Learning for the 21st Century* ([www.bie.org](http://www.bie.org)), which fully explains PBL, is accompanied by a *PBL Starter Kit* that is a powerful learning/teaching tool, and includes links to other PBL websites that cover such subjects as: a) Project Planning Forms; Developing an Idea; Managing, Sharing and Assessing Projects; and, Reflecting and Perfecting the Processes;

2. The George Lucas Education Foundation’s *Edutopia* ([www.edutopia.org/project-based-learning](http://www.edutopia.org/project-based-learning)), which includes many links that train and guide educational professionals in becoming experts in helping students develop and manage projects that reflect what they are learning in the classroom;

3. *Global School Net: Introduction to Project-Based Learning*, which can be found on the Internet at ([www.globalschoolnet.org](http://www.globalschoolnet.org)). As its name implies, it is an introduction to PBL and its pedagogy, and provides some PBL examples, success stories and resources; and,

4. Other PBL information/training websites such as the following, which is but a small sample of the many available on the Internet:

   - *Challenge 2000 Multimedia Project* ([http://pblmm.k12.ca.us/index.html](http://pblmm.k12.ca.us/index.html)), which has a variety of resources, examples and research focusing on project-based learning and multimedia;
   - *Network-Based Educational Activity Collection* ([www.mwsu.edu/~educ/coe/structures/structures.htm](http://www.mwsu.edu/~educ/coe/structures/structures.htm)), which includes extensive research about how teachers can become designers for Internet projects, including 18 structures for successful telecomputing activities;
   - *Project Approach* ([http://www.project-approach.com](http://www.project-approach.com)), which includes Project-Based Learning theory, planning, examples, and professional development;
   - *Project Based Learning Handbook* ([www.bie.org/pbl/pblhandbook/contents.php](http://www.bie.org/pbl/pblhandbook/contents.php)) which is Buck Institute of Education's comprehensive overview of PBL providing a detailed planning model for teachers and PBL research;
   - *Project Based Learning Resources* ([www.iearn-canada.org/guideontheside.html](http://www.iearn-canada.org/guideontheside.html)) which is a collection of articles, examples and resources related to project-based learning; and,
   - *Project Based Learning at High Tech High* ([www.hightechhigh.org](http://www.hightechhigh.org)) which features a collection of interdisciplinary projects at a PBL school.
PBL staff training will be conducted during the initial new staff training sessions, which will occur before the Charter School year begins. PBL training will be ongoing as needed or requested throughout the school year, but in no circumstance will be held less than two, one hour sessions per month for all affected staff members.

14. **Scope and Sequence** (attached as Appendix A)

15. **Supporting All Students**

Ensuring support for all students, including academically under-performing students, Gifted/Talented, low socio-economic status (“SES”), English Learners, Standard English Learners, and students with disabilities shall be accomplished through the student’s Individual Graduation Plan (“IGP”) procedure, in which each student, upon entrance to the Charter School, undergoes a comprehensive evaluation procedure conducted by a school counselor or an administrator.

The IGP process is accomplished by October 1st for all students and begins with consideration of CST scores and previous core content grades. In efforts to ensure proper course placement in the areas of mathematics and literacy, students will then be assessed using MathLinks by UCLA’s Center for Mathematics and Teaching test and quarterly assessments from the New Tech Network. Student Empowerment Academy will enter into an agreement with these entities to use the stated materials and any related cost in administering of these assessments is reflected in the proposed school budget under Books. Lastly, students are given a comprehensive interview by a counselor or an administrator that identifies the forms of academic and emotional support that will be most beneficial for the student’s success, including intervention or expansion opportunities, course placement, and determine frequency that counselor/administrator should review student’s emotional wellbeing. Additionally, all IGPs undergo review in October, December, February, April, and June by each student’s advisory teacher to determine if the student is: (1) keeping up with his or her academic studies; (2) is not hindered for any reason from advancing; and (3) is receiving the necessary instructions and help that allow him or her to be academically successful (for further information, refer to Element 2).

**Plan for Serving Academically Low-Achieving Students**

All students entering Student Empowerment Academy will be thoroughly assessed via normally accepted and appropriate testing methods to determine their academic grade level. The results of such testing will provide information toward developing an IGP for each student. Students discovered to be underperforming (below grade level), based upon test scores and other measures listed below, will be given remediation in the needed area until grade level proficiency in that area is met. These intensive intervention and support classes or sessions will be managed by teachers who hold credentials in those specific subjects. Any student who falls behind grade level performance at any time during his or her enrollment at SEA will have his or her IGP altered to include participation in remediation activities. Remediation activities can include before school, after school tutoring, and Saturday classes. Academic support program will include classroom teachers and volunteers working with students in a one-on-one or small group setting to provide a higher level of individual support to students who are not meeting grade-
level standards and/or demonstrating academic growth. Students needing required intervention will be determined by the following criteria:

<table>
<thead>
<tr>
<th>Assessment Tool</th>
<th>Requirement for Intervention</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Standards Test – Language Arts</td>
<td>Basic, Below Basic, Far Below Basic</td>
</tr>
<tr>
<td>California Standards Test – Mathematics</td>
<td>Basic, Below Basic, Far Below Basic</td>
</tr>
<tr>
<td>California High School Exit Exam</td>
<td>Not Passing one or both sections</td>
</tr>
<tr>
<td>Teacher-Administered</td>
<td>Teacher Recommendation</td>
</tr>
<tr>
<td>Formative Assessment</td>
<td></td>
</tr>
<tr>
<td>Individual Graduation Plan</td>
<td>Not on track to graduate</td>
</tr>
<tr>
<td>Parent/Student Referral</td>
<td>Parent/Student Request</td>
</tr>
</tbody>
</table>

### Plan for Serving Academically High-Achieving Students

Student Empowerment Academy has adopted guidelines for identifying academically high-achieving students which mirror the LAUSD Gifted/Talented students identification. To be identified as academically high-achieving, students must meet one of the following three criteria:

a) Students demonstrate the ability to meet the following four critical thinking and problem solving skills in their primary language: 1) explain meanings or relationships among facts, information or concepts that demonstrate depth and complexity; 2) formulate new ideas or solutions and elaborate on the information; 3) use alternative methods in approaching new or unfamiliar mathematical problems; and 4) use extensive vocabulary easily and accurately to express creative ideas.

b) Students may be referred and assessed for gifted or high ability if they have percentile scores of 85% or above on California Standards Test (CST) in English Language Arts and Mathematics.

c) And lastly, students may be identified as gifted by the Charter School psychologist in the intellectual, high achievement or specific academic ability categories.

Academically high-achieving students will be given the opportunity to advance as quickly as their abilities permit and participate in Advanced Placement (AP) classes, thus allowing those that prove capable to take college courses in their 11th and 12th grades. Some may even earn an AA degree while still officially being enrolled in high school. The SEA counselor will help students apply and enroll in local community colleges and state universities including, but not limited to Los Angeles Trade Technical College, East Los Angeles Community College, Cal State LA and San Bernardino, and any future partnering university. Finally, any academically high-achieving student can be accelerated to a high grade level at the discretion of the parent and principal.

### Plan for Serving English Learners

The Charter School will meet all applicable legal requirements for English Learners (“EL”) as it pertains to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent
English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirement. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

In compliance with state and federal law, the Charter School will require that parents complete the Home Language Survey upon a student’s initial enrollment, as part of the identification and enrollment process.

CELDT Testing

All students who indicate a language other than English, or a combination of English and another language as the home language, will be assessed to measure his or her level of English proficiency using the California English Language Development Test (CELDT) within thirty days of initial enrollment\(^1\) if enrolled at the beginning of the school year or within 2 weeks, if the student enrolls during the school year. The student will then be administered the CELDT annually thereafter between July 1 and October 31\(^{st}\) until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing and reporting.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, the CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental opinion and consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in

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\(^1\) The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.

- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.

Reclassification criteria:
1. Student has an annual CELDT overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading, and Writing.
2. The student scores Basic or above on the ELA section of the CST.
3. The student is judged successful in a mainstream English Program based on a grade C or better in English.
4. The parent has been consulted and notified that the student is eligible for Reclassification, using the Notification of Reclassification Letter.

If student is reclassified to fluent English proficient (RFEP)
   o Regular instructional program, monitoring progress for two years
   o Teachers, administrators, and parents monitor student academic performance
     ▪ CST Basic, Proficient and Advanced Language Arts scores are monitored
     ▪ Maintains grade C or better in core content classes
     ▪ Teacher recommendation
   o Parents are notified in writing at least once a year if student is making adequate progress or is at risk of not meeting grade level standards.
     ▪ Parents are notified in November or December and offered intervention services during school hours and after hours.
   o Intervention measures may include, but are not limited to, any of the following:
     ▪ Student/teacher/parent conference
     ▪ Tutoring Services
     ▪ Content-based language development support
     ▪ Primary language support
     ▪ Extended day and year learning opportunities

Formal documentation will serve as evidence that student is provided linguistic and academic instructional services appropriate to student’s diagnosed academic need.

**Decision Guide**

New Enrollees:
   a. Home Language Survey is administered
   b. If English Only, then student is placed in a regular instructional program

If there is an indication of Primary Language to be other than English
   c. Student is assessed using the CELDT in listening, speaking, reading, and writing

If students are IFEP
d. Students will be placed in the regular instructional program

If students are English Learner

e. Initial placement in appropriate EL program and services

f. CELDT annual assessment until reclassification criteria met

Supports for English Learners

Supports for ELs include a comprehensive approach for students who are at ELD (English Language Development) levels 1-3. Student Empowerment Academy will provide a Structured English Immersion (SEI) instructional program with the goal that identified ELs will acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and other appropriate supports. This program will be supported by the following student learning opportunities:

- Advise students to attend after school and Saturday English Learner classes at the local community colleges
- Provide supplemental materials in the home language to promote literacy and strengthen language development
- Provide students with primary language support for clarification
- Provide a Mainstream English Instructional Program for ELD levels 4 and 5 with access to differentiated instruction in all core classes through the different projects, as well as full access to A-G requirements.
- Utilize High Point as the main textbook for lower level ELD and for on-going support for upper levels
- Monitor EL progress by creating EL folders in their IGP, with EL target goals that include all the components for reclassification.
- Provide lower level ELs the opportunity to participate in arts and hands-on activities with language support to enhance their academic vocabulary in English.
- Provide the opportunity for students to fulfill the Foreign Language requirements through the Language Equivalent Examination.
- Bilingual aides and tutors as primary language support
- Cooperative learning activities, conducted in English with primary language support as needed, in all classes that serve to immerse students in the language while giving them opportunities to practice listening, comprehension, and speaking skills
- Frequent writing assignments in all classes that give students opportunities to practice writing and editing in English

Standard English Learners and Long-Term English Learners

Student Empowerment Academy recognizes the importance of providing research-based and theoretically sound instructional services for SELs and ELs, which includes the most recently categorized group referred to as LTELs. Long-Term English Learners (LTELS) are high school leveled EL students who have completed five full years in U.S. schools without meeting the criteria for reclassification. Standard English Learners (SELs) are students whose Standard
English is not native and their home language differs in structure and form from Standard and academic English.

Student Empowerment Academy acknowledges the linguistic and cultural abilities that ELs and SELs possess and is committed to providing a rigorous instructional program that will allow these students to apply their assets and reach academic success. Each classroom instructor recognizes their role as teachers of both language and content and will develop instruction that builds on cultural and linguistic strengths, and provide meaningful access to a curriculum that is standards-based, cognitively complex, rigorous and coherent.

**Strategies for English Learner Instruction and Intervention**

Teachers will need to adapt how they teach to accommodate the needs of their students who are English Learners. It is important to prepare lessons in advance to make suitable accommodations, and to be aware of how much EL students actually understand. Teachers will employ the following strategies to help their students, and also adjust the class structure and assignments:

- Simplify the language of instruction and not the concept being taught. Use simple sentence structure (subject-verb-object). Avoid the passive tense and compound and/or complex sentences.
- Reinforce content material and application of skills in small-group workshops as part of Project-Based Learning model.
- Provide instructions and messages in written and verbal form.
- Build background knowledge before teaching a lesson.
- Post homework assignments in Echo, the school’s online learning platform.
- Use scaffolding techniques so that new students can be successful on assignments with the rest of the class.
- Work toward depth, not breadth of information, presenting materials in a clear, concise, comprehensible manner, eliminating all nonessential information.
- Impart information through several learning modalities: oral, visual, auditory, regalia, and kinesthetic.
- Present content area vocabulary and concepts using pictures, objects and hands-on activities.
- Provide concrete examples of words using PowerPoint, flashcards, pictures and objects/realia.
- Use graphic organizers such as webs, Venn diagrams, and charts to make information more accessible.
- Employ a variety of questioning and dialogue strategies in order to determine students’ level of comprehension, that are specific to students’ level of language understanding.

Student Empowerment Academy teachers and administrators will regularly monitor the progress of EL students using the following measurement tools:

- California English Language Development Test - once a year
- EL/Content Portfolio that includes writing examples and results of oral assessments
- Weekly Formative Assessments
- Quarterly Summative Assessments
- Classroom observations

Principal and EL Designee will have quarterly meetings with teachers and discuss the ELD level and academic progress of ELs in order to determine the necessary modifications in teaching strategies.

Parents: Provide information to parents in all the available support for English Learners, including but not limited to, support classes through the community colleges – dual enrollment, information in the Reclassification Process and the supplemental home language materials available for students in ELD levels 1-5. Inform parents of their right to participate in all decision making committees including the Charter School’s Curriculum and Instructional Committee.

Professional Development: In order to ensure access to core and the delivery of differentiated instruction for EL students, teachers at Student Empowerment Academy will be CLAD/BCLAD Certified and be Highly Qualified as defined by No Child Left Behind. We will hold Professional Development in all SDAIE strategies, specifically around English language development and literacy through all content areas. Teachers will be required to participate in a series of on-going professional development trainings designed to improve teaching practices and ensure a high quality instructional program for English Learners.

Monitoring and Evaluation of Program Effectiveness

The evaluation for the program effectiveness for ELs in the Charter School will include:

- Adhere to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine adequate yearly progress.
- Monitoring of teacher qualifications and the use of appropriate instructional strategies based on program design.
- Monitoring of student identification and placement.
- Monitoring of parental program choice options.
- Monitoring of availability of adequate resources.

English Learner Instructional/Master Plan

The Charter School is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the Charter 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), the Charter School shall submit a certification to the
District that certifies that they will either adopt and implement LAUSD’s English Learner Master Plan or implement the Charter School’s own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs’ needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

The Charter School shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

The Charter School shall administer the CELDT annually. The Charter School shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

**Serving Students With Disabilities**

**Special Education Program**

All charter schools must adhere to all terms and conditions of IDEA, Individuals with Disabilities Act, and the LAUSD 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 Los Angeles Unified School District (“LAUSD” or “District”) Governing Board approval, the Charter School will either execute a Memorandum of Understanding (“MOU”) by and between LAUSD and the 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 can include the following: nursing services, school psychologist, DIS services, and special education teacher.

**SELPA Reorganization**

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

Compliance with Child Find Activities for Conversion Schools

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

As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

# The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
# Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.

# CBEDS, which is due at the end of October of Each School Year.

# All Students Enrolled December 1 of Each School Year, due at the end of December every school year.

# Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

The MCD requires charter schools to implement the District’s Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.
ELEMENT TWO: Measurable Pupil Outcomes

Governing Law: The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both school wide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. Education Code Section 47605(b)(5)(B).

1. Skills and Measurable Outcomes

The Charter School is committed to ensuring that all students progress academically and demonstrate their knowledge, skills, and attitudes through standardized testing procedures and student projects. Whether students are low achieving, high achieving, English learners, or of special needs, their progress toward expected outcomes depends on continual tracking and monitoring of individual student growth. Consistent with the legislative intent, the Charter School is adopting a performance-based accountability system. Specifically, measurable student outcomes will include:

- Annual increases in student academic achievement, both schoolwide and for all numerically significant pupil subgroups;
- Achievement of fluency or substantial progress toward fluency in English for English Learner students using the California English Language Development Test to measure proficiency; our goal for reclassification will be 15% in year one and 20% in years two through five;
- Achievement of or substantial progress toward learning goals for special education students as outlined in their Individual Education Plan (IEP);
- Demonstrated ability to apply knowledge through student projects associated with career goals;
- Incorporating personal interests and skills in core academics, the arts, technology, and health and wellness; and,
- Demonstrated proficiency in English/Language Arts, mathematics, history/social studies, and science in alignment with the California Content Standards and consistent with the No Child Left Behind Act (NCLB), the California High School Exit Exam (“CAHSEE”) and the California Standards Test (CST) – see chart below.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Measurable Outcomes</th>
<th>Assessment Tools</th>
<th>Frequency</th>
<th>Proficiency Goal</th>
<th>Annual Goal - % of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language Arts</td>
<td>Students will be expected to communicate ideas clearly and effectively in various modes of expression appropriate to audience and purpose. Through the examination</td>
<td>Gates-MacGainitie Reading Tests (9-12)</td>
<td>2x a year</td>
<td>At or above grade level</td>
<td>13-14 50% (average of all grades)</td>
</tr>
</tbody>
</table>

|                  |                                                                                         |                                                      |           |                        | 14-15 60% (average of all grades) |
|                  |                                                                                         |                                                      |           |                        | 15-16 70% (average of all grades) |
|                  |                                                                                         |                                                      |           |                        | 16-17 75% (average of all grades) |
### Subject: Measurable Outcomes

<table>
<thead>
<tr>
<th>Assessment Tools</th>
<th>Frequency</th>
<th>Proficiency Goal</th>
<th>Annual Goal - % of students</th>
</tr>
</thead>
<tbody>
<tr>
<td>of various texts, students will be expected to demonstrate critical reading and active listening skills in order to comprehend interpret and evaluate ideas. Students will write extensively in both expository and creative form.</td>
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</tr>
<tr>
<td>Department Created Quarterly Summative Assessments (9-12)</td>
<td>3x a year</td>
<td>90% correct</td>
<td>13-14 50% (average of all grades) 14-15 60% (average of all grades) 15-16 70% (average of all grades) 16-17 75% (average of all grades) 17-18 80% (average of all grades)</td>
</tr>
<tr>
<td>California Standards Test (9-11)</td>
<td>Once a year</td>
<td>Proficiency</td>
<td>13-14 45% (average of all grades) 14-15 50% (average of all grades) 15-16 55% (average of all grades) 16-17 60% (average of all grades) 17-18 65% (average of all grades)</td>
</tr>
<tr>
<td>CAHSEE (10th grade)</td>
<td>Until passed</td>
<td>Passing Score</td>
<td>13-14 70% 14-15 80% 15-16 85% 16-17 90% 17-18 95%</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
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<tr>
<td>Students will be expected to apply mathematical concepts and processes, including number systems, operations, graphics and logic, in order to problem-solve within and outside of mathematics. Students will be expected to demonstrate facility with the language of mathematics and express generalizations discovered through investigation. Students will be expected to be competent in symbolic reasoning and in constructing logical arguments.</td>
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</tr>
<tr>
<td>MathLinks by UCLA’s CMAT (9-12)</td>
<td>2x a year</td>
<td>At or above grade level</td>
<td>13-14 50% (average of all grades) 14-15 60% (average of all grades) 15-16 70% (average of all grades) 16-17 75% (average of all grades) 17-18 80% (average of all grades)</td>
</tr>
<tr>
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</tr>
<tr>
<td>California Standards Test (9-11)</td>
<td>Once a year</td>
<td>Proficiency</td>
<td>13-14 20% (average of all grades) 14-15 25% (average of all grades) 15-16 30% (average of all grades) 16-17 35% (average of all grades) 17-18 40% (average of all grades)</td>
</tr>
<tr>
<td>Subject</td>
<td>Measurable Outcomes</td>
<td>Assessment Tools</td>
<td>Frequency</td>
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<tr>
<td>Science</td>
<td>Students will be expected to demonstrate understanding of scientific concepts and ideas through real-world applications. Students will be expected to utilize scientific research and inquiry methods to conduct investigations and problem-solve. Students will be expected to apply conceptual knowledge and processes from the major branches of science (biology, chemistry, the earth sciences and physics) in order to further the study of science and relate the study of science to other disciplines.</td>
<td>Department Created Quarterly Summative Assessments (9-12)</td>
<td>3x a year</td>
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<tr>
<td></td>
<td></td>
<td>California Standards Test (10-11)</td>
<td>Once a year</td>
</tr>
<tr>
<td>History - Social Studies</td>
<td>Students will be expected to apply historical, political, philosophical, geographical, economic and sociological knowledge to local and global situations in order to comprehend contexts and events, predict and evaluate the outcomes of human actions, and act responsibly as world citizens.</td>
<td>Department Created Quarterly Summative Assessments (10-12)</td>
<td>3x a year</td>
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<tr>
<td></td>
<td></td>
<td>California Standards Test (10-11)</td>
<td>Once a year</td>
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</tbody>
</table>
2. Applied Skills and Outcomes

The following skills content and applied skills were derived from the Buck Institute for Education’s Review of 21st Century Skills Frameworks (bie.org).

**Learning Outcome Descriptors:**

**Student Empowerment**

Students exercise their empowerment through career readiness, college and university preparation in completing individual digital portfolios, which demonstrate competency and proficiency in all other learning outcomes for Student Empowerment Academy.

**Content Mastery**

Students demonstrate course-specific proficiency in the California State Content Standards and/or Common Core State Standards, an ability to pass the CAHSEE, and proficiency in the California State Standards Test and/or Common Core State Tests. Students demonstrate their mastery of content through hypothesizing, performing analysis through research and drawing comprehensive conclusions.

**Collaboration**

Students will demonstrate a professional and respectable work ethic by cooperation, leadership, and the ability to compromise with other stakeholders. Students demonstrate organization skills through time and task management both individually and within group projects.

**Communication**

This learning outcome reflects how well the students are able to present finished written, digital and/or physical products in front of large and small groups. Students recognize and employ adaptable written and oral language skills, as well as the incorporation of content vocabulary. Students will be active listeners while their peers present.

**Technology Proficiency**

Students use computers as a tool in learning, research, organization, and communication. They are competent in using basic computer skills, such as keyboarding, file management, program application, graphic design, and general maintenance and troubleshooting.

3. Achievement Targets

**API Growth Target**

Student Empowerment Academy’s Academic Performance Index (API) goal for the first year of operation is 800, with growth to reach 820 by the end of the first charter term. These API targets
are in alignment with the requirements of NCLB. (See chart below under AYP Target)

**AYP Target**
Student Empowerment Academy will meet or exceed the AYP targets as per NCLB.

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<tbody>
<tr>
<td>API</td>
<td>800</td>
<td>805</td>
<td>810</td>
<td>815</td>
<td>820</td>
</tr>
<tr>
<td>AYP – ELA</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</tr>
<tr>
<td>AYP – Math</td>
<td>100%</td>
<td>100%</td>
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</table>

**CST Target**
The California Standards Test (CST) is a major component of CDE’s STAR program. The CST target for Student Empowerment Academy for the percentage of Proficient and Advanced students in all subgroups (e.g. African American, Hispanic, Socioeconomically Disadvantaged, EL’s, and Students with Disabilities) is as follows:

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</thead>
<tbody>
<tr>
<td><strong>English/Language Arts – All Students</strong></td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>ELA – African American</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>ELA – Hispanic</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>ELA – Socioeconomically Disadvantaged</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>ELA – ELs</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>ELA – Students with Disabilities</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td><strong>Mathematics – All Students</strong></td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Math – African American</td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>Math – Hispanic</td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>Math – Socioeconomically Disadvantaged</td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Math – ELs</td>
<td>12%</td>
<td>25%</td>
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<td>45%</td>
<td>55%</td>
</tr>
<tr>
<td>Math – Students with Disabilities</td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td><strong>Science – All Students</strong></td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
<td>55%</td>
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<tr>
<td>Science – African American</td>
<td>12%</td>
<td>25%</td>
<td>35%</td>
<td>45%</td>
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<tr>
<td>Science – Hispanic</td>
<td>12%</td>
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<td>Science – Socioeconomically Disadvantaged</td>
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<tr>
<td><strong>Social Studies – All Students</strong></td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
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<td>65%</td>
</tr>
<tr>
<td>Social Studies – African American</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
<td>60%</td>
<td>65%</td>
</tr>
<tr>
<td>Social Studies – Hispanic</td>
<td>20%</td>
<td>35%</td>
<td>50%</td>
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### Social Studies – Socioeconomically Disadvantaged

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<tbody>
<tr>
<td>Social Studies – ELs</td>
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<td>35%</td>
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<td>60%</td>
<td>65%</td>
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</tbody>
</table>

The goal for Student Empowerment Academy will be for over fifty percent of students to score Proficient and Advance Proficient on the CST in all subject areas within five years.

When administering California Standards Tests (CSTs), the Charter School will follow the California Department of Education’s *California Standardized Testing and Reporting Directions for Administration* guide for grades 9-11.

**CAHSEE Target**

Student Empowerment Academy’s CAHSEE target for English Language Arts and Mathematics will be (shown for first time 10th Graders and also for combined passage rates, based on multiple test administrations):

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>English/Language Arts – 1st time</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
</tr>
<tr>
<td>English/Language Arts – Multiple Times</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
<td>98%</td>
<td>100%</td>
</tr>
<tr>
<td>Mathematics – 1st Time</td>
<td>73%</td>
<td>78%</td>
<td>83%</td>
<td>88%</td>
<td>92%</td>
</tr>
<tr>
<td>Mathematics – Multiple Times</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
<td>90%</td>
<td>95%</td>
</tr>
</tbody>
</table>

**4. Graduation Rate and Attendance Target**

The graduation rate target for Student Empowerment Academy is 85% and our Average Daily Attendance target percentage is 95%.

**5. Assessing Student Outcomes and Progress**

The Assessment Strategy table, attached as Appendix C, aligns pupil outcomes to the teaching and learning strategies that will drive them and the multiple assessment measures that will be used to measure students’ progress over time, and ultimately their fulfillment of their IGP including proficiency in California Content Standards and the Common Core State Standards and applied skills. The matrix also includes the currently required state assessments. Behavioral expectations will be measured by a combination of Advisor narrative observations, student self-assessments, and parent feedback. The Charter School intends to use all measures listed in the table on Appendix C though the exact combination may evolve with experience. Not all of the assessments listed will be used with every student in any given year, and, the extent to which student assessment will be measured will depend upon each student’s progress within the courses she or he is studying and determined by his or her individual teacher of such courses. However, all students will undergo an academic assessment process at least bi-weekly (every two weeks)
or sooner as needed via traditional testing measures or through other means such as evaluating projects, portfolios, etc. and according to whichever method of instruction is being used.

As a result of the granting of this charter, Student Empowerment Academy will be accountable internally and to the Los Angeles Unified School District Board for producing the academic results outlined herein. As further outlined below, Student Empowerment Academy will be required to participate in the statewide assessment tests.

The Charter School’s staff, parents and students, and the District’s Board members will be able to monitor the Charter School’s progress in meeting student outcomes by connecting to the Charter School’s web page at any time, using a secure password, and viewing the continuously updated reports the Charter School will publish that site such progress, or the lack thereof, in simple language and visuals. The Charter School will also produce hard copies of such reports and mail them to parents and District Board members the last week of each quarter during each school year.

6. Accountability for Student Progress

Advisory Group Accountability (AGA): The Charter School’s educational program and school culture is designed to create a true sense of ownership for student achievement and the overall success of the Charter School. Everyone in the learning community is responsible and accountable for their respective roles – students, parents, and educators. This begins with the development of each student’s Individual Graduation Program. The development of IGPs involves gathering information about each student to determine: a) the level of academic proficiency of which the student is capable; and b) what remediation, if any, is needed in what academic area. This process may include individual testing, classroom observation, interviews with the student and school personnel who work with him or her, and review of school records, reports and work samples.

Preparation of IGPs will be carried out by each student’s advisory class teacher (Advisor) in collaboration with the student’s other teachers and his/her parents/guardians. Student/parent conferences, regular progress reports and report cards will provide additional means to assess progress and celebrate success and/or create a means to course correct where needed.

7. Graduation Requirements

To graduate, Student Empowerment Academy students shall meet or exceed the following:

- Meet all State of California graduation requirements including passing the CAHSEE;
- Complete a service learning program prior to the end of their senior year;
- Completion of a Digital Portfolio during the first semester of their senior year;
- Satisfy any other graduation requirements approved by the Board and published in the Parent/Students Handbook; and
- Obtain a minimum of 210 credits.
ELEMENT THREE: Methods to Assess Pupil Progress

_Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C)._

1. Outcomes

Student Empowerment Academy, as with other public schools, will be subject to the state and federal accountability systems, including the Academic Performance Index (API) and Adequate Yearly Progress (AYP). The Charter School will include standardized test results as one of multiple assessment methods to chart and document student performance and assessment. API growth goals will be made clear to the staff. The Principal and teachers will review the STAR test scores, and API and AYP results as part of their overall assessment data analysis.

In order to measure students’ progress in achieving their learning objectives described in their IGP, SEA will utilize school-assessments such as portfolios and evaluations, including class quizzes, tests, narrative reports, etc. Portfolios will be standards-based, providing authentic student work samples aligned to state standards. Parents and students will use portfolios to set goals, measure progress, and showcase areas of personal and career interest. Students will be pre- and post-tested using formal and informal assessments to determine their progress in individual subjects for the duration of their time at the Charter School. Measures will include tests, standardized measures and school-wide designed rubrics.

Consistent with the legislative intent, Student Empowerment Academy shall provide a performance-based accountability system. The Charter School’s measuring and reporting system will consider students’ diverse characteristics, recognize their unique abilities and needs, and help students, teachers, and parents reflect and identify how to improve teaching and learning. In the next school year, SEA will seek a web-based project management system such as WorkZone, Easy Projects, or Project Foundry, which will be utilized to capture baseline data as well as ongoing progress monitoring data in the following year and/or years at the Charter School (described below). This or similar commercially available assessment tools will capture the story of each student as s/he creates, shapes and realizes his/her educational program. Students, advisors (teachers) and parents will use this system to track and monitor management progress on an ongoing basis.

The Charter School will collect, analyze, and report a variety of reports on student achievement, including disaggregated data by content strand, student subgroup, grade-level, and student-level analyses. Weekly formative assessment data is used as part of the PD process on a weekly basis to reteach standards that are missed. Quarterly summative assessments are used to inform instruction about how to improve whole units of study. PD time is spent by teachers to collaborate on how to improve these units.

Advisors and students will cooperatively record ongoing student performance assessments that track students’ progress toward achieving identified learning objectives. These electronic records will reflect the daily performance of students regarding specific academic and applied skills. Advisors will monitor each student frequently and hold a meeting monthly with their individual student advisees to discuss ongoing performance and to identify changes needed in attitudes,
effort, and focus on task.

Ultimately, the Charter School will analyze student performance data, including standardized test scores, to ensure that all staff, board members, and parents are kept abreast of how students are performing, and make appropriate changes to instructions to ensure continuous improvement; both of the students’ progress, and of the educational program. The Charter School will publish the School Accountability Report Card (SARC) online and mail hardcopies to students’ families.

2. Annual Programmatic Audit

To make sure Student Empowerment Academy is complying with the terms of its charter, the Board will develop a checklist of programs and goals as described in this charter. And, every year will appoint a committee of parents, Advisors and community members to determine the Charter School’s success at implementing programs, meeting goals and making recommendations for areas of improvement. The Board will then, in coordination with Advisors and parents at the Charter School, make recommendations as to how the Charter School can further refine its educational program in order to comply with the terms of the charter and fulfill the promise of the Charter School’s vision. This analysis and the resulting recommendations will be described in an annual programmatic performance review to the District. The Charter School will also release this report to parents and the public at an annual public meeting. The programmatic performance review will include but may not be limited to:

1. Summary data showing students’ progress towards the goals and outcomes from assessment instruments and techniques listed above. This data will be displayed on both a school-wide basis and disaggregated by major racial and ethnic categories to the extent feasible without compromising any student’s confidentiality.
2. A summary of major decisions and policies established by the Board during the year.
3. Data regarding the number of staff working at the Charter School and their qualifications.
4. A copy of the Charter School’s health and safety policies and a summary of any major changes to those policies during the year.
5. Information demonstrating whether the Charter School implemented the means listed in this charter to achieve a racially and ethnically balanced student population.
6. An overview of the Charter School’s admission practices during the year and data regarding the numbers of students enrolled, on waiting lists, expelled and/or suspended.
7. Analysis of the Charter School’s internal and external dispute mechanisms and data on the number and resolution of disputes and complaints.
8. Other information regarding the educational program and the administrative, legal and governance operations of the Charter School relative to compliance with the terms of the Charter.

3. Assessment of Student and School Outcomes

The awarding of credits will be based on student’s daily documentation of time and learning, and the use of longitudinal, survey and other data (in-house assessments).
Credits will be awarded based on a student’s demonstrated understanding of the particular subject matter and their ability to demonstrate proficiency in related content standards and course content requirements.

To monitor student projects and gauge them for their effectiveness to demonstrate what students are learning in the classroom, the Charter School will use a project management system, including NTN echo, as a means to streamline paperwork, stay organized, and track and document student success. The California content standards, applied skills, and the Charter School’s graduation requirements will be monitored via the use SEA digital portfolio which will contain the following:

1. Develop and update students’ Individual Graduation Plan;
2. Track the course/graduation requirements and A-G completion;
3. Capture and view results of standardized testing and various authentic assessments; and,
4. Summary of student awards, internships, resume, letter of recommendations and other pertinent academic and personal goals and achievements; Evidence of school-wide learning outcomes.

Given all the data captured by the online program, a means is also provided to “translate” students’ achievement into progress reports, report cards and more traditional transcripts, including credits and grades. The ultimate goal of these “tracking” measures is to reach a graduation rate of at least 85%.

Additionally, using a rubric that will be created, student projects will also be used as a measure of student success. If a student completes a project on time and within its planned outline structure, it will be used as a measure of the student’s ability to plan and carryout reasonably complex tasks with some degree of confidence. If the student has difficulty in completing a project, it will be used to measure of the student’s ability to follow instructions, stay on track, and keep within a schedule. The experience will also be used as a learning tool to determine where the project went wrong and what the student needs to do to complete it successfully.

4. Process for Conducting Student Assessments
To ensure that all statewide standards are met and pupil assessments conducted, the LAUSD Board of Education will be able monitor Student Empowerment Academy’s progress in meeting student outcomes and California State Learning Standards through a the Charter School’s mandated state pupil assessment data it collects as required pursuant to Education Code Section 60602.5 and following the Charter School’s timelines and protocols consistent with the District, including administration, collection and security of tests. Mandated assessments include the California Standards Tests; California Achievement Tests; the Physical Fitness Test; CAHSEE; Aprenda 3 or the new Spanish Test of Standards; and, the California English Language Development Test. Proficiency for the Charter School’s English Learners will be determined using the CELDT, STAR test data, teacher observations, parent input, and project performance data.
5. Reporting Student Progress/Grading Policy

At least quarterly, individual students will receive a report card indicating level of performance in core academic subjects with separate indicators for knowledge, skills, and attitudes. Grades will be provided to fulfill the needs of college transcripts and/or transfer to another school. If a student is not making adequate progress, Advisor and student will collaboratively lead conferences with parents/guardians to discuss issues related to student performance and develop an action plan to ensure the student has the support needed for success. This process will be the responsibility of Advisors concerning all the students in their individual advisory group.

The grading policy will be as follows for all courses. On a scale of 0% - 100%, grades will be given as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90% - 100%</td>
</tr>
<tr>
<td>B</td>
<td>80% - 89%</td>
</tr>
<tr>
<td>C</td>
<td>70% - 79%</td>
</tr>
<tr>
<td>F</td>
<td>0% - 69%</td>
</tr>
</tbody>
</table>

6. Academic Performance Index and State-Mandated Tests

As a California public school, Student Empowerment Academy will be subject to the tenets and consequences of the state and federal accountability systems including API and AYP assessment measures (See Element 2: Measurable Student Outcomes section above). API growth goals will be included in the annual goals established by faculty. Teachers and the Charter School’s Principal will review STAR, API and AYP results as part of their overall assessment data analysis and will use such data to improve instruction and the overall performance of the Charter School. Such analysis will include examining numerically significant subgroups to determine areas in need of concentrated effort or remediation so that all students achieve academically. The Charter School will modify teaching techniques and explore professional development opportunities as necessary to target any gaps in the instructional program and student achievement profile. Student Empowerment Academy will also administer the mandatory state STAR tests and other required state assessments such as the CAHSEE and CELDT.

7. School-Developed Assessments

At Student Empowerment Academy, every new student upon entry to the Charter School will be tested, using normally accepted testing means, in English/Language Arts and Math to determine his or her grade level baseline. Additionally, teachers will be administering weekly formative assessments on essential state standards and mediate such standards as necessary.

Along with this strong monitoring to determine if essential standards have been learned is the involvement of parents in the progress of their students. Student Empowerment Academy will employ a web-based student tracking system which will allow parents to follow their student’s achievement and attendance online. And teachers will be required to keep achievement data current on a weekly basis and attendance data current on a daily basis. This system will allow parents to follow their student’s achievement progress on weekly formative assessments and other assignments continually and at their convenience.
8. Testing
The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.
ELEMENT FOUR: Governance

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

1. Non Profit Public Benefit Corporation

The Charter School will be a directly funded independent charter school and will be operated as Student Empowerment Academy, a California Nonprofit Public Benefit Corporation, pursuant to California law upon approval of this charter.

The Charter School will operate autonomously from the District, with the exception of the supervisory oversight as required by statute and other contracted services as negotiated between the District and the Charter School. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District has complied with all oversight responsibilities required by law.

Attached, as Appendix D, please find the Articles of Incorporation, Corporate Bylaws, and Conflict of Interest Bridge Policy.

2. Governance Structure

The governance structure of Student Empowerment Academy shall include processes to ensure parental involvement as stated in California Education Code Section 47605(b)(5)(D). Student Empowerment Academy’s success will depend on broad-based community partnerships, collaboration, creativity, and most importantly, a respect for the diverse cultures of our community. As Student Empowerment Academy opens its doors and grows in size, opportunities will be provided for parent and community participation on the Board and Charter School committees.

All meetings of the Board of Directors and its committees shall be held in accordance with the Brown Act.

The Board will create a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups are represented. The Board shall have ultimate responsibility for the overall operation of the Charter School, while the Charter School’s Principal governs the day-to-day activities of the Charter School. Board members have the responsibility to solicit input/opinions from parents regarding issues of significance and to weigh the input/opinions carefully before taking action.

Any amendments to the Student Empowerment Academy charter petition must first be approved by the Board with input from Charter School staff and parents, if desired. The Board would then
be responsible to submit the changed request for approval to the Charter Schools Division (“CSD”) of LAUSD. If this change is a material revision, then it will be submitted to the LAUSD Board for approval. Once the request for change has been approved, Student Empowerment Academy may implement the change at the Charter School site.

3. Board of Directors

Student Empowerment Academy will be governed by a corporate Board of Directors (“Board of Directors” or “Board”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Board will make policy decisions for Student Empowerment Academy and the Charter School’s principal will act in an advisory capacity to the Board.

The Founding Team and Board bring a background of professional experiences and dedication to ensure the success of Student Empowerment Academy. The Board will consist of at least five (5) and no more than nine (9) Directors, including at least two parent or community representatives. In addition, in accordance with Education Code Section 47604(b), the authority that grants the charter shall be entitled to a single representative on the Board of Directors.

SEA will seek community members to serve on the Board who have expertise in areas critical to school success including but not limited to: education, school finance, fundraising, facilities, governance, and business and legal practices.

No Board members will be employed as staff members at Student Empowerment Academy, neither in a part-time or full-time capacity. If a Board member expresses interest in being an employee of the Charter School, he or she must resign from the Board prior to consideration for employment at the Charter School.

The Board of Directors currently consists of members with the following areas of expertise:

- **Bernard Neal Kleiner:** a Los Angeles native, who has spent my entire life in public education in LAUSD. Like so many students in LAUSD, my grandparents emigrated from another country. Their one desire was for their children and grandchildren to have a better life. The vehicle would be the sound education that was denied them in their native land. I am a product of LAUSD and a proud graduate of the local public University. I remained at UCLA to earn my Lifetime Teaching Credential. At twenty-two years of age, I started teaching at Locke High School in Los Angeles. Years later, I decided that I could affect a more positive change on a school campus as an administrator. My last five years were spent as principal of John Muir Middle School. They were the best five years in my career. The school had been dysfunctional for years, but with a turnover in much of the staff, we were able to mold a family atmosphere that enabled John Muir to transcend its past and the limitations of its community. My one regret is that I retired prematurely for an unsuccessful run to become member of the School Board. I wanted to do for the entire District what was proved could be done at John Muir. I am a proud father of two children, one a high school principal at the age of thirty-six. I have three grandchildren, one of whom is in Special Education. I do not
want to leave any child behind. I speak English and Spanish and am respected in all parts of the LAUSD community.

- **Olivia E. Palma:** I am a Latina of African descent living in the South Los Angeles Community for over 40 years. I speak both Spanish and English. I have eight children between the ages of 11-24, three of which attended Student Empowerment Academy. I currently hold the position of administrative assistant for People Coordinated Services of Southern California. (GRYD Program located at Carver Middle School.) As an individual I have a great deal to contribute. Growing up, my parents and grandparents instilled in me the value of hard work, ethical principles, and responsibilities. Now that I am a grown working woman, I take pride in my dependability and my willingness to cooperate and contribute to the welfare and well-being of my community. Over the years, I have learned and attained valuable skills and knowledge, such as computer literacy and proficiency as well as communication skills, which have allowed me to ascend in various jobs. Because I understand and cherish the value of education, I decided to go back to school and enrolled myself at California State University of Los Angeles to pursue a bachelor’s degree in psychology. I can honestly say that I very grateful and very honored to be a part the Student Empowerment Academy board. I look forward to seeing SEA grow into its full fruition.

- **Dr. Alma Salazar:** Vice President of Education and Workforce Development for the Los Angeles Area Chamber of Commerce. She oversees the Chamber’s education and workforce development programs and also directs the Chamber’s higher education and workforce development policies. In 2012, Salazar was appointed by Governor Jerry Brown to serve on the California Workforce Investment Board.

Since 2000, Salazar has worked to build business/education partnerships to improve academic achievement and life-long learning for California’s students. Salazar has demonstrated success at convening diverse groups of stakeholders to promote systems-change and strengthen the region’s workforce development system by expanding/enhancing relationships that build pathways to high demand, high growth industries, and sustainable careers. Serving as an intermediary, Salazar looks to create and support effective collaboration among education, business, civic and workforce development leaders to influence policies that strengthen regional education and workforce development systems.

Salazar graduated from California State University, Long Beach with a bachelor’s degree in speech communication, a master’s degree in public policy and administration and doctoral degree in Educational Leadership. Salazar was also awarded the prestigious 2012 American Memorial Fellowship by the German Marshall Fund of the United States.

- **Steve Austin:** I retired from the Los Angeles Unified School District in June, 2011 after working 38 years in the District. The time went by quickly because I really enjoyed my career in education.

After graduating from UCLA in 1972 with a major in French, I obtained my Teaching
Credential at Cal State Los Angeles in June, 1973. I began my teaching career at Virgil Middle School in September, 1973, teaching beginning, intermediate and advanced levels of ESL. I learned a lot about what improvements were necessary in order for me to become an effective teacher. Overall, my first year was a rewarding experience.

Instead of accepting a permanent position at the school, I decided to become a substitute teacher and get a better idea of the variety of students and school programs available throughout the District. After being frequently requested at Los Angeles High School where they had a relatively large ESL program, I accepted a teaching position there in 1977 and ended up working 35 of my 38 years at that school. I feel fortunate for the many rich and fulfilling experiences I had at LA High. My ESL students came from countries all over the world, including Vietnam, Thailand, Cambodia, Korea, Mexico and countries in Central America. They were eager to learn and made excellent progress.

Working as an ESL counselor was equally fulfilling. The students needed a great deal of support in adjusting to the culture and the school system in the United States while trying to learn English. Their families were also struggling to provide help for their children in this unfamiliar setting. I decided to study Spanish so that I could communicate with the increasingly large Spanish-speaking student population. Providing a variety of services to immigrant students and their families was gratifying as I got to see students who arrived with no knowledge of English manage to graduate and go on to college after only three or four years in the United States.

In 1988, I began working as an English Language Coordinator, a position that offered me the opportunity to work closely with administrators, teachers, students and parents in coordinating resources for English Learners so that they could catch up to their peers and realize their dreams as they developed fluency in English and mastered their core content subjects. I gained a lot of experience in organizing professional development for the staff regarding instructional strategies that were effective with English Learners. Working closely with parents was a wonderful experience as well. The vast number and variety of projects I got involved in has provided me with a deep understanding of the importance of active student involvement in their education.

In summary, I feel my varied experiences as an educator have enabled me to appreciate that each student deserves to have good teachers who care about them and will work hard to engage them fully in the learning process so that they will have bright futures. I look forward to participating as a board member of the Student Empowerment Academy to help support the achievement of high standards for all students, including those traditionally “underserved.”

- **Byron Purcell**: I was born and raised in south Los Angeles and attended public school. I graduated from Los Angeles High School in 1986. While in high school, I was given the good fortune to be a Teaching Assistant. I then attended USC and received my bachelor’s degree in Political Science. While at USC I participated in a community outreach program, where as a college student we appeared at local schools and instructed students once a week in “Mock Trail”. I really enjoyed the experience. I later earned my JD
degree from the University of Texas at Austin. While in law school, I was a teaching assistant. I also had the pleasure of being a teaching assistant with the CLEO program (a pre law program for prospective law students). I am currently a Partner with the law firm of Ivie, McNeill & Wyatt where I have been a practicing litigation attorney for over 17 years. Over the years, I have worked on various cases including some dealing with schools and educational codes. I am also a past member of the John M. Langston Bar Association and look forward to serving on the board of the Student Empowerment Academy.

- **Douglas A. Solorzano,** First Vice President – Investments, Wells Fargo Advisors: Douglas Solorzano, a USC alumus, has used his two decades of investment experience to advise middle-income and high net worth individuals and small businesses in pursuing realizing their investment and financial goals. With a strong focus in relationship building and integrity, he has been able to build a faithful and successful practice throughout his tenure as an advisor.

  Douglas acts as ‘general contractor’ to your investment plan, by working with other professionals to help ensure your investments are aligned with your future goals. This is made possible through the resources of Wells Fargo Advisors, LLC along with his experience. His investment philosophy concentrates around risk management to help prevent unnecessary volatility in a portfolio that is custom tailored to the needs of the client.

  He is experienced in retirement planning on equities, mutual funds, tax-advantaged municipal bonds, competitive –yield corporate bonds, convertible securities, zero-coupon bonds and managed money. His specialization lies within retirement consulting.

- **Geni Cobb:** Geni Cobb has worked in the education system for many years. She has worked for a variety of K-12 public schools and colleges such as Los Angeles Valley College and California State University Northridge in various positions. She currently volunteers her time at two non profits; Meeting Each Need with Dignity (MEND) and Chrysalis where she works heavily with the homeless and low income populations. Geni also volunteers at numerous conferences and city events. She holds two BA degrees from CSUN. One in Chicano Studies and the other being in Deaf studies. Continuing with her studies, Mrs. Cobb also received her masters degree from CSUN in Educational Psychology with an emphasis in school counseling and holds a pupil services credential. She also has a post graduate certificate in college counseling and student services. Her passion is to assist students and families who live in underserved communities.

- **LAUSD Representative (TBD)**

  Responsibilities of the Board with input from the Charter School’s Leadership Council (“SLC”) include, but are not limited to the following:

  - Adopting, evaluating, and updating school policies consistent with the law and Student Empowerment Academy’s mission;
  - Adopting a fiscally responsible budget based on the Charter School’s vision and goals;
• Review of decisions from Student Empowerment Academy’s SLC for the hiring of Charter School personnel or independent contractors;
• Monitoring the fiscal health of Student Empowerment Academy on a regular basis and approving budget expenditure recommendations in excess of ten thousand dollars ($10,000);
• Approval of annual fiscal and performance audits;
• Adoption of school calendar and the scheduling of Board meetings;
• Development of Board policies and procedures Development and approval of the annual budget;
• Review of requests for educational field trips;
• Review curriculum changes recommended by the local school leadership council
• Maintaining accountability for student learning by monitoring student progress;
• Ensuring that a safe and appropriate educational environment is provided to all students;
• Hiring, supervising, and evaluating administrators, with recommendations by local school leadership council, and if necessary, terminating;
• Meeting corporate requirements;
• Overseeing and approving Student Empowerment Academy’s annual budget, fiscal affairs, and audits;
• Review of quarterly financial reports;
• Election of Board members;
• Assessing and determining salary increases;
• Overseeing the dispute resolution and compliant procedures when necessary;
• Approval of proposed charter amendments, with material revisions to be submitted for approval by the chartering agency, pursuant to Education Code Section 47607;
• Approval of personnel discipline (suspensions or dismissals) as needed;
• Appointment of an administrative panel to act as a hearing officer to make findings of fact regarding a recommendation of student expulsions, and as necessary, take final action on student expulsions; and,
• Creation of Board Advisory Councils and sub-committees as needed.

The Board may initiate and carryout any program, activity or may otherwise act in any manner which is not in conflict or inconsistent with, or preempted by, any law and which are not in conflict with the purposes for which California public schools are established.

The Board may execute any powers delegated by law to it and shall discharge any duty imposed by law upon it and may delegate to an employee of the Charter School any of those duties with the exception of budget approval or revision, approval of the fiscal audit and performance report, and the adoption of Board policies. The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

• Be in writing;
• Specify the entity designated;
• Describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise and the beginning and ending dates of the delegation; and
• Require an affirmative vote of a majority of Board members.

The Board of Directors will attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest, and the Brown Act.

4. Process for Selecting Board

The selection process of members of the Board of Directors shall be conducted through nomination by a Nominating Committee. The Nominating Committee may include members from the Board of Directors, the Local School Leadership Council, as well as parents and community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Board, and the Board by majority vote will make the final selection.

Board members will serve for a term of three (3) years. There shall be no fewer than five (5) or more than nine (9) seated members on the Board of Directors. At the end of third (3rd) year, for staggering purpose and as drawn by lottery, no fewer than two (2) or more than three (3) of the members’ terms will end. At the end of the fourth (4th) year, a different two (2) to three (3) members’ terms will end, and at the end of the fifth (5th) year the remaining one (1) to three (3) members’ terms will end. This way, at any given time, approximately 2/3 of the Governing Board members will continue to serve on the Board. However, upon expiration of their terms, the Board members may be reelected to serve additional terms.

5. Board Meeting Frequency

The Board of Directors will meet at least once a month to review the Charter School’s achievements and provide support in achieving the Charter School’s short term and long term goals. The Board is responsible for sound management of the Charter School’s resources and is accountable for student learning goals. This oversight will ensure the success of the Charter School.

6. Procedures for Posting Meeting Notices, Distributing Agendas, and Recording Minutes

All meetings will be scheduled in advance and will alternate between the Student Empowerment Academy and Academy of Science and Engineering campuses, with a live video and interactive feed to the other location. All regular meeting dates, times and agendas will be posted in the Charter School’s office and on its website at least 72 hours prior to a regular meeting and 24 hours prior to a special meeting. All Board meetings will have minutes taken as required, which will be kept in a binder in the Charter School’s main office for public inspection.

Committee meetings will also be held in compliance with Brown Act requirements.

7. Leadership and School Operations

Charter School-based decision-making as realized through the School Leadership Council and its
committees will comply with the requirements of the Brown Act and is designed to:

- Ensure that all decisions regarding policy and practice made at Student Empowerment Academy have a single focus, which is to achieve the learning outcomes delineated for students in the charter;
- Ensure that staff members are involved in the decision-making process at the Charter School;
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process;
- Ensure long-term effectiveness of local school control and accountability;
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at the Charter School; and,
- Ensure that Student Empowerment Academy’s principal is an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team on an issue cannot be reached, the Board will have final authority.

a) **Councils and Council Sub-Committees**

The role of the principal in the School Leadership Council and all sub-committees is to help support and maintain Student Empowerment Academy’s vision and also be the conduit to the Board for recommendations or requests. In the interest of creating a large base of input from the staff and to ensure that grade level and program needs are met, whenever possible a different representative will be selected for each of the SLC sub-committees.

During the first 3 weeks of each school year new representatives will be selected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers will not be required to serve on committees.

Interested teachers will be nominated or nominate themselves and the teaching staff will select its representatives.

Charter Schools are not required to establish a School Site Council (Education Code 47605). Categorical funding, as with other budgets are under the purview of the School Leadership Council.

b) **Day-to-day Decision Making**

The day-to-day decisions of the Student Empowerment Academy will be managed by the Charter School’s Administrative team as determined by their assigned duties and responsibilities.

c) **School Leadership Council**

Recognizing that “hierarchical decision-making has tended to reduce the effectiveness and productivity of the teachers in educating pupils,” Education Code Section 44666(b)(1), the School Leadership Council will be the mechanism for Expanded School-Based Management in
order to ensure that a more collaborative decision-making process will result in more effective teaching and pupil learning.

Student Empowerment Academy intends to fully realize the goals of the State Legislature in enacting Education Code Sections 44666-44669, to create a complete Expanded School-Based Management Model program increasing teachers’ decision-making authority in responsibilities that affect their ability to teach. Therefore, through the School Leadership Council, teachers at Student Empowerment Academy will be actively involved in all of the following procedures (find in parentheses, the applicable sub-committee responsible for each activity):

1. Recommendation of new teachers to be hired through the Human Resources Committee. (Human Resources Committee)
2. Creating and recommending a sound and responsible budget to the Board for adoption that limits not more than 7% of revenue for Central Office functions including, but not limited to Human Resources, Fiscal Services, All District/State Reporting, and Legal Services. (Human Resources Committee)
3. Selection of textbooks and curricular areas for improvement. (Curriculum and Instructional Committee)
4. Tailoring and coordination of curriculum and instruction across grade levels and within departments at the school-site level. (Curriculum and Instructional Committee)
5. Establishment of pupil discipline policies;
6. Design and conduct of staff development programs and policies. (Curriculum and Instructional Committee)
7. Assignment of pupils and scheduling of classes. (Curriculum and Instructional Committee)
8. School-wide problem solving and program development. (Parent and Community Partnerships and Instructional Committee)
9. Organization of the Charter School for effective instruction. (Curriculum and Instructional Committee)
10. Development of procedures designed to institutionalize teacher involvement in decision-making. (Human Resources Committee)
11. Advise to the roles and functions of teachers, administrators, and non-certificated employees at the school site. (Human Resources Committee)
12. Determining procedures for increasing student involvement (Student Government)

### School Leadership Council Composition

<table>
<thead>
<tr>
<th>Charter School Size</th>
<th># of Members</th>
<th>Teachers</th>
<th>Principal</th>
<th>Parent/Comm. Rep</th>
<th>Student</th>
<th>Non-Certificated</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 or fewer teachers</td>
<td>8</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>7 or more teachers</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
SLC teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Non-certificated and parent representatives will be elected once every two years. The non-certificated representative will be elected by his/her peers and parent representatives will be elected by the parents of Student Empowerment Academy. A Parent and Community Partnerships Committee representative will facilitate the elections of parents.

From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least 72 hours notice. SLC meeting agendas will always be posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision-making is that consensus is crucial to building stakeholder buy-in. SLC members will strive to reach decisions by consensus.

SLC meetings will be scheduled monthly.

d) **Curriculum and Instructional Committee**

The Curriculum and Instructional Committee will act as a sub-committee of the Charter School Leadership Council and advisory body to the Charter School Principal. The Committee will have purview over:

1. The selection of curricular areas for improvement;
2. Tailoring and coordination of curriculum and instruction across grade levels and within departments at the school-site level;
3. Assignment of pupils and scheduling of classes;
4. School-wide problem solving and program development;
5. Organization of the Charter School for effective instruction; and
6. Staff development programs and policies.

It will make recommendations to the SLC about the Student Empowerment Academy’ educational and instructional program and develop curriculum and Staff Development plans. It will address the educational needs of English learners, gifted and talented students, and students with special needs. Additionally, the Committee will keep teachers and staff abreast of new research, strategies and techniques that are geared to improve student achievement. The Committee will be involved in seeking out and attending cutting-edge workshops and conferences, and encourage the participation of faculty and parents.

Curriculum and Instructional Committee teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Parent representatives will be elected once every two years. Parent representatives will be elected by the parents of Student Empowerment Academy. The parent involvement committee representative will facilitate the elections of parents. This committee will meet monthly.

Curriculum and Instructional Committee includes:
- The Charter School’s principal;
• 1 teacher from each grade level;
• 1 teacher representing each program (ELA, Math, Science, SS, VAPA, PE); and,
• 2 parent representatives;
• 1 site advocate

e) **Parent and Community Partnerships Committee**

The Parent and Community Partnerships Committee (“PCPC”) will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. In conjunction with Instructional Committee the PCPC will have purview over school-wide problem solving and program development.

Parents will be partners in the education of their children and will be encouraged to actively participate in the Charter School’s decision-making processes. In addition, community partnerships will be key to the success of the Charter School. The purpose of the PCPC is to coordinate all parents and community activities associated with the Charter School.

Additionally, PCPC will recruit volunteers, engage parents in educational issues that affect their children and the Charter School in general, and assist in fundraising and other school associated activities. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. Teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. The non-certificated representative will be elected by his/her peers. The PCPC will meet monthly.

Parent Involvement Committee includes:
• The Charter School’s principal;
• All parents;
• 2 teachers; and
• 1 non-certificated representative.

f) **Human Resources Committee**

The Human Resources Committee (HRC) will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. The committee will have purview over:

1. Recommendations for hiring of new teachers to the SEA Board;
2. Organize Peer-Observations that will be a piece of the Principal’s teacher evaluation matrix;
3. School staff will give evaluative feedback annually on the practice and performance of the administrator(s);
4. Development of procedures designed to institutionalize teacher involvement in decision-making; and
5. Advise to the roles and functions of teachers, administrators, and non-certificated employees at the school site.
The HRC will be in charge of recruiting, interviewing, and recommending all new teachers to the SEA Board for hiring. HRC assists in the induction of new staff members. HRC continually reviews the effectiveness of personnel policies and makes recommendations to the Principal and Board.

The HRC teacher representatives will be elected by their fellow teachers in a staggered fashion for two years terms. Non-certificated and parent representatives will be elected once every two years. The non-certificated representative will be elected by his/her peers and parent representatives will be elected by the parents of Student Empowerment Academy. The parent involvement committee representative will facilitate the elections of parents. This committee will meet on an as needed basis.

The Human Resources Committee includes:
- The Charter School’s principal;
- 2 teachers; and,
- 1 non-certificated representative;
- 1 site advocate

**g) Student Government**

The Student Government (“SG”) will act as a sub-committee of the School Leadership Council and advisory body to the Charter School Principal. The committee will have purview over:

1. Processes for encouraging student engagement (Attendance, CST and CAHSEE scores etc.);
2. Development of events for the student body to participate; and
3. Organizing school-wide assemblies.

The Student Government will be an integral part of the decision making recommendations for increasing student engagement. They will assist in creating events for the students including school dances as well as school assemblies that will promote higher attendance or test scores.

The Student Government will be led by a teacher elected by their fellow teachers every two years. The students will be elected every year. Four students will be elected by the student body as a whole with two additional students being elected from each advisory. This committee will meet once a week during Advisory.

The Student Government includes:
- 1 teacher;
- 4 student officers;
- 2 additional student representatives per Advisory

**8. The Role of the Principal**

The responsibilities of the Principal include, but are not limited to:
• To carry out the mission and vision of the Charter School
• To implement policies and procedures established by the SLC
• Attend meetings of the SLC, or Charter School committees as desired
• Recommend hiring to the Board of non-administrative certificated and non-management non-certificated staff members through the Human Resources Committee
• Participate in the supervision, evaluation, and support of certificated and non-certificated employees
• Teach or team-teach as needed
• Serve as the instructional leader
• Liaison and advocate to the Board on behalf of the Charter School
• Community relations
• Lead and participate in recruitment efforts

9. The Role of the Assistant Principal (Fiduciary & Program Analyst)

The responsibilities of the Assistant Principal include, but are not limited to:

• Onsite financial manager
• Gather, analyze, and communicate school and student data to school and Board
• Teach or team-teach as needed
• Attend meetings of the SLC, or Charter School committees as needed
• Participate in the supervision, evaluation, and support of certificated and non-certificated employees
• To implement policies and procedures established by the SLC
• Liaison and advocate to the SEA Board on behalf of the Charter School
• Participate in recruitment efforts
• Delineate and build advisory curriculum resources in the SEA school library with the Charter School counselor

In case of emergencies, the Assistant Principal will assume duties and responsibilities of the Principal.

10. The Role of the Counselor

The responsibilities of the Counselor include, but are not limited to:

• Create master schedule and matrix
• Programming class schedules
• Being present in meetings in which presence is needed (IEP, parent conferences, etc)
• Maintain communication with parents and students about academic goals and plans, including, but not limited to, the IGP
• Provide guidance and resource support with college and career plans and options
• Counsel students with behavioral problems and emotional/mental needs
• When necessary, provide resources off-campus for further support to families
• Provide collaborative strategies with parents, teachers, and administrators to increase student success
• Identify and report any cases of neglect or abuse
• Delineate and build advisory curriculum resources in the SEA school library with the Assistant Principal

In case of emergencies, the Counselor may assume duties and responsibilities of the Principal.

11. Organizational Chart

12. Process for Ensuring Parent Involvement

The Charter School believes that the only way to maximize opportunities for a child’s academic success is to involve his or her family. Because family is a key component of culture, we believe that understanding the families represented at SEA must be a part of our parent and family engagement process. In addition to establishing Advisory Committees where parents are able to
voice their ideas and concerns, we will create multiple ways in which parents can earn hours towards the minimum requirement of total volunteer hours necessary to support their child/children.

Every year, we plan on surveying our parents to find the best way to communicate information to our families including hours that work for the majority of working and non-working family members. We also want to take into account the different languages represented and the best way to communicate with our parents. Surveys and record keeping of all activities will be done and maintained via Advisory.

Some of the basic means to deliver information and for parents to acquire service hours include attendance to the following events:

- Parent Workshop Series (Supporting my child transition to high school, Understanding HS grading and credits systems, HS Graduation Requirement, Staying on top of my child’s grades, Making a Reader out of my teen child, Social Media and Parents, College Costs What?)
- Parent Conferences
- Coffee or Tea With Faculty Members
- Holiday Family Celebration
- Attending Fieldtrips
- Participating in Projects
- Community Days at SEA
- Awards Ceremony

Parents are required to honor 30 hours of service hours per year per family (in the case of siblings). Less than 50% of the hours can be fulfilled through donations. Hours will be tracked by advisor and received from other teachers and staff for updates the hours.

13. District Required Language

The Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The Charter School will comply with the Brown Act.

Members of the Charter School’s executive board, any administrators, managers or employees, and any other committees of the Charter 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.

The District reserves the right to appoint a single representative to the Charter School board pursuant to Education Code section 47604(b).

Grievance Procedure 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 Charter School will comply with the District policy related to charter schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

**Responding to Inquiries**

The Charter School and/or its nonprofit corporation 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. The Charter School and/or 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 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 District and/or the Office of the Inspector General, Investigations Unit.

**Notifications**

Notification is to be made to the Charter Schools Division in writing 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 the Charter School.
ELEMENT FIVE: Employee Qualifications

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

Student Empowerment Academy believes that all persons are entitled to equal employment opportunity. The Charter School shall not discriminate against qualified 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, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

1. Employee Recruiting and Hiring Process

The process for recruiting Charter School employees shall include, but may not be limited to:

- Advertising in local newspapers, professional journals, internet, and on radio;
- Providing request for employment information at job fairs and on college and university campuses; and
- Via word-of-mouth.

The process for hiring teachers includes establishing an interview committee for each candidate. This committee will be comprised of the Human Resource committee or personal designated by this committee. The Human Resource Committee will develop a rubric scoring guide to be used by each hiring committee.

While the Principal will be accountable to the Governing Board, the teachers will participate in the ownership of the educational program and will be held accountable for the roles they play in supporting the success of the Charter School’s programs. However, the responsibility for all school activities is that of the Board of Directors with oversight provided by the District.

2. Job Descriptions, Qualifications, Roles and Responsibilities

The following are preliminary school employee job descriptions, including qualifications, roles and responsibilities:

**All Staff**

Qualifications for the Charter School’s staff members will include:

a) Belief in the Charter School’s mission;

b) Love of students, enthusiasm for teaching and learning, the belief that each student can and will succeed and the willingness to do what it takes to make that happen;

c) Collaboration with other staff members to define ongoing professional development strategies consistent with individual professional development plans;

d) Participation in peer evaluation process; providing input on related employment decisions and the selection process for new staff and related decisions;

e) Attend ongoing training on PBL as provided by the school and the NTN national conference on an annual basis;
f) Participation in decision-making and related problem solving activities in all aspects of school operations including staffing, development of the school calendar, school budget and continuous school improvement; and,
g) Current certification in First Aid and CPR as needed.

Principal
The Principal will be the Charter School’s leader and will report directly to the SEA Board. He or she will be a part of the administrative team that serves as the liaison between the Board and the Charter School’s staff and will work closely with the Board to implement the Charter, with responsibility and accountability for but not limited to:
   a) Implementation of the Charter School’s mission and educational program;
   b) Replication of the PBL model;
   c) Monitoring enrollment and average daily attendance;
   d) Student discipline and participate in the suspension and expulsion process as appropriate;
   e) Participation in special education meetings;
   f) Completion and submittal of required data/documents as requested or required by the Charter, the Board, and/or the District;
   g) Actively participate at all network events, such as Principals Leadership meeting, to foster relationship with New Tech Network; and,
h) Attendance at District administrative meetings as requested by the District and staying in direct contact with the District regarding all matters concerning the charter school;

Minimum Qualifications:
   a) Demonstrated ability to lead and delegate responsibilities;
   b) Demonstrated ability to network with outside organization or community partners;
   c) Excellent written and verbal communication skills;
   d) Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and,
   e) Positive references from previous employers.

Preferred Qualifications:
   a) Demonstrated ability/experience in operating a charter/small school;
   b) Experience in STEAM-related education/industries;
   c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;
   d) Visionary leader that can inspire and model effective collaboration that contributes to a vibrant democratic learning community;
   e) Minimum five years of verifiable experience performing program administration and professional-level analytical work; and,
   f) Recognition of the challenges facing public education and a working knowledge of its current issues.

Assistant Principal (Fiduciary and Program Analyst)
The Assistant Principal will be the Charter School’s onsite financial manager and program analyzer and will report directly to the SEA Board. He or she will be a part of the administrative
team that serves as the liaison between the Board and the Charter School’s staff and will work closely with the Board and principal to implement the Charter, with responsibility and accountability for but not limited to:

a) Implementation of the Charter School’s mission and educational program;
b) Replication of the PBL model;
c) Gather, analyze and interpret qualitative and quantitative student data as well as suggesting new methodologies to help improve instructional program;
d) Maintain and share records of progress monitoring and interventions provided to identified student subgroups (ELs, RFEPs, At-Risk, academically high-achieving, low socioeconomic status, special education)
e) Provide ongoing support to school staff related to the Single Plan for Student Achievement development, implementation, and evaluation;
f) Completion and submittal of required data/documentation as requested or required by the Charter, the SEA Board, and/or the District;
g) providing and interpreting financial information;
h) developing financial management mechanisms that minimize financial risk;
i) conducting reviews and evaluations for cost-reduction opportunities;
j) liaising with auditors to ensure annual monitoring is carried out;
k) producing accurate financial reports to specific deadlines;
l) managing budgets;

Minimum Qualifications:

a) Demonstrated ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
b) Knowledge and understanding of the instructional needs of students at both ends of the spectrum, from at-risk students including educationally disadvantaged students to the gifted and talented students
c) Experience with effective implementation of intervention programs.
d) Excellent written and verbal communication skills;
e) Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and,

Preferred Qualifications:

a) Training in project based learning
b) Experience in STEAM-related education/industries;
c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;
d) Model effective collaboration that contributes to a vibrant democratic learning community;
e) Minimum one year of verifiable experience performing program administration and professional-level analytical work; and,
f) Recognition of the challenges facing public education and a working knowledge of its current issues.
Counselor:
The Counselor will be the Charter School’s main student academic adviser and can report directly to the SEA Board. He or she will be a part of the administrative team that serves as the liaison between the Board and the Charter School’s staff and will work closely with the Board and principal to implement the Charter, with responsibility and accountability for but not limited to:

a. Create master schedule for the school
b. Program class schedules for incoming and returning students
c. Coordinate and facilitate IEP meetings, when necessary
d. Hold parent, student, and teacher conferences due to academic, attendance, and or behavioral problems
e. Provide guidance for graduation and assist students with career planning options
f. Conduct presentations to parents and students on college entrance requirements and or scholarships and financial aid
g. Assist students with UC, Cal State, and City college applications, recommendations, scholarships, and financial aid.
h. Help students to understand and overcome social or behavioral problems through individual and group counseling
i. Help students set realistic goals and develop a plan to achieve them
j. Develop strategies with teachers, administrators, and parents to help students succeed
k. Identify and report possible cases of neglect or abuse
l. Refer students and parents to resources outside the school for additional support

Minimum Qualifications:

a. Possess a Pupil Personnel Services, School Counseling Credential
b. Demonstrated ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
c. Knowledge and understanding of the instructional needs of students at both ends of the spectrum, from at-risk students including educationally disadvantaged students to the gifted and talented students
d. Experience with effective implementation of intervention programs.
e. Excellent written and verbal communication skills;
f. Commitment to the mission of the public charter school system focused on providing equitable opportunities and outcomes for all students; and
g. Experience with scheduling a school master and matrix.

Preferred Qualifications:

a) Training in project based learning
b) Experience in STEAM-related education/industries;
c) Graduate degree (M.P.A., M.A., M.B.A, PhD or equivalent) from an accredited college or university, preferably in the fields of Public Policy, Public Administration, Communications, or a related discipline;
d) Model effective collaboration that contributes to a vibrant democratic learning community;
e) Minimum one year of verifiable experience performing program administration and professional-level analytical work; and,
f) Recognition of the challenges facing public education and a working knowledge of its current issues.

**Teacher (Advisor)**

Teachers will be responsible for but not limited to:

a) Creating an effective advisory group system with appropriate community building, behavior management and conflict resolution strategies;

b) Working collaboratively with students and parents to develop IGPs with high expectations and challenging goals and related benchmarks;

c) Insuring each student in the Advisor’s advisory group stays on track according to his/her IGP;

d) Determining the appropriate complement of teaching and learning strategies, daily scheduling to meet student’s needs, and regular monitoring and reporting of progress of each student in the teacher’s advisory group and making necessary modifications to facilitate attainment of each student’s IGP goals;

e) Supporting students in developing and managing their projects utilizing a project management tool to monitor how student time is spent, progress toward goals, documentation of achievement, and development of portfolios;

f) Providing subject area expertise communicating the appropriate content knowledge to each student through classes, workshops and other learning activities as needed;

h) Facilitating project-based learning aligning content classes and various teaching and learning strategies with California Content Standards and Common Core Standards and course/graduation requirements;

i) Using multiple assessment strategies and resulting data to drive teaching/learning strategies and to ensure continuous improvement of student learning;

j) Replication of the NTN PBL model (Reference to PBL scaffolding checklist and Teacher rubric); and,

k) Organizing and maintaining classroom systems/procedures to further support all students being fully engaged in learning.

**Minimum Requirements:**

In addition to the below requirements, teachers of core, college preparatory subjects (i.e. English/language arts, math, science, and history/social science) will hold a Commission on Teacher Credentialing certificate and be considered Highly Qualified pursuant to No Child Left Behind. As specified in California Education Code § 47605(l), the charter school will have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas. In addition to an appropriate Teaching Credential other minimum requirements are:

a) Bachelors Degree (B.A., B.S. or equivalent) from an accredited college or university, or in the case of non-core subjects, relevant work experience within the professional field in which the candidate will be teaching;

b) Demonstrated ability to work with diverse youth in an educational, social and/or recreational setting;

c) Excellent written and verbal communication skills; and,

d) Positive references from most recent employment and/or college, university or graduate school.
Preferred Requirements:
   a) Training in Project based learning;
   b) Experience in STEAM-related education/industries;
   c) Valid Single Subject CA Teaching Credential in a core subject area;
   d) 2+ years working with students as a teacher, teacher intern, or teaching assistant;
   e) Ability to analyze qualitative and quantitative student data;
   f) Masters Degree (M.A., M.S. or equivalent) from an accredited college or university; and,
   g) Knowledge of child cognitive development and different learning styles.

Student Empowerment Academy may also employ qualified adults to assist credentialed teachers in student instruction. A teacher may supervise another teacher when mutually agreed to by the Charter School’s Principal.

Within the provisions of the law, the Board of Directors will allocate to the Charter School’s hiring committee the duties of recruiting, interviewing, and hiring anyone at anytime who has the best qualifications to fill any of its staff vacancies. However, the Board will have final hiring approval authority regarding any new potential Charter School employee.

Para-Educator (teacher aide/student project manager)
Para-Educators will act in a similar manor as paralegals act within a law firm in that they will work under the direct supervision of Teachers/Advisors. They will be responsible and accountable for but not necessarily limited to:
   a) Collaborating with teachers, students and parents to develop, monitor and modify IGPs;
   b) Supporting students in developing and managing their student projects;
   c) Providing additional support to teachers in aligning students with their projects and other learning activities concerning California content standards and course/graduation requirements;
   d) Facilitating workshops (non-core or non-college preparatory learning activities);
   e) Supporting teachers in organization of systems and procedures to further support all students; and,
   f) Collaborating with teachers in evaluating students’ progress;

Minimum Requirements:
   a) Associate Degree from an accredited college or university, or at least two years verified successful experience within a specific career field in which they will be involved at the Charter School;
   b) Experience working with students in an educational or social/recreational environment;
   c) Demonstrated ability to work effectively with diverse groups of individuals;
   d) Excellent written and verbal communication skills; and,
   e) Positive references from previous employers.

Preferred Requirements:
   a) BA degree or equivalent from a four-year college or university;
   b) Ability to analyze qualitative and quantitative student data;
c) Bilingual; and  
d) Knowledge of child cognitive development and different learning styles.

**Specialist (SPED/Intervention)**

Specialists, when needed, will be responsible and accountable for but not necessarily limited to:

a) Working collaboratively with Teachers, Para-Educators, students and parents to develop IGP's with high expectations, challenging goals and related benchmarks for special needs students;

b) Supporting special needs students in developing and managing their projects;

c) Meeting with Advisors, Para-Educators, students and their parents as needed to discuss student progress;

d) Assisting Advisors, Para-Educators and students in facilitating standards-based activities;

e) Conducting seminars, workshops, remediation (intensive one-on-one or small group intervention in core academic subjects), enrichment, and technology as needed;

f) Supporting Advisors and Para-Educators in using multiple assessment strategies and resulting data to drive teaching/learning strategies and to ensure continuous improvement of student learning;

g) Collaborating with Advisors on developing and implementing I.E.P.s, 504 plans and related timelines, tracking systems, paperwork and data reporting for special needs students as mandated by LAUSD; and,

h) Participating in special education, Board and District meetings if applicable.

**Minimum Requirements:**

In addition to the below requirements, teachers of core, college preparatory subjects (i.e. English/language arts, math, science, and history/social science) will hold a Commission on Teacher Credentialing certificate and be considered Highly Qualified pursuant to No Child Left Behind. As specified in California Education Code § 47605(l), the charter school will have flexibility regarding the qualifications needed for teachers in non-core, non-college preparatory subject areas. In addition to an appropriate Teaching Credential other minimum requirements are:

a) Bachelors Degree (B.A., B.S. or equivalent) from an accredited college or university, or in the case of non-core subjects, relevant work experience within the professional field in which the candidate will be teaching;

b) Demonstrated ability to work with diverse youth in an educational, social and/or recreational setting;

c) Excellent written and verbal communication skills;

d) Positive references from most recent employment and/or college, university or graduate school; and

**Preferred Requirements:**

a) Masters Degree (M.A., M.S. or equivalent) from an accredited college or university;

b) Valid Single Subject CA Teaching Credential in a core subject area;

c) 2+ years working with students as a teacher, teacher intern, or teaching assistant;

d) Ability to analyze qualitative and quantitative student data;
e) Bilingual; and
f) Knowledge of child cognitive development and different learning styles.

**Office Manager/Secretary**

The Office Manager/Secretary will be responsible and accountable for but not necessarily limited to:

a) General office administration, clerical and receptionist duties;
b) Working closely with the Principal and/or business service provider on accounts payable/receivable, payroll, personnel, employee benefit and other administrative related issues;
c) Supporting documentation and reporting of daily attendance; and,
d) Serving as the health aide maintaining health logs, student medical/immunization records and inventory of first aid and emergency preparedness supplies.

**Minimum Qualifications:**

a) Post high school education or training in office administration;
b) At least two years’ demonstrated experience in office administration;
c) Strong interpersonal and organizational skills;
d) Computer literate and proficient with Microsoft Word and Excel; and,
e) Positive references from previous employers

**Preferred Qualifications:**

a) Associates Degree, or equivalent;
b) Education or training in bookkeeping;
c) At least two years demonstrated experience in office administration in a public school setting;
d) Bilingual; and
e) Proficiency with Microsoft Office and other public school-specific software (e.g. to support attendance accounting).

### 3. Credential Monitoring Process

The Charter School will maintain current copies of all teacher credentials by storing originals in locked file cabinets and converting them into digital format and storing them in a secured computer file so they will be readily available for inspection and monitoring. The Charter School will also comply with NCLB requirements for all its teachers and paraprofessionals.

### 4. Employee Compensation

The salaries, benefits, working conditions and other affairs concerning the Charter School’s staff such as holidays, vacations, workday, and year schedule has been determined by the Board and published in the employee handbook. However, it is the intent of the Board of Directors that Charter School staff salaries, benefits and other conditions will be equivalent to or exceed those of the staff of similar schools within the jurisdiction of LAUSD.
5. Process for Performance Evaluations
The Principal will evaluate all employees at the site using the evaluation system that is outlined in the employee handbook. All employees will participate in a 360° evaluation process using performance based assessment systems and matrixes. This data will be utilized by the Principal in the evaluation. The Principal of the Charter School will be evaluated by the Board.

Other than as described above, the process for performance evaluations will include but may not be limited to:

- Teachers working collaboratively to further define their respective roles, responsibilities, expectations, and accountabilities as such activities relate to individual roles and his/her role as a professional educator;
- Each teacher will develop an individual Professional Development Plan (PDP) based on his/her needs as such needs relate to the Charter School’s governance and learning model;
- Teachers will develop a plan for evaluations and related timelines to provide a complete picture of their performance and the performance of the Charter School as a whole.

Results from evaluations will help inform future professional development plans, both individual and school-wide – and development of a continuous improvement plans for the educational program and school operations.
ELEMENT SIX: Health and Safety Procedures

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

In order to provide safety for all students and staff, the Charter School will adopt and implement full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. A full draft will be provided to the District for review at least 30 days prior to operation. An early draft of these procedures is attached as Appendix E.

The following is a summary of the health and safety policies of the Charter School:

**Procedures for Background Checks**

Employees and contractors of the Charter School will be required to submit to a criminal background check and to furnish a criminal record summary as required by Education Code Sections 44237 and 45125.1. New employees not possessing a valid California Teaching Credential must submit two sets of fingerprints to the California Department of Justice for the purpose of obtaining a criminal record summary. The Principal of the Charter School shall monitor compliance with this policy and report to the Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

**Role of Staff as Mandated Child Abuse Reporters**

Student Empowerment Academy will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All Student Empowerment Academy employees will be mandated child abuse reporters. School staff members must report to the proper authorities any unusual activities they suspect are or have been occurring to a student that includes, but may not be limited to:

- Sexual assault;
- Neglect;
- Willful cruelty or unjustifiable punishment;
- Cruel or inhuman corporal punishment or injury; and,
- Abuse in out-of-home care.

**TB Testing**

Faculty and staff will be tested for tuberculosis prior to commencing employment and working with students as required by Education Code Section 49406.
Immunizations

All students enrolled and staff will be required to provide records documenting immunizations as is required at public schools pursuant to Health and Safety Code Sections 120325-120375, and Title 17, California Code of Regulations Sections 6000-6075.

Medication in School

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

Vision, Hearing, and Scoliosis

Students will be screened for vision, hearing and scoliosis. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the Charter School.

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. If assuming a facility that was previously used as a School site, any existing emergency preparedness plan for the school site shall be used as a starting basis for updating the handbook for the Charter School.

Blood borne Pathogens

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

Drug Free/Alcohol Free/Smoke Free Environment

The Charter School shall function as a drug, alcohol and tobacco free workplace.

Facility Safety

The Charter School shall comply with Education Code Section 47610 by either utilizing facilities that are compliant with the Field Act or facilities that are compliant with the California Building Standards Code. The Charter School agrees to test sprinkler systems, fire extinguishers, and fire
alarms annually at its facilities to ensure that they are maintained in an operable condition at all times. The Charter School shall conduct fire drills as required under Education Code Section 32001 and in conjunction with the District (if at District facilities).

Comprehensive Sexual Harassment Policies and Procedures

The Charter School is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. The Charter School has developed a comprehensive policy to prevent and immediately remediate any concerns about sexual discrimination or harassment at the Charter School (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s sexual harassment policy.

Safety of Auxiliary Services

School staff will conduct annual reviews to ensure all auxiliary services are safe (food services, transportation, custodial services, hazardous materials) by developing appropriate policies and awareness training. The Charter School’s Principal or designee will supervise this process.

Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. The Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its
operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.

**Evidence of Insurance**

The Charter School shall furnish to the District’s Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

“The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District.”
Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

**Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, the Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever, arising out of, or relating to this Charter agreement. The Charter School further agrees to the fullest extent permitted by law, at its own expense, to indemnify, defend, and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys’ fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by the Charter School, and their officers, directors, employees or volunteers. Moreover, the Charter School agrees to indemnify and hold harmless the District for any contractual liability resulting from third party contracts with its vendors, contractors, partners or sponsors.

**Health, Safety and Emergency Plan**

The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

**FERPA**

The Charter School, its employees and officers will 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 the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their
employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.
ELEMENT SEVEN: Achieving Reflective Racial and Ethnic Balance

*Governing Law:* The means by which the school will achieve a racial and ethnic balance among its pupils that is reflective of the general population residing within the territorial jurisdiction of the district to which the charter petition is submitted. *Education Code Section 47605(b)(5)(G).*

1. Outreach Plan

To attain a racial and ethnic balance at the Charter School that is reflective of the general population residing in the District, an outreach effort to recruit new students will be launched each year and will include, but may not be limited to the following methods: informational fairs, flyers, newspaper advertisements, and other appropriate means to inform the public of the Charter School’s education programs.

The Charter School will include specific information in its outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment.

Student Empowerment Academy will actively recruit a socio-economically and ethnically diverse student population, including students who may be deemed academically low achieving, in need of special services, and/or economically disadvantaged. Recruitment of these students will be ongoing and will be consistent with our regular student recruitment efforts in all respects except that there will be separate sections in our recruitment literature and on our website that will emphasize how our education model will be particularly suitable to socio-economically disadvantaged and special needs students because of our teachers’ attention to individual student needs.

Student Empowerment Academy will implement an enrolment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment will start in February and extend through May. The recruitment strategies may include but not be limited to the following:

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District;
- The distribution of promotional and informational material (in English and Spanish) to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Distribution efforts may include, but will not be limited to:
  - Student Empowerment Academy Website;
  - School newsletters;
  - Flyers/Posters – posted at local middle and high schools, houses of worship, businesses, libraries, sporting events/activities, fairs and festivals, etc.;
  - Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment;
2. Geographic Areas
The geographic areas that will be targeted for our school’s outreach efforts will be the geographic regions of South Park, Central Alameda, Florence-Graham, and Huntington Park.

However, information will be available to any student who wishes to attend the Charter School.

3. Languages
The languages used for our outreach efforts will include, but may not be limited to English and Spanish.

4. District Required Language
Court-ordered Integration

The 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 Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The Charter School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 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 should list specific dates, locations and recruitment activities to achieve the District’s Racial and Ethnic Balance goal.*

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. Instead, the District now receives the Targeted Instruction Improvement Grant (TIIG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIG funding, where available, and cannot guarantee the availability of this Funding.

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

The District and the 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”). The 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 the Charter School shall have the right to continue attending the 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 the Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

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

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

**Federal Compliance**

As a recipient of federal funds, including federal Title I, Part A funds, the 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. The Charter School understands that it is a local educational agency [LEA] for purposes of federal compliance and reporting purposes. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

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

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

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

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

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

The Charter School also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.
ELEMENT EIGHT: Admission Requirements

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

1. Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

All parents of prospective students will be strongly encouraged to attend an orientation meeting with the principal or designee in order to make sure they understand Student Empowerment Academy philosophy, mission and instructional practices and agree to participate fully in the life of the school community. All meetings will be scheduled to allow all stakeholders to participate.

The Charter School’s application process is comprised of the following:

1. Parent attendance at a Charter School orientation meeting is required
2. Completion of a student application form

Registration packets for students who are admitted will also gather the following:

1. Completion of student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements, e.g. birth certificate
6. Release of records

2. Public Random Drawing

Applications will be accepted during a publicly advertised open application period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the
following order:

1. All students currently enrolled in the Charter School (exempt)
2. Siblings of enrolled students (exempt)
3. Students of Charter School employees (exempt; limited to 10% of total enrollment)
4. Students who reside in the former attendance boundary of Student Empowerment Academy (exempt)
5. Residents of the District (2:1 weighted preference)
6. All other applicants

The Charter School and District mutually agree that the preferences in the public random drawing as listed above are consistent with Education Code Section 47605(d)(2) and applicable federal law and non-regulatory guidance; however, should the preferences require modification in order to meet requirements of the Public Charter Schools Grant Program (PCSGP), such modifications may be made at the Charter School’s discretion without any need to materially revise the charter as long as such modifications are consistent with the law and written notice is provided by the Charter School to the District.

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the enrollment applications and on the Charter School’s website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

3. Lottery Procedures

1. The lottery will take place within 30 days of closing the open enrollment period.
2. The lottery will take place on the Charter School’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public venue near the Charter School large enough to accommodate all interested parties.
3. The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so.
4. All interested parties will know, prior to the holding of the lottery, how many openings are available per grade level at the Charter School.
5. The lottery shall draw names from pools of ballots differentiated by grade level.
6. Beginning with the lowest grade, the ballots shall be drawn by a Charter School administrator or Board member.
7. The drawing shall continue until all names for that grade level are drawn.
8. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.
9. Potential students on the waiting list shall provide contact information to be used in the event space becomes available, on their application/lottery forms. Families promoted off of the waiting list shall be informed by telephone and in writing and shall have a maximum of seventy-two (72) hours to respond. In addition, the Charter School shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Those families not responding within the maximum response period will forfeit their right to enroll their student in the Charter School for that school year.
10. Existing students who wish to return must notify the Charter School during open enrollment.
11. Applicants need not be present at the lottery to enroll and will be notified via phone call and mail of their status.
12. Applications received after the close of open enrollment will be added to wait list after the lottery, in order received, and will be contacted for enrollment when lottery wait list is exhausted.
13. All families will be notified about results, but applicants will also be able to contact the Charter School to ascertain an individual student’s status on the waiting list.

Once a student has been admitted, his or her parents will fill out an enrollment form. Attached as Appendix F, please find the Charter School Application and Enrollment Forms in English and Spanish.

4. McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the Charter School is open to enroll and provide services for all students which shall include a District standard contact number to access additional information regarding enrollment. A student’s IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.
ELEMENT NINE: Annual Financial Audits

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

1. Annual Independent Financial Audits

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law, the audit will employ generally accepted accounting procedures. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The onsite financial manager, along with the audit committee, if one if formed, will review any audit exceptions or deficiencies and report to the Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is public record to be provided to the public upon request.

2. District Required Language

District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 1% of the Charter School’s revenue, or the District may charge for the actual costs of supervisorial oversight of the Charter School not to exceed 3% if the Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the Charter School/facilities use agreements.
Balance Reserves

Additionally, it is recommended that the Charter School maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that the Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State’s adjustment to allocation of special education revenues from the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- Charter School is subject to District oversight.
- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that it, among other things, monitors 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 the Charter School’s financial information,
- The Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter 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 shall make available any and all records necessary for the performance of the audit upon 30 days notice to Charter School. When 30 days notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours notice.

The Charter School will develop and maintain internal fiscal control policies governing all financial activities.
ELEMENT TEN: Suspension and Expulsion Procedures

_Governing Law:_ The procedures by which pupils can be suspended or expelled. _Education Code Section 47605(b)(5)(J)._  

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed _Education Code Section 48900 et seq._ which describes the non-charter schools’ list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of _Education Code Section 48900 et seq._ The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School’s policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal’s office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

**LAUSD-Specific Language**

SEA shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

SEA shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

SEA shall ensure the appropriate interim placement of students during and pending the completion of the Charter School’s student expulsion process.
Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district’s Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

SEA shall document the alternatives to suspension and expulsion the Charter School utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

A. **Grounds for Suspension and Expulsion of Students**

   A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the Charter School or at any other school or a Charter School sponsored event, occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. **Enumerated Offenses**

   1. Discretionary Suspension Offenses. Students may be suspended for any of the following acts when it is determined the pupil:

   a) Caused, attempted to cause, or threatened to cause physical injury to another person.

   b) Willfully used force of violence upon the person of another, except self-defense.

   c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.

   d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

   e) Committed or attempted to commit robbery or extortion.

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

   g) Stole or attempted to steal school property or private property.
h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.

m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

I. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
   i. A message, text, sound, or image.
   ii. A post on a social network Internet Web site including, but not limited to:
      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
      (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

2. Non-Discretionary Suspension Offenses: Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:
a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be expelled for any of the following acts when it is determined the pupil:

a) Caused, attempted to cause, or threatened to cause physical injury to another person.

b) Willfully used force of violence upon the person of another, except self-defense.

c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

e) Committed or attempted to commit robbery or extortion.

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

g) Stole or attempted to steal school property or private property.

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

i) Committed an obscene act or engaged in habitual profanity or vulgarity.

j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.

k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.

l) Knowingly received stolen school property or private property.
m) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.

u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1. “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including acts one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2. “Electronic Act” means the transmission by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   iv. A message, text, sound, or image.

   v. A post on a social network Internet Web site including, but not limited to:

      (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

      (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and
without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

vi. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).

x) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

If it is determined by the Board of Directors that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term “firearm” means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term “destructive device” means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce,
(v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

C. **Suspension Procedure**

Suspensions shall be initiated according to the following procedures:

1. **Conference**

   Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

   The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

   At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

2. **Notice to Parents/Guardians**

   At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. **Suspension Time Limits/Recommendation for Expulsion**

   Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian
or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

D. Authority to Expel

A student may be expelled either by the Board following a hearing before it or by the Board upon the recommendation of an Administrative Panel to be assigned by the Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member of the Charter School’s governing board. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the pupil has committed an expellable offense.

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the pupil. The notice shall include:

1. The date and place of the expulsion hearing;

2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School’s disciplinary rules which relate to the alleged violation;

4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the school to any other school district or school to which the student seeks enrollment;

5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;

7. The opportunity to confront and question all witnesses who testify at the hearing;

8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

SEA may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations which shall be examined only by SEA or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness’ presence is both desired by the witness and will be helpful to
the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the administrative panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay
evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

If, due to a written request by the expelled pupil, the hearing is held at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900, a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing. The decision of the Board of Directors is final.

If the administrative panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the Board of Directors’ adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense committed by the student
2. Notice of the student’s or parent/guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status with SEA.

The Principal or designee shall send a copy of the written notice of the decision to expel to the District.

This notice shall include the following:

1. The student’s name
2. The specific expellable offense committed by the student

Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, SEA shall notify the superintendent of the school district of the pupil’s last known address within thirty (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.

The Board of Directors’ decision to expel shall be final.
LAUSD-Specific Language

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil’s last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student’s current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter’s failure to implement 504 Plan?

J. Disciplinary Records

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to the authorizer upon request.

K. No Right to Appeal

The pupil shall have no right of appeal from expulsion from the Charter School as the Board’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
LAUSD-Specific Language

Outcome Data

SEA shall maintain all data involving 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

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

Reinstatement

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

Special Education Students

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the 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 Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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?

**Gun Free Schools Act**

The Charter School shall comply with the federal Gun Free Schools Act.
ELEMENT ELEVEN: Retirement Systems

_Governing Law:_ The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security. _Education Code Section 47605(b)(5)(K)._ 

1. **Process by which Salaries, Benefits and Working Conditions will be determined**

All decisions by the Board regarding employee salaries and health and welfare benefits will receive recommendations from the School Leadership Council and Human Resources Committee. These committees include representatives of administrative, teaching and clerical staff. With respect to salaries and benefits, the principal will take the recommendations to the Governing Board who will make the final decision. Similarly, with respect to working conditions, calendar, holidays, vacations, and work year, the principal will take the recommendations of the Leadership Council and the Human Resources Committee to the Governing Board for approval as necessary.

2. **Retirement Systems**

It will be the responsibility of the Charter School’s Principal to ensure that appropriate arrangements for retirement coverage for Student Empowerment Academy employees are made. Student Empowerment Academy shall forward, under the direction of the Charter School’s Principal, any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code Sections 47611.3 and 41365. Any reports submitted to LACOE will be in a format acceptable to LACOE.

   a) **State Teachers’ Retirement System:**

      All full-time certificated employees will participate in the State Teachers’ Retirement System (“STRS”). Employees will contribute the required percentage and will contribute the employer’s portion required by STRS. All withholding from certificated employees and will be forwarded to the STRS fund as required.

   b) **Federal Social Security:**

      All full time non-certificated employees will participate in federal social security.

3. **Process for Resolving Complaints/Grievances**

Persons working at Student Empowerment Academy, who want to file a formal complaint about a violation of their contractual or other legal rights, may present such complaint or grievance to the Charter School’s Board of Directors at the culmination of the following (4) four steps:
a) Informal Conference – Step One: Before filing a formal grievance, the employee is encouraged to make a reasonable attempt to resolve the dispute by means of an informal conference with the immediate administrator.

b) Grievance – Step Two: A formal grievance must be filed within fifteen (15) days after the grievant knew or reasonably should have known of the occurrence of the facts upon which the grievance is based. Said grievance must be provided in writing, to the immediate supervisor.

c) Grievance – Step Three: Within three (3) days after the filing of the grievance complaint, the employee and immediate supervisor will meet to discuss the matter and attempt in good faith to resolve it. The grievant is allowed to bring a union chapter chair to this meeting.

d) Grievance – Step Four: Grievant may present complaint to the Board of Directors.
ELEMENT TWELVE: Public School Attendance Alternatives

_Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L)._  

No student may be required to attend the Charter School. Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
ELEMENT THIRTEEN: Employee Return Rights

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

No public school district employee shall be required to work at the Charter School. Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee’s union and the District and also in accordance with any applicable judicial rulings. Charter School employees shall have any right upon leaving the District to work in the Charter School that the District may specify, any rights of return to employment in a school district after employment in the Charter School that the District may specify, and any other rights upon leaving employment to work in the Charter School that the District determines to be reasonable and not in conflict with any law.

All employees of the Charter School will be considered the exclusive employees of the Charter School and not of the District, unless otherwise mutually agreed in writing. Sick or vacation leave or years of service credit at the District or any other school district will be transferred to the Charter School. Employment by the Charter School provides no rights of employment at any other entity, including any rights in the case of closure of the Charter School.
ELEMENT FOURTEEN: Dispute Resolution

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Education Code Section 47605(b)(5)(N).

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

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

To Charter School: Charter School
   c/o School Director 1319 E. 41st Street, Los Angeles, CA 90011

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 FIFTEEN: Exclusive Public School Employer

*Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).*

Student Empowerment Academy is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act ("EERA"). SEA shall comply with the EERA.
ELEMENT SIXTEEN: Closure Procedures

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

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

- The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- The Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
- The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- The 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 the Charter School in writing of the specific violation, and give the 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 the Charter School either by the Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures
The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5 CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the Charter School’s nonprofit corporation and/or governing board.

Documentation of Closure Action
The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school’s closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the Charter School must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.

2. The authorizing entity

3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

4. The special education local plan area in which the Charter School participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. The Charter School shall provide a copy of this correspondence to the ICSD.

5. The retirement systems in which the Charter School’s employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the ICSD.

6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the ICSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure

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

3. The students’ school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child’s cumulative record which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and State testing results.
3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the Charter School within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.

2. The 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. The Charter School will prepare an electronic master list of all students to the Charter Schools Division. This list will include the student’s identification number, Statewide
Student Identifier (SSID), birthdate, grade, full name, address, home school, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.

4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The ICSD will coordinate with the Charter School for the delivery and/or pickup of the student records.

5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. The Charter School will provide to the ICSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the Charter School has. These include, but are not limited to, records related to performance and grievance.

7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

**Financial Close-Out**

After receiving notification of closure, the CDE will notify the Charter School and the authorizing entity if it is aware of any liabilities the Charter School owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other liabilities. The CDE may ask the county office of education to conduct an audit of the Charter School if it has reason to believe that the Charter School received state funding for which it was not eligible.

The Charter School shall ensure completion of an independent final audit within six months after the closure of the Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to the Charter School.

This audit may serve as the Charter School’s annual audit.

The financial closeout audit of the Charter School will be paid for by the Charter School. This
audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the Charter School. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the Charter School may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

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

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the Charter School and student transfers.

The Charter School Board shall adopt a plan for wind-up of the Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the Charter School will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the Charter School's employees, and anything else required by applicable law:

   a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
   b. File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
   c. Make final federal tax payments (employee taxes, etc.)
   d. File the final withholding tax return (Treasury Form 165).
   e. File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Charter School’s right to operate as a Charter School or cause the Charter School to cease operation. The Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any
right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

• **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.

• **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

• **Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.**
(i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.

  (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

  (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. **NOTWITHSTANDING THE FOREGOING,** LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

**Facility Status:** The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the
construction, reconstruction, alteration of or addition to the proposed Charter School facility. The Charter School shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the Charter School is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The Charter School will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.
MISCELLANEOUS PROVISIONS

1. Budget and Financial Reporting

_Governing Law:_ “The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation.” _Education Code Section 47605(g)._ 

Attached, as Appendix G, please find the following documents:

- A projected first year budget including startup costs and cash-flow
- Budget assumptions
- Financial projections for the first three years of operation

These documents are based upon the best data available to the Petitioners at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

1. By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.

2. By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School’s annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.

3. By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.

4. By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School’s receipts and expenditures for the preceding fiscal year.

2. Administrative Services

_Governing Law:_ “The manner in which administrative services of the school are to be provided.” _Education Code Section 47605(g)._ 

It is anticipated that the Charter School will provide or procure most of its own administrative services including, but not limited to, financial management, personnel, and instructional program development either through its own staff or through an appropriately qualified third-party
contractor. The Charter School is interested in discussing the possibility of purchasing administrative services from the District. If the District is interested, the specific terms and cost for these services will be the subject of an annual memorandum of understanding between the Charter School and the District and subject to District availability and willingness to provide such services.

3. Facilities

_Governing Law: “The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate.” Education Code Section 47605(g)._ 

SEA will be occupying the current space located in the Jefferson High school complex. We need the following facilities for SEA use: NT1 through NT13 classrooms, B15, B16, B25, B26, 27, B28, NT-Main Office, staff parking, and Auto shop room. Additionally, we want shared use of gym and gym locker rooms for boys and girls, library, athletic fields, auditorium, and cafeteria.

4. Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student’s IEP.
CIVIL LIABILITY IMPACT

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. Education Code Section 47605(g).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701(d).

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the charter school if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, the Charter School and the District shall enter into a memorandum of understanding, wherein the Charter School shall indemnify the District for the actions of the Charter School under this charter.

The corporate bylaws of the Charter School shall provide for indemnification of the Charter School’s Board, officers, agents, and employees, and the Charter School will purchase general liability insurance, Board Members and Officers insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance amounts will be determined by recommendation of the District and the Charter School’s insurance company for schools of similar size, location, and student population. The District shall be named an additional insured on the general liability insurance of the Charter School.

The Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.
CONCLUSION

By approving this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to work independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to work cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year term from July 1, 2013 through June 30, 2018.