



NEW LOS ANGELES CHARTER SCHOOL

Renewal Petition

Submitted on August 9, 2017

New Los Angeles Charter School

Los Angeles, CA 90016
323-939-6400
www.newlosangeles.org

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS AND DECLARATIONS.....	3
ELEMENT 1 - THE EDUCATIONAL PROGRAM	4
ELEMENT 2 - MEASURABLE PUPIL OUTCOMES	46
ELEMENT 3 - METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED	46
ELEMENT 4 - GOVERNANCE.....	50
ELEMENT 5 - EMPLOYEE QUALIFICATIONS.....	58
ELEMENT 6 - HEALTH AND SAFETY PROCEDURES	65
ELEMENT 7 – MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE	69
ELEMENT 8 - ADMISSION REQUIREMENTS.....	71
ELEMENT 9 – ANNUAL FINANCIAL AUDITS	74
ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES.....	76
ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS.....	88
ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES	89
ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES.....	90
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION.....	91
ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES	94
ADDENDUM.....	105

ASSURANCES, AFFIRMATIONS AND DECLARATIONS

New Los Angeles Charter School (also referred to herein as, “New LA” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 - THE EDUCATIONAL PROGRAM

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” (Ed. Code § 47605(b)(5)(A)(i).)

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

“If the proposed charter 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.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan or Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

Prior to LAUSD Board of Education approval, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education

services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

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

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout

District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data

- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District's integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

<u>GENERAL INFORMATION</u>	
• The contact person for Charter School is:	<i>Dr. Matt Albert</i>
• The contact address for Charter School is:	<i>1919 S. Burnside Ave. Los Angeles, CA 90016</i>
• The contact phone number for Charter School is:	<i>323.939.6400</i>
• The proposed address or ZIP Code of the target community to be served by Charter School is:	<i>90019, 90016</i>
• This location is in LAUSD Board District:	<i>1</i>
• This location is in LAUSD Local District:	<i>West</i>
• The grade configuration of Charter School is:	<i>6-8</i>
• The number of students in the first year will be:	<i>300</i>
• The grade level(s) of the students in the first year will be:	<i>6-8</i>
• Charter School's scheduled first day of instruction in 2018-2019 is:	<i>August 13, 2018</i>
• The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	<i>360</i>
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	<i>Traditional</i>
• The bell schedule for Charter School will be:	<i>Traditional</i>
• The term of this Charter shall be from:	<i>July 1, 2018 to June 30, 2023</i>

COMMUNITY NEED FOR CHARTER SCHOOL

Academic Performance Data

The story of New LA's academic performance data is straightforward: New LA's academic achievement has been on the rise in all categories, subgroups, and subjects as reflected in the School's SBAC scores from 2015-2017.

In 2016, SBAC scores increased school-wide in ELA and Math. Scores increased at all grade levels and in the majority of subgroups. School wide, there was 8% growth in ELA and 9% in Math. New LA exceeded the scores of the surrounding schools, resident schools, the schools students would otherwise have attended, and the District as a whole.

SBAC PERFORMANCE DATA

NEW LA ENGLISH LANGUAGE ARTS/LITERACY 2015					NEW LA ENGLISH LANGUAGE ARTS/LITERACY 2016				
	6 th Grade	7 th Grade	8 th Grade	All School		6 th Grade	7 th Grade	8 th Grade	All School
Met or Exceeded Standard	38%	56%	41%	45%	Met or Exceeded Standard	46%	56%	58%	53%
Standard Exceeded	11 %	7 %	7 %	8 %	Standard Exceeded	11%	14%	12%	12%
Standard Met	27 %	48 %	34 %	37 %	Standard Met	35%	42%	46%	41%
Standard Nearly Met	34 %	26 %	37 %	33 %	Standard Nearly Met	38%	26%	33%	32%
Standard Not Met	27 %	19 %	21 %	22 %	Standard Not Met	16%	18%	9%	15%

NEW LA MATHEMATICS 2015					NEW LA MATHEMATICS 2016				
	6 th Grade	7 th Grade	8 th Grade	All School		6 th Grade	7 th Grade	8 th Grade	All School
Met or Exceeded Standard	25%	28%	24%	25%	Met or Exceeded Standard	33%	37%	31%	34%
Standard Exceeded	11 %	10 %	6 %	9 %	Standard Exceeded	10%	13%	14%	12%
Standard Met	14 %	18 %	18 %	16 %	Standard Met	23%	24%	17%	22%
Standard Nearly Met	36 %	40 %	34 %	37 %	Standard Nearly Met	44%	39%	35%	39%
Standard Not Met	39 %	32 %	41 %	38 %	Standard Not Met	23%	23%	34%	27%

SBAC PERFORMANCE DATA - COMPARISON

ENGLISH LANGUAGE ARTS/LITERACY - 2016 COMPARISON					
	New LA	Cochran	Webster	Emerson	Audubon
Met or Exceeded Standard	53%	21%	20%	46%	14%
Standard Exceeded	12%	3%	2%	16%	2%
Standard Met	41%	18%	18%	30%	12%
Standard Nearly Met	32%	21%	27%	28%	23%
Standard Not Met	15%	58%	53%	26%	63%

MATHEMATICS - 2016 COMPARISON					
	New LA	Cochran	Webster	Emerson	Audubon
Met or Exceeded Standard	53%	21%	20%	46%	14%
Standard Exceeded	12%	5%	3%	16%	1%
Standard Met	22%	10%	11%	19%	7%
Standard Nearly Met	39%	24%	32%	32%	22%
Standard Not Met	27%	61%	54%	33%	70%

GRADE LEVEL COMPARISON - LAUSD

ENGLISH LANGUAGE ARTS

6TH GRADE

	New LA	LAUSD
Met or Exceeded	46%	36%
Standard Exceeded	11%	10%
Standard Met	35%	26%
Standard Nearly Met	38%	27%
Standard Not Met	16%	36%

MATHEMATICS

6TH GRADE

	New LA	LAUSD
Met or Exceeded	33%	26%
Standard Exceeded	10%	11%
Standard Met	23%	15%
Standard Nearly Met	44%	28%
Standard Not Met	23%	46%

7TH GRADE

	New LA	LAUSD
Met or Exceeded	46%	36%
Standard Exceeded	14%	9%
Standard Met	42%	27%
Standard Nearly Met	26%	25%
Standard Not Met	18%	39%

7TH GRADE

	New LA	LAUSD
Met or Exceeded	46%	36%
Standard Exceeded	13%	12%
Standard Met	24%	15%
Standard Nearly Met	39%	29%
Standard Not Met	23%	44%

8TH GRADE

	New LA	LAUSD
Met or Exceeded	46%	36%
Standard Exceeded	12%	8%
Standard Met	46%	29%
Standard Nearly Met	33%	28%
Standard Not Met	9%	34%

8TH GRADE

	New LA	LAUSD
Met or Exceeded	46%	36%
Standard Exceeded	14%	12%
Standard Met	17%	14%
Standard Nearly Met	35%	25%
Standard Not Met	34%	49%

Change Over Time

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2506.3	2561.2
Standard Exceeded: Level 4	11 %	14 %
Standard Met: Level 3	27 %	42 %
Standard Nearly Met: Level 2	34 %	26 %
Standard Not Met: Level 1	27 %	18 %

MATHEMATICS

Achievement Level Distribution Over Time

	6th Grade (2015)	7th Grade (2016)
Mean Scale Score	2491.8	2540.1
Standard Exceeded: Level 4	11 %	13 %
Standard Met: Level 3	14 %	24 %
Standard Nearly Met: Level 2	36 %	39 %
Standard Not Met: Level 1	39 %	23 %

ENGLISH LANGUAGE ARTS/LITERACY

Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2551.0	2578.2
Standard Exceeded: Level 4	7 %	12 %
Standard Met: Level 3	48 %	46 %
Standard Nearly Met: Level 2	26 %	33 %
Standard Not Met: Level 1	19 %	9 %

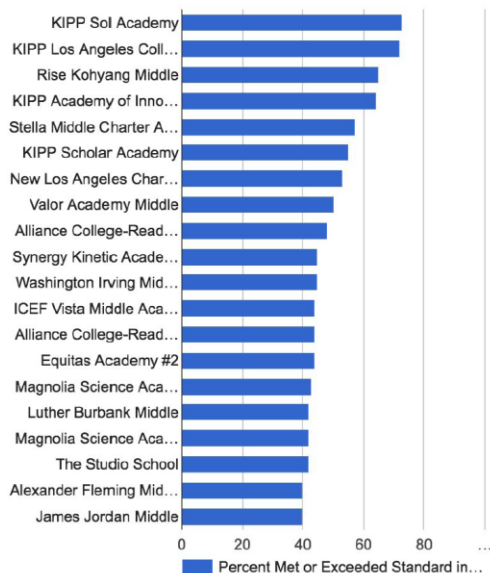
MATHEMATICS

Achievement Level Distribution Over Time

	7th Grade (2015)	8th Grade (2016)
Mean Scale Score	2524.6	2546.9
Standard Exceeded: Level 4	10 %	14 %
Standard Met: Level 3	18 %	17 %
Standard Nearly Met: Level 2	40 %	35 %
Standard Not Met: Level 1	32 %	34 %

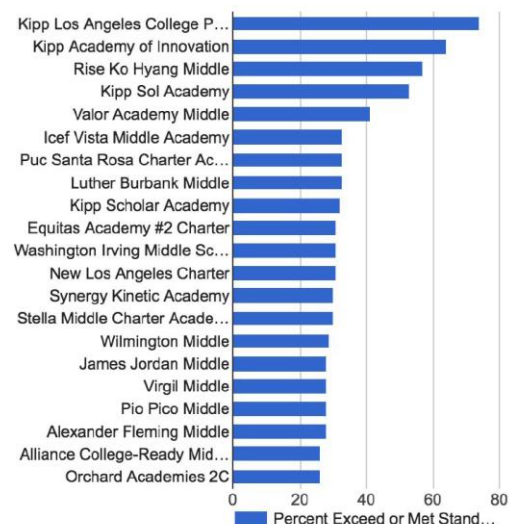
TOP 20 MIDDLE SCHOOLS IN LOS ANGELES SERVING LOW INCOME STUDENTS

ELA SCORES 2015-16



TOP 20 MIDDLE SCHOOLS IN LOS ANGELES SERVING LOW INCOME STUDENTS

MATH SCORES 2015-16



Subgroup Analysis

According to the CDE Dashboard ELA Assessment Report and Math Assessment Report, students in every subgroup, grade level and subject experienced growth in the 2015-2016 school year. The report shows the following:

Subgroup	ELA	Math
African American	+19.7 Points	+13.3 Points
Hispanic	+20.3 Points	+24.1 Points
Socioeconomically Disadvantaged	+22.9 Points	+25.8 Points
English Learners	+13.9 Points	+10.7 Points
Students with Disabilities	+13 Points	+19 Points

Academic gains in both ELA and Math can be attributed to the personalized culture of care, rigorous academic program, commitment to culturally responsive teaching and learning, and the use of data to inform instructional practices.

Innovative Features of the Educational Program

New LA embraces innovative practices to prepare students for access and success as they transition to college and career readiness. The following components play a large role in that process in grades 6-8:

High School Counseling Program

While New LA does not currently have a high school, the School is committed to ensure that students leave New LA and land in an environment that will support their path to high school. To ensure this, the Eighth Grade Advisory Program includes a high school counseling unit. From here, each student (and family if desired) meets with the middle school principal to create a plan for the high school application process. This is informed by an annual high school fair, which is attended by charter, public, parochial and private schools city-wide each year. Administrators and teachers from New LA are in regular communication with area high schools and, in many cases, have specific points of contact on the high school campus in order to facilitate a collaborative relationship for effective high school placement.

Advisory Program

New LA students participate in a structured Advisory Program in order to develop a deep sense of self-confidence, the strength and courage to succeed at life's challenges, the skills necessary to confidently advance in their academic pursuits, and a sense of civic duty and awareness of the world around them. For example, students study the 8 Cultural Identifiers, write letters to companies seeking information about labor practices, and participate in neighborhood and community projects. The role of advisory group is to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Advisory groups are led by a core academic teacher and meet each morning for the first half hour of school. Advisory curriculum includes both topics and skills that promote career and college readiness, such as college and high school exploration, resilience, and reflection.

Collaborative Project-Based Learning

New LA is a laboratory, not a library. Students learn by producing authentic projects in all classes. For example, all students participate in the annual science fair, designing a research question, testing hypotheses, and presenting findings. Many New LA students participate in the Los Angeles County Science Fair. Teachers use the Understanding by Design model to plan project experience for students in Science and Humanities. The CPM math program provides students with an opportunity to learn through

collaboration with their peers on real-world math applications. Both practices prepare students for the demands of college and career readiness through authentic “work” experiences and teamwork.

Student Led Conferences, Portfolios and Culminating Exhibitions

Students keep a portfolio of work from 6-8th grade at New LA. This work is used to facilitate reflection and goal setting during student-led conferences twice per year. Then, in 8th grade, students graduate by exhibition. Culmination at New Los Angeles Charter Schools is symbolic of a student’s growth in understanding of our school’s mission of Passion For Learning, Respect For Self And Others, and Engagement in the Community. Evidence of this growth is monitored at all grade levels through the Student Led Conference Process, Portfolios, and the Culmination Process. Using the work from their portfolios as evidence of growth, students present their Exhibition to a group of teacher, administrators, and peers to prove that they are ready to move on to high school. In order to do this, students must show honest self-reflection, specific areas of growth, and an action plan to be successful in high school. This prepares students for career and college readiness through the use of authentic assessment.

Social Justice Seminars

Students participate in a Paideia Seminar on a social justice topic that impacts their community. A Paideia Seminar is a Socratic and intellectual conversation about a text, which is facilitated by a teacher. Students are taught how to read and analyze text and discuss key ideas by using evidence to support their answers. At the end of each seminar, students are provided with activities and ideas for addressing the social justice topic that they discussed. This promotes college and career readiness, as students learn how to impact change in the world at large through an exploration of social justice during seminar.

Technology

New LA is committed to provide students with the technological tools to be successful in the 21st Century. New LA is a 1:1 Chromebook school and uses technology daily. In addition, the school uses the Illuminate system for internal benchmarking to ensure that students are prepared for the demands of the Smarter Balanced Assessment. Classrooms are equipped with SmartBoards, wireless projects, speakers and teacher MacBooks.

Young Men’s Leadership Project

The goal of the Young Men’s Leadership is to empower young men of color to be leaders in the community. Students have an opportunity to explore their identities as young men from diverse backgrounds, and are challenged to explore their own self-perception as well as their engagement in the community at large. We have partnered with several men in the community who serve as guest speakers during the program. Each week, a speaker visits the group to share his testimony which is their personal account of how the challenges and victories helped shape their lives. The Young Men are trained in the use of restorative circles, and model this practice through their leadership in the community. This program promotes career and college readiness as it empowers at-risk young men to be leaders in their communities.

Paideia Seminar¹

A Paideia Seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text, while fostering intellectual and social skill development. These seminars are designed to teach students to be critical consumers of information, critical thinkers, and problem solvers.

Areas for Improvement

With the clear successes, the School is always focused on continued growth for English Learners and Students with Disabilities. The school implements a designated ELD time during the daily Intervention Period and after school for students who qualify for this support. New LA provides professional development support for teachers in this area and are exploring the possibility of additional staffing, teacher accountability, and curriculum to better support this sub group.

New LA offers a highly supportive environment for Students with Disabilities. New LA offers a highly personalized approach to each student’s education. The School added one additional Resource Specialist

^{1 1} National Paideia website: www.paideia.org.

allowing the assignment of one Resource Specialist to each grade level. This department now has a Department Coordinator in addition to the Assistant Principal to provide increased support for Resource Specialists. This structure allows for very careful individual attention, fidelity to each IEP, and time for RSP teachers to collaborate with general education teachers multiple times per week.

The School's greatest strength is demonstrated by the significant growth in all three grade levels in both ELA and Math. Through Illuminate, New LA provides students with ample opportunities to access the content and technology presented on the SBAC exams. New LA provides teachers with multiple tools and resources for analyzing data and using it to inform lesson planning.

Reflected above, New LA continues to look for ways to improve outcomes for English Learners. The School has taken the following steps to improve in this area:

- Kagan Training for all teachers
- Professional Development on ELD strategies to be used in every classroom
- Success Academy to support Designated ELD Instruction
- Redesign of the Intervention Program

STUDENT POPULATION TO BE SERVED

Target Student Population

New LA serves over 300 students in grades 6 through 8, representing the demographics of the Los Angeles Unified School District. New LA serves students in the Carthay/Mid-City area of Los Angeles and its surroundings. Specifically, the school draws from zip codes 90016 and 90019, with a smaller number of students from 90035, 90036, and 90048.

This area is in need of high quality public middle school options. It has a naturally diverse population. The local public middle school (Pasteur) closed in 1979 and reopened as a citywide magnet serving grades 6-12 (LACES). Gaining admission to LACES is very competitive. A large number of families that fell into the old Pasteur attendance boundaries now find themselves reassigned to the attendance boundaries of either Emerson Middle School or Webster Middle School.

The boundaries are roughly equivalent to the attendance boundaries of Carthay Center Elementary School, Saturn Street Elementary School, Marvin Avenue Elementary School, and Crescent Heights Boulevard Elementary School. While not close to Emerson and Webster, families in these areas are bussed to middle school due to the lack of a local LAUSD school. Both schools are up to seven miles away from their attendance boundaries. Families want an alternative. We target the families in these attendance areas.

Five-Year Enrollment Plan

Grade	2018-19	2019-20	2020-21	2021-22	2022-23
6	100	100	100	100	100
7	100	100	100	100	100
8	100	100	100	100	100
Total	300	300	300	300	300

GOALS AND PHILOSOPHY

Mission

New Los Angeles Charter School develops a diverse community of students who are passionate about learning, engaged in their community, and have respect for themselves and others.

Vision

New Los Angeles Charter School (New LA) cultivates future civic leaders through rigorous project-based learning and hands-on commitment to social justice, teaching students skills that will enable them to thrive and

ensure advanced academic success. The school nurtures and trains students who understand how to work together to solve problems, changing their own lives as they change the community around them.

New LA serves students in grades 6-8. With small classes (26 to 1), a diverse student body, and attentive teachers, New LA is a nurturing standards-based school. New LA has a rigorous curriculum, fosters respect for human life, and provides relevant life experiences. The culture of the school creates a shared sense of mission, one that reinforces in our students a love of learning, a commitment to social action, and a deep respect for others.

Passion for Learning

New LA keyword: **Rigor**. Middle school is the gateway to future academic success. At New LA, every student receives the academic foundation to be prepared for a college preparatory high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on habits of mind and not merely information retention. Students will demonstrate mastery of concepts and skills by working together on real-life projects rather than test taking alone. For example, students learn math skills by creating personal budgets and looking at real life problems of poverty and the economy. Students are then assessed both on the standards and through a project rubric developed by the teacher. New LA implements an effective model of rigorous standards-based instruction, through which all students will achieve mastery of California state content standards and the Common Core standards by the end of each grade.

Engagement in the Community

New LA keyword: **Relevance**. New LA believes, as John Dewey did, that “education is the fundamental method of social progress.” New LA students are challenged to pursue the goals of equality and justice, and work to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences. Students are volunteers, gaining valuable experience in social action. This leads to a deeply embedded feeling in every student that adolescents have the power to change the world.

Respect for Self and Others

New LA keywords: **Respect** and **Relationships**. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice through the use of active listening and conflict resolution techniques. The school uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice. New LA students participate in a structured Advisory program in order to develop a deep sense of trust in themselves, the strength and courage to succeed at life's challenges, and the skills necessary to confidently pursue future academic and career aspirations.

Characteristics of An “Educated Person” In The 21st Century

In the 21st century, an educated person should have an understanding of how they and their local environment exist in relation to the global community. Productive citizens of the 21st century must be able to actively engage in their communities as agents of positive change. Research suggests that high quality, classroom-based community service learning is tied to improved attendance, academic motivation, achievement, and decreased drop-out and truancy rates (Brown, 2010).² At New LA, students perform 20 hours of community service annually with help from advisors and the assistant principal.

An educated person in the 21st century needs to be a critical consumer of information, a critical thinker, and a problem solver. One example of such thinking is the use of the **Paideia Seminar**³ to explore topics and issues. A Paideia Seminar is a collaborative, intellectual dialogue facilitated with open-ended questions about a text, while fostering intellectual and social skill development.

An educated person in the 21st century needs to be able to use technology effectively, be aware of global issues, sensitive to other points of view, and empathetic about things beyond their own circle of comfort.

² Brown, Phillip, et. al., *Handbook of Prosocial Education*, 2010.

³ National Paideia website: www.paideia.org.

These broad ideas are specifically addressed as follows:

1. *Attention.* An educated person in the 21st Century knows how to focus on people and the world around them. They can follow a critical argument, identify logical reasoning, and empathize with the person or author who is expressing emotion.
2. *Knowledge.* An educated person in the 21st Century knows a little about everything and a lot about something. In the Age of Information, facts and figures are readily accessible with a click of the mouse on Google. So, while it may be exciting to have a smattering of knowledge on a lot of topics, students will delve more deeply into subjects that most pique their curiosity.
3. *Language and Understanding.* An educated person in the 21st Century is literate across a wide variety of genres and media. They read popular fiction ranging from the latest bestseller to a work of classical literature, and works of non-fiction engage them. They can write, expressing themselves with deep emotion, or with technical precision.
4. *Multi-cultural Awareness.* The 21st Century has witnessed an increased integration of cultures, peoples, and languages. The ability to relate to and work with an array of cultures enhances the success of an educated person in the 21st Century.
5. *Proficiency with Technology.* Technology is an integral part of our society, and it is here to stay. An educated person in the 21st Century is able to handle the challenges of technology as the computer, tablets, phones, and the Internet continue to evolve and change the way we live our lives.
6. *Empowerment.* An educated person in the 21st Century possesses the power to do things and the belief that they can move mountains. It is not enough to take in education alone. An educated person understands how to apply that information for good in the world.
7. *A Sense of Morality.* An educated person in the 21st Century will have a clear understanding of the difference between right and wrong and will choose to do the right thing. They must know to speak truth to power, and to help his/her fellow human beings. An educated person in the 21st Century knows that all people have a shared destiny and an equal stake in the common good.
8. *College and Career Readiness.* A combination of Attention, Knowledge, Language, Understanding, Multi-cultural Awareness, Proficiency with Technology, Empowerment, and a Sense of Morality form the foundation for college and career readiness.

How Learning Best Occurs

Learning best occurs when students are in a secure, safe, and nurturing environment, when teachers have deep content knowledge and instructional tools to facilitate learning, and when teachers have a deep connection to students.

Learning in middle school occurs best through varied opportunities for interaction around difficult topics. From these opportunities should emerge thoughtful discussions and growth. Learning through collaboration leads to a deeper understanding of knowledge. When ideas are shared it allows students to hear multiple perspectives and in turn come to a renewed understanding of the topic at hand. Collaborative projects further create a sense of interdependence between adolescents who are struggling to get along and feel confident being who they are. Group projects can bring out the voice of silent students and capitalize on the strengths of all students. Group projects connect subject matter to problem solving in real world situations. For example, in 6th grade math, students work on a project called the “Racial Wealth Gap,” researching income levels and housing prices to determine personal budgets while comparing different parts of the city and what types of challenges different people face – all while learning math skills.

Learning in middle school occurs best when students are actively engaged in the learning process. Students ought to be provided with opportunities to draw from their personal experiences to make logical connections with academic content. The prevalence of youth-centered media and technology means that students are

internalizing information in new and ever-changing ways. In order to keep middle school students engaged in school, pedagogical practices must be stimulating and not incredibly different from how students retain non-academic funds of knowledge. That's not to say that these funds of knowledge are not part of academic knowledge. Rather, it occurs when we capitalize on the family's contributions to academic knowledge. In addition, media and technology must be put in the hands of students so that they are not merely receptacles of information and new knowledge, but creators as well.

The Goals of the Program will Enable Students to Become Self-Motivated, Competent, & Lifelong Learners

The goals of New LA are to develop students who are passionate about learning and prepared for future academic success, engaged in their community, and have respect for themselves and others. These three main goals will help enable students to become self-motivated, competent, and lifelong learners.

Passion for Learning and Prepared for Academic Success

New LA believes in academic rigor and that college prep begins in middle school. At New LA, every student receives the academic foundation to be prepared for a college preparatory high school with the goal of being college and career ready. Rigorous intellectual development comes from a focus on building knowledge and not merely information retention. By working together on real-life projects, New LA students master concepts and skills that will lead to their becoming self-motivated, confident adults. Through rigorous standards-based instruction, students acquire the tools to help inspire them to become lifelong learners.

Engaged in the Community

New LA believes in making the student experience relevant to real life. Students are empowered with the skills and knowledge to promote progress in their local and global communities. They are taught to use their knowledge and skills to work for a just, equitable, compassionate world. Learning is connected to real life experiences through field trips, volunteering in the school and the greater community, and interacting with presenters from organizations in the LA community. This leads to a deeply embedded feeling and inspiration in every student that young people have the power to change the world.

Respect for Self and Others

New LA believes in fostering a sense of respect and valuing relationships. In order for students to grow academically, creatively, and morally, they need a safe space to take risks. New LA encourages vigorous debate and expression of individual voice through the use of active listening and conflict resolution techniques. The School uses project-based learning and thematic integration at strategic points in the curriculum to develop youth who have the skills, knowledge, and resources to work with diverse groups of people in order to lead their communities towards social justice.

Education Code § 47605(b)(5)(A)(ii); Annual Goals for the Eight State Priorities Identified in Education Code § 52060(d) by the California Local Control Funding Formula (LCFF)

See tables that follow.

LCFF STATE PRIORITIES

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual Review</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter, all teachers at New LA Charter School will be appropriately assigned and fully credentialed as required by law and the charter.	<ul style="list-style-type: none"> Annual review in May/June of criteria, systems and procedures for teacher hiring (Executive Director, with report to Governing Board) Annual review every August of master schedule/teacher assignments to ensure compliance (principal) 	100%	100%	100%	100%	100%	100%

ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES

ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual Inventory</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<p>For each year of the charter, each and every New LA student will have access to all common core aligned instructional materials necessary to participate fully in the programs and services described in the charter.</p> <ul style="list-style-type: none"> Each EL student will have full access to the common core aligned ELD program materials and any supplemental materials necessary to provide the student with access to core instruction. Each student with an IEP will have full access to all common core aligned instructional materials necessary to participate fully in the program set forth in the IEP. 	<ul style="list-style-type: none"> Annual inventory of instructional materials, and corresponding purchase of materials as necessary (Principal, Director of Operations) Annual budget review and planning to ensure funds are available for instructional materials (Executive Director, Financial Manager) Annual review of ELD and special education programs to identify and obtain all instructional materials needed (Principal, Executive Director) 	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>	<p>School wide: 100%</p> <p>ELs: 100%</p> <p>Students w/ IEPs: 100%</p>

FACILITIES MAINTENANCE STATE PRIORITY #1: BASIC SERVICES							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual Review</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter the school will provide well-maintained school facilities in good repair for all students.	<ul style="list-style-type: none"> Annual review/inventory of physical plant conditions and need for repair (Director of Operations) Continuous update of maintenance and repair priority execution plan (Director of Operations, Facilities Manager) Ongoing maintenance and repair log, with monthly review by school administrator (Principal, Dir. of Operations, Facilities Manager) 	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review	"Good" or better rating on annual review

IMPLEMENTATION OF STATE CONTENT AND PERFORMANCE STANDARDS STATE PRIORITY #2							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CAASPP and CELDT and Internal Benchmarking</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The school will annually increase the number of students achieving proficiency or equivalent on CAASPP ELA and Math assessments	<ul style="list-style-type: none"> Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based curriculum for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and deliver with a focus on critical thinking, problem solving and real-world applications. 	Schoolwide: CAASPP Benchmark levels of performance ELs: CAASPP Benchmark levels of performance	School wide: 5% increase ELs: 4% Increase	School wide: 6% increase ELs: 5% Increase	School wide: 7% increase ELs: 6% Increase	School wide: 8% increase ELs: 7% Increase	School wide: 9% increase ELs: 8% Increase
The school will meet annual AMAO 1 targets for English Learners (ELs)	<ul style="list-style-type: none"> Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum. 	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)	Meet or exceed AMAO 1 target(s)

PARENT INVOLVEMENT STATE PRIORITY #3							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual Review, Parent Survey</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter the school will maintain high levels of parent participation in areas such as student conferences, parent ed. events, community events and volunteer opportunities Attendance at these events will be recorded through a sign in. Parents will have the opportunity to provide input through a school site council.	<ul style="list-style-type: none"> Annual review of parent participation rates to ensure high participation. (Principal) Annual survey of parents regarding the types and content of parent-geared events and the timing of such events, use of feedback to ensure high levels of access to events. (Principal) 	95% of parents participate in at least two events or meetings over the course of the year.	95% of parents participate in at least two events or meetings over the course of the year.	96% of parents participate in at least two events or meetings over the course of the year.	97% of parents participate in at least two events or meetings over the course of the year.	98% of parents participate in at least two events or meetings over the course of the year.	98% of parents participate in at least two events or meetings over the course of the year.

STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CAASPP and Internal Benchmarking</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The school will annually increase the number of students achieving proficiency or equivalent on CAASPP ELA and Math assessments	<ul style="list-style-type: none"> Annual ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high-quality standards-based curriculum for all students, including ELs, (2) set internal benchmark performance targets, and (3) design and deliver appropriate professional development. Provide or obtain training for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and deliver with a focus on critical thinking, problem solving and real-world applications. 	School wide ELs Low Income Students Foster Youth	5% increase 4% increase 5% increase 4% increase	6% 5% 6% 5%	7% 6% 7% 6%	8% 7% 8% 7%	9% 8% 9% 8%

ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT						
ANNUAL GOALS	MEASURABLE OUTCOMES Method for Measuring: API or Similar Replacement Measure					
	SPECIFIC ANNUAL ACTIONS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022
School will meet annual growth targets, schoolwide and all numerically significant subgroups.	See Statewide Assessments above	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups	Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups

ENGLISH LEARNER ADEQUATE PROGRESS RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Internal benchmarks, CELDT</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter the school will meet goals set for increased English Language proficiency based on the ELD proficiency levels (Emerging, Expanding and Bridging)	<ul style="list-style-type: none"> Trimesterly assessments of ELD levels for each student (teachers) Annual assessment of student progress and level based on benchmark assessments, standardized assessments, student work samples and teacher observations (Principal, teachers) 	90% of ELs will move one level or more per year	90% of ELs will move one level or more per year	90% of ELs will move one level or more per year	90% of ELs will move one level or more per year	90% of ELs will move one level or more per year	90% of ELs will move one level or more per year

ENGLISH LEARNER RECLASSIFICATION RATE STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>CELDT, Reclassification Criteria, Annual Review</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter the school will meet goals set for reclassification rates for EL students.	Annual review and modification of English language acquisition program for ELs to ensure adequate yearly progress and access to core curriculum. (Principal)		Meet or exceed the District's reclassification rate.	Meet or exceed the District's reclassification rate.	Meet or exceed the District's reclassification rate.	Meet or exceed the District's reclassification rate.	Meet or exceed the District's reclassification rate.

SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Attendance Rates</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter, the school will maintain an overall attendance rate of 98% or higher, as will all numerically significant subgroups.	<ul style="list-style-type: none"> Provide incentives for students and families with perfect and excellent attendance through recognition and special events. Promote and strengthen the home-school partnership through an annual schedule of programs and activities. 	School wide:	96%	98%	98%	98%	98%
		All subgroups:	96%	98%	98%	98%	98%

CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student Information System</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter, the school will strive for 0% chronic absenteeism and will address potential chronic absenteeism promptly to prevent further absences.	<ul style="list-style-type: none"> Provide incentives for students and families with perfect and excellent attendance through recognition and special events. Promote and strengthen the home-school partnership through an annual schedule of programs and activities. The principal will regularly meet with students and families who are in danger of becoming chronically absent to develop a plan for improved attendance per the school's attendance policy. 	School wide:	0%	0%	0%	0%	0%
		All Subgroups:	0%	0%	0%	0%	0%

STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Suspension Rate</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter, the school will have a suspension rate of 5% or lower.	<ul style="list-style-type: none"> The school will follow discipline methodologies that consider suspension as a last resort, some of these include, conflict resolution, counseling, restorative justice and other alternatives to suspension. The school will build a climate of respect for self and others on campus to prevent bullying and fights which are the most common reasons for suspension. 	Schoolwide	2%	2%	1%	1%	0%
		All Subgroups	2%	2%	1%	1%	1%

STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Expulsion Rate</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
For each year of the charter, the school will reduce the expulsion rate to 0% annually.	The school will follow discipline methodologies that consider expulsion as a last resort; some of these include, conflict resolution, counseling, restorative justice and other alternatives to expulsion.	Schoolwide	0%	0%	0%	0%	0%
		All Subgroups	0%	0%	0%	0%	0%

POSITIVE & SAFE SCHOOL CLIMATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Discipline Records, Student Surveys</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The school will reduce instances of bullying, harassment and teasing and build a climate in which students feel safe.	<ul style="list-style-type: none"> The school will promote respect for self and others through anti-bullying curriculum. (Principal, teachers, counselor) The school will address issues of bullying and teasing directly and will respond to every report or concern in a prompt manner. (Principal, teachers, counselor) The school will honor and acknowledge students with public shout outs, certificates, caught being respectful tickets, mission themed awards, etc. who demonstrate respect for self and others by avoiding conflict, standing up to bullying and acting as peacemakers. (Principal, teachers, counselor) 	School wide:	9% of discipline incidents bullying & harassment	8% of discipline incidents bullying & harassment	7% of discipline incidents bullying & harassment	6% of discipline incidents bullying & harassment	5% of discipline incidents bullying & harassment
		All Subgroups:	9%	8%	7%	6%	5%

BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Annual Review, Science CST, Internal Benchmarks</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
The school will include in the regular curriculum the following areas of study: ELA, Math, Science, social studies, social justice, arts, PE and computer science.	<ul style="list-style-type: none"> Annual ongoing review of standards based curriculum and supplemental curriculum and achievement data to ensure delivery of high quality education for all students. (Principal) Annual ongoing review of partner programs providing instruction such as arts and computer science. (Principal) Internal benchmarking in academic areas using curricular based assessments and Illuminate Data and Assessment System CAASPP testing for Science in 5th grade 	<u>Proficiency on Science tests</u>					
		School wide:	5%	5%	5%	5%	5%
		EL	5%	5%	5%	5%	5%
		Low Socioeconomic:	5%	5%	5%	5%	5%
		Foster Youth	5%	5%	5%	5%	5%
		<u>Proficiency on internal benchmarks</u>					
		School wide:	5%	5%	5%	5%	5%
		EL	5%	5%	5%	5%	5%
		Low Socioeconomic:	5%	5%	5%	5%	5%
		Foster Youth	5%	5%	5%	5%	5%

COMPUTER SCIENCE INSTRUCTION STATE PRIORITY #8							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES Method for Measuring: <u>Student, Teacher, Parent Surveys, Annual Review, Keyboarding rates</u>					
		Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
New LA students will understand technology from the inside by learning block coding and text based coding in the computer science program.	<ul style="list-style-type: none"> Conduct teacher professional development through 9 Dots. Co-teach keyboarding and coding lessons with 9 Dots instructors. Survey students, teachers and parents regarding program efficacy Student demonstration of progress through culminating project Annual ongoing review of 9 Dots partnership (principal) 	Ratings of "good" or higher for partner programs	5% increase in student keyboarding rates	5% increase in student keyboarding rates	5% increase in student keyboarding rates	5% increase in student keyboarding rates	5% increase in student keyboarding rates
			Ratings of "good" or higher for partner programs	Ratings of "good" or higher for partner programs	Ratings of "good" or higher for partner programs	Ratings of "good" or higher for partner programs	Ratings of "good" or higher for partner programs

INSTRUCTIONAL DESIGN

New LA's overall instructional design focuses on students being able to engage directly with each other and the academic content. Additionally, the School maintains a focus on real world relevance, always encouraging students to look outside the school into the greater community for opportunities to apply their learning or take action.

The main instructional strategies employed at New LA are Project Based Learning, Inquiry Based Teaching, and Collaborative Learning. These are described in more detail later in the Petition. In addition to these strategies there are some overarching philosophies of instruction that are prevalent throughout the educational program. They are, as follows:

Reflective Care: New LA understands that students learn best when they feel safe and nurtured. All staff engages with the Center for Reflective Communities⁴ to learn more about how careful observation of students and their families help educators understand student behavior and learning. The Center for Reflective Communities is a nonprofit organization that provides parenting groups and teacher training. Teachers at New LA participate in the Reflective Care: Teacher Training and Consultation program which consists of a series of intensive trainings in reflective care followed by facilitated consultation meetings. This allows teachers to understand their students on a deeper level and provide an educational environment that will help students feel safe.

Differentiated Instruction: The best learning can only occur when a school understands and believes that no two students are alike. Students walk through the doors with different levels of experience and exposure to academics, many are English Learners and all people learn at different rates and through different methods. Our teachers build strong relationships with students and families in order to best understand a student's needs. Vygotsky's⁵ theory of the Zone of Proximal Development (ZPD) pushes New LA to identify the area between what a student can do independently and easily, and what he/she can do with guidance which pushes them a bit and then teach them at that level. Some also call this area the student's instructional level. When schools force students to work a level higher than their instructional level they enter the frustration level, which frequently leads to students giving up. This does not mean that students will never be exposed to content or skills that are above their instructional level but that it will be done with much guidance and through the careful planning of the teacher.

The instructional level is the sweet spot that challenges and engages students while allowing them to experience success and thus raise their level. Teachers help students on this path through scaffolding that supports them in their learning but still encourages independent success. In any given classroom students at different levels may use different types of scaffolding to achieve the same result, thus appropriate and fair.

New LA knows, through Howard Gardner's⁶ research on multiple intelligences that "intelligence" is not easily defined by assessments such as an I.Q. test but rather is varied and has a strong impact on a student's academic experience. At New LA we recognize that students learn and express their learning differently and teachers will provide opportunities to demonstrate learning that range throughout the multiple intelligences or multiple modalities.

Culturally Responsive Teaching (CRT): New LA believes that each individual student and teacher brings something unique and special to the educational experience. As stated by Geneva Gay, "Teaching is most effective when ecological factors such as prior experiences, community settings, cultural backgrounds, and ethnic identities of teachers and students, are included in its implementation." (2010)⁷.

CRT is the consideration of students' cultures as we can see them, but Zaretta Hammond urges us to look more deeply at culture and get past, language, music, food etc. She describes deep culture as "tacit knowledge and unconscious assumptions that govern our worldview" (2015)⁸. At New LA we consider this deep view of culture as we create a curriculum designed to nurture the varied cultures we may encounter.

CRT does not mean hosting a multicultural day or celebrating a month to honor a particular cultural group though we may do these things as well. CRT pushes teachers to tap into students' deep cultures to identify ways that they can use their cultural framework to access and engage with knowledge and skills taught in the

⁴ www.reflectivecommunities.org

⁵ Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

⁶ Gardner, H. (1993) *Multiple Intelligences, Theory and Practice*: Basic Books.

⁷ Gay, G.(2010) *Culturally Responsive Teaching: Theory, Research and Practice*, New York, NY: Teachers College Press.

⁸ Hammond, Z. (2015) *Culturally Responsive Teaching & The Brain*, Thousand Oaks, CA: Corwin.

classroom. The first step in doing this is to focus on relationship building leading to a “culture of care” (Hammond, 2015) in which students feel validated and believe that they can succeed academically. Second, teachers should present themselves as allies in learning providing space for students to express themselves without fear of judgment including allowing their cultural norms and frameworks to have a presence in the classroom. Some specific examples of how a teacher or administrator would validate students in this way are: acknowledging students with a smile, nod or handshake; inquiring about a student’s life or important people in his/her life; offer emotional support to students when necessary; express belief in the student’s ability to succeed; create opportunities for a student’s home culture or language to be represented in the classroom; and share their own cultural frameworks.

Curriculum and Instruction

New LA students take core courses, which are aligned with the Common Core State Standards and the Next Generation Science Standards. Each student takes core courses in Math, Science, Humanities (which is integrated ELA and Social Studies). In addition, students take art once a week and physical education four times a week. All students begin each day in advisory, which is described in detail later in this petition. The chart below lays out the framework:

	Grade 6	Grade 7	Grade 8
English Language Arts (core)	Grade 6 ELA	Grade 7 ELA	Grade 8 ELA
Math (core)	Grade 6 Math	Grade 7 Math	Grade 8 Math
Social Studies (core)	Ancient Civilization	Global Studies	American Studies
Science (core)	NGSS Science 6	NGSS Science 7	NGSS Science 8
Foreign Language (non core)	Foreign Language	Foreign Language	Foreign Language
Physical Education (non core)	Physical Education	Physical Education	Physical Education
Arts (non core)	Arts	Arts	Arts

Grade 6 Courses

Social Studies: Ancient History

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people, their role in developing social, economic, and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds. The program uses hands-on student centered project-based curriculum.

ELA

By using a wide variety of historical and fictional texts, students engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. They examine newsworthy current events that affect their present time. The program uses hands-on student centered project-based curriculum. The program uses hands-on student centered project-based curriculum.

Mathematics

This course uses the College Prep Mathematics Core Connections, Course 1 curriculum. This curriculum is the first of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 1 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Earth Science

This course is based on the Next Generation Science Standards. It is lab-based, and pushes students to dynamically investigate and analyze important concepts of Earth Science and how they relate to the physical world through thematic questions. During class time, we develop skills using various formats: lectures, labs, readings, exams, computer-assisted research, Socratic discussions, and individual and group projects. We strive to instill in the grade six student a true curiosity and interest in the earth, formation of the universe, and how that directly interacts with their physical surroundings.

Visual Arts

Through a variety of mediums – paint, collage, clay, paper mache – children are given the opportunity to express themselves in new and creative ways in an ever more visual world. The work the children create will be put on display at a special culmination event marking the end of the school year and displayed throughout the school.

Physical Education

See below.

Grade 7 Courses

Social Studies: Medieval & Early Modern History

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia in the years A. D. 500-1789. The yearlong essential question which guides our work is “Does the individual control society or does society control the individual?” We will explore this question through the major content area units. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science, and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

ELA

Students in grade 7 analyze novels, short stories, poetry, and primary source documents and engage in rigorous skill building in the fields of literary response and analysis, reading comprehension, and vocabulary development. The yearlong essential question which guides our work is “Does the individual control society or does society control the individual?” They go on field trips and meet guest speakers. This ELA course integrates visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

Mathematics

This course uses the College Prep Mathematics Core Connections, Course 2 curriculum. The curriculum is the second of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 2 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the “Mathematical Practices” of the Common Core State Standards released in June 2010.

Life Science

This course is based on the Next Generation Science Standards and is lab-based. Grade 7 Life Science is the continuation of the retelling of the story of life and the universe. Following up on grade 6’s exploration of the beginnings of the universe, in grade 7 students begin with the emergence of life on this planet. Students explore early life forms, multicellular life forms, the emergence of mammals, and the arrival of humans. Particular

attention is paid to scientific investigations and lab skills. The curriculum will culminate with a 3-day trip to Catalina Island.

Visual Arts II

Through a variety of mediums – paint, collage, clay, paper mache – children are given the opportunity to express themselves in new and creative ways in an ever more visual world. The work the children create will be put on display at a special culmination event marking the end of the school year and displayed throughout the school.

Physical Education

See below.

Grade 8 Courses

Social Studies: US History & Geography

Students in grade eight study the ideas, issues, and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded on the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture, and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

ELA

Students in grade 8 analyze novels, short stories, poetry, and primary source documents. They go on field trips and meet guest speakers. This course will integrate visual arts, dramatic arts, music, politics, philosophy, history, literature, and current events.

Mathematics

This course used the College Prep Mathematics Core Connections, Course 3 curriculum. This curriculum is the third of a three-year sequence of courses designed to prepare students for a rigorous college preparatory algebra course. On a daily basis, students in Core Connections, Course 3 use problem-solving strategies, questioning, investigating, analyzing critically, gathering and constructing evidence, and communicating rigorous arguments justifying their thinking. Students learn in collaboration with others while sharing information, expertise, and ideas. The course helps students to develop multiple strategies to solve problems and to recognize the connections between concepts. The lessons in the course meet all of the content standards and embed the "Mathematical Practices" of the Common Core State Standards released in June 2010.

Physical & Environmental Science

In this Next Generations Science Standards based course, students will learn about the physical world, our natural resources and ways in which we can preserve them. This course is lab-based. Students will learn how human interactions with the environment affect ecosystems and the sustainability of natural resources. Students will explore strategies to prevent and or slow down the deleterious effects of toxins, air pollutions, global warming, waste, use of non-renewable energy sources, destruction of habitats and changing human environments. Through an exploration of a changing world, students will be able to make better choices in relation to the environment.

Visual Arts III

Through a variety of mediums – paint, collage, clay, paper mache – children are given the opportunity to express themselves in new and creative ways in an ever more visual world. The work the children create will be put on display at a special culmination event marking the end of the school year and displayed throughout the school.

Physical Education

All students take PE in all grades. Physical fitness and awareness of the human body is important to the health and well-being of all students. This is achieved by providing a comprehensive Physical Education Curriculum.

The PE curriculum focuses on developing an understanding of the correlation between mental and physical conditioning.

Physical education consists of constantly varied, functional movements that deliver a fitness that is broad, inclusive and general and scalable for any participant at any level. Workouts increase physical competence in 10 fitness domains: Cardiovascular and Respiratory Endurance, Stamina, Strength, Flexibility, Power, Speed, Coordination, Agility, Balance, and Accuracy.

Sport consists of playing active games, learning specific sports-related skills, and competition. Students play basketball, team handball, and a variety of other active games.

Curricular and Instructional Materials

In accordance with the Williams Legislation of 2007, all students at New LA are issued State content-standards and Common Core standards-aligned textbooks and instructional materials in the core and required subject areas. New LA uses the following materials:

	Grade 6	Grade 7	Grade 8
Humanities	<ul style="list-style-type: none"> History Alive! The Ancient World TCI; Literature and Language Arts: Introductory Course Holt; Holt Handbook: Introductory Course Holt Multiple Novels** 	<ul style="list-style-type: none"> History Alive! The Medieval World and Beyond TCI Pearson Literature (CA) Pearson <u>Catherine Called Birdie</u> by Karen Cushman <u>The Alchemist</u> by Paolo Cohelo <u>Night</u> by Elie Wiesel 	<ul style="list-style-type: none"> History Alive! The United States Through Industrialism TCI <u>The Absolutely True Diary of a Part-Time Indian</u> by Sherman Alexie <u>Monster</u> by Walter Dean Myers <u>Bless Me Ultima</u> by Rudolfo Anaya <u>To Kill a Mockingbird</u> by Harper Lee
Mathematics	College Prep Math, Core Connections 1	College Prep Math, Core Connections 2	College Prep Math, Core Connections 3
Science	Earth Science CPO Science	Life Science CPO Science <ul style="list-style-type: none"> FOSS Kit: Human Brain and Senses FOSS Kit: Diversity of Life FOSS Kit: Populations and Ecosystems 	Physical Science CPO Science <ul style="list-style-type: none"> FOSS Kit: Force and Motion FOSS Kit: Chemical Interactions Focus on Physical Science Prentice Hall Starry Night Middle School Simulation Curriculum Corp.
RTI*	Standards Plus Intervention System: 6 Learning Plus	Standards Plus Intervention System: 7 Learning Plus	Standards Plus Intervention System: 8 Learning Plus

* Response to Intervention is designed to identify and assist students who are performing below proficient, and to intervene when students are not responding to additional help.

** The sixth grade literature circles do not rely on a set list of novels. The following list includes many of the options in the school's library, but is not exhaustive:

Tuck Everlasting	The Witches	Walk Two Moons	Kira-Kira
The Midwife's Apprentice	Julie of the Wolves	Where the Mountain Meets the Moon	One Crazy Summer
A Long Way to Chicago	Ida B	When You Reach Me	Airman
Gathering Blue	Savvy	Esperanza Rising	Tangerine
Hatchet	Wolf Brother	Roll of Thunder, Hear My Cry	Holes
The Outsiders	Bud Not Buddy	The Watsons Go to Birmingham	Call it Courage
The Westing Game	The Book Thief	The Giver	Wrinkle in Time

Instructional Methods And Strategies

New LA employs a variety of teaching methodologies to ensure our students learn to the best of their capabilities. The School believes that there is no one best way for teachers to teach and students to learn. Rather, varied approaches offer the greatest likelihood of engaging students and improving outcomes.

The overarching model for instruction is Strategic Design for Student Achievement (SDSA). This model is based upon the research-based Backward Design process (Wiggins and McTighe) for designing standards-based instruction. Teachers use this methodology for all planning. Guided by the principal, teachers are guided through the four step SDSA process: 1) analysis and prioritization of state content standards and common

core standards, 2) differentiation of assessment methods aligned to prioritized standards, 3) implementation of innovative, research-based instructional strategies that align to measurable and specific student learning outcomes, and 4) analysis of achievement outcomes to determine effectiveness. A full description of data use for learning and professional development is included later in this petition. New LA incorporates active learning methods to deliver a rigorous standards-based curriculum.

In addition to some direct instruction, teachers make use of the following specific classroom teaching methodologies: Project-Based Learning, Cooperative Learning, Literature Circles/Book Clubs, Inquiry-Based Teaching, and Reciprocal Teaching. These methodologies are flexible, allowing teachers to adjust in class. They are also designed to be effective across the curriculum and lend themselves to excellent interdisciplinary opportunities. In short, the following methodologies are general in nature but they fit the mission of the school.

Project-Based Learning

In project-based learning, teachers design projects where students work in teams to explore real-world problems and create presentations to share what they have learned. The projects are standards-based, and the teacher serves as facilitator. Compared with learning solely from textbooks, this approach has many benefits for students, including:

- Deeper knowledge of subject matter;
- Increased self-direction and motivation;
- Improved research and problem-solving skills.

Project-based learning engages students by starting with the concrete and solving hands-on, real-world problems. It has been shown that such problem-solving tasks are a great motivator for students. Students are motivated by challenges and solving problems. Project-based learning gives students a chance to mimic the behavior of scientists, making learning fun and exciting.

In project-based learning, students try to answer a question -- one that has relevance for them -- that is greater than the immediate task at hand. Students conduct research using a variety of sources, from the Internet to interviews with experts. They work on the project over an extended period of time -- six weeks or more -- due to the in-depth nature of the investigation. Like adults trying to solve a problem, they don't restrict themselves to one discipline but delve into math, literature, history, science -- whatever is appropriate to the study.

Project-based learning involves an in-depth investigation of real-world topics worthy of children's attention and effort. There is generally a three-phased approach: Phase 1 involves an initial discussion of a project topic, including children's firsthand experiences related to the topic. Phase 2 involves fieldwork, sessions with experts, and various aspects of gathering information, reading, writing, drawing, and computing. Phase 3 is the presentation of the project to an audience.

Enthusiasm alone is not enough of a justification to advocate project-based learning, but the results of that enthusiasm argue in its favor, say educators and researchers who have studied or used project-based learning. Children who are excited about what they learn tend to engage more deeply in the subject and to expand their interest in learning to a wide array of subjects. They retain what they learn rather than forget it as soon as they take a test. They make connections and apply their learning to other problems. They learn how to collaborate, and their social skills improve. They are more confident talking to groups of people, including adults. And, as a number of research reports suggest, project-based learning can correlate positively with improved test scores, reduced absenteeism, and fewer disciplinary problems.

One of the most important elements of project-based learning is the use of school wide rubrics. The rubrics are a tool to evaluate proficiency, but are also used by students to understand expectations. Rubrics are tailored to measuring the standards being covered by the specific project, and can then be used by teachers to evaluate student progress and proficiency.

The research on *Project-Based Learning* is vast. Some of the more important studies were done by Boaler (1997)⁹, by University of Michigan researchers and others (e.g., Marx et al., 1997)¹⁰, and by the Cognitive and Technology Group of Vanderbilt and others (e.g., Barron et al., 1998)¹¹. Some studies of PBL report increased attendance, self-reliance, and improved attitudes towards learning on the part of students. More recently, Lam et. al. (2009)¹² confirmed the prior research and also included reports of increased motivation in students. PBL seems to be equivalent or slightly better than other models of instruction for producing gains in general academic achievement and for developing lower-level cognitive skills in traditional subject matter areas. There is ample evidence that PBL is an effective method for teaching students complex processes and procedures such as planning, communicating, problem solving, and decision-making. And there is evidence, albeit indirect, that the effectiveness of PBL is enhanced when it is incorporated into whole-school change efforts.

Cooperative Learning

According to Ormrod (2004),¹³ Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Cooperative learning methods are extensively researched, and under certain well-specified conditions they are known to substantially improve student achievement in most subjects and grade levels. (Slavin 2012)¹⁴

Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete the task. Cooperative learning allows students to connect with others to achieve a common objective in learning development.

Cooperative efforts result in participants striving for mutual benefit so that all group members gain from each other's efforts, recognize that all group members share a common fate, know that one's performance is mutually determined by oneself and one's team members, and feel proud and jointly celebrate when a group member is recognized for achievement.

The duration of cooperative learning varies depending on the nature of the task. For example, groups are commonly convened for short-term cooperative learning that accomplishes specific writing tasks such as working on the five-paragraph essay in a class period of 60 minutes.

Ormrod (2004) suggests five basic common features of Cooperative Learning:

- Students work on a common goal in small groups.
- Students are given behavior principles such as listening to others respectfully.
- Group members are interdependent of one another for their achievement.
- A useful learning behaviors framework is provided, and the teacher serves the role as a facilitator.
- Students are rewarded based on group contingency. The group assesses its efficiency at the end.

Cooperative learning encourages positive interdependence (sink or swim together), face-to-face interaction (promote each other's success), individual & group accountability (no hitchhiking! no social loafing), interpersonal & small-group skills, and group processing. Examples of class activities which use cooperative learning include jigsaws, three-step interviews, round robin brainstorming, circle the sage, and partner work.

⁹ Boaler, J. (1997). *Experiencing school mathematics; Teaching styles, sex, and settings*. Buckingham, UK: Open University Press.

¹⁰ Marx, R. W., Blumenfeld, P. C., Krajcik, J.S., & Soloway, E. (1997). *Enacting project-based science: Challenges for practice and policy*. *Elementary School Journal*, 97, 341-358.

¹¹ Barron, B. J. S., Schwartz, D. L., Vye, N. J., Moore, A., Petrosino, A., Zech, L., Bransford, J. D., & The Cognition and Technology Group at Vanderbilt. (1998). *Doing with understanding: Lessons from research on problem- and project-based learning*. *The Journal of the Learning Sciences*, 7, 271-311.

¹² Lam, S., Cheng, R., & Ma, W. (2009). *Teacher and Student Intrinsic Motivation in Project-Based Learning*. *Journal of Instructional Science*, Volume 37, Number 6.

¹³ Ormrod, J.E. (2004). *Human learning* (4th ed.). Upper Saddle River, NJ: Pearson Education, Inc.

¹⁴ Slavin, Robert E. et. al. (2012). *APA educational psychology handbook, Vol 3: Application to teaching and learning.* (pp. 359-378). Washington, DC, US: American Psychological Association, viii, 668.

Jigsaw is a technique that encourages listening, engagement, interaction, peer teaching, and cooperation by giving each member of the group an essential part to play in the academic activity. Both individual and group accountability are built into the process. Students are divided into competency groups of four to six students, each of which is given a list of subtopics to research. Individual members of each group then break off to work with the "experts" from other groups, researching a part of the material being studied, after which they return to their starting group in the role of instructor for their subcategory.

The three-step interview is an activity where students work in pairs. One is the interviewer, the other is the interviewee. The interviewer listens actively to the comments and thoughts of the interviewee, paraphrasing key points and significant details. Then, the student pairs reverse roles, repeating the interview process. Each pair then joins another pair to form groups of four. Students introduce their pair partner and share what the partner had to say about the topic at hand.

In *Round robin brainstorming*, the class is divided into small groups (4 to 6) with one person appointed as the recorder. A question is posed with many answers and students are given time to think about answers. After the "think time," members of the team share responses with one another round robin style. The recorder writes down the answers of the group members. The person next to the recorder starts and each person in the group in order gives an answer until time is called.

In *Circle the Sage*, the teacher polls the class to see which students have a special knowledge to share. For example the teacher may ask who in the class was able to solve a difficult math homework question. Those students (the sages) stand and spread out in the room. The teacher then has the rest of the classmates each surround a sage, with no two members of the same team going to the same sage. The sage explains what they know while the classmates listen, ask questions, and take notes. All students then return to their teams. Each in turn, explains what they learned. Because each one has gone to a different sage, they compare notes. If there is disagreement, they stand up as a team. Finally, the disagreements are aired and resolved.

Literature Circles/Book Clubs

Literature Circles bring students together for in-depth discussion of a work of fiction or nonfiction. Discussion emerges from students' personal responses to aspects of a text such as characters, events, genre, author style and literary techniques. Students can improve writing by analyzing an author's style and technique, and applying these qualities to their own writing. Literature circles contribute to learning in that students develop and use reading comprehension strategies, learn to think critically, appreciate the aesthetic qualities of literature, develop communication skills, and extend writing skills.

The role of the teacher is to gather literature for students to choose from. Teachers then demonstrate, direct, support, redirect, and observe while students work independently. The student's role is to choose a book to study, and actively participate in studying, reading, and discussing of this book. Students collaborate with each other by listening, adding, and agreeing or disagreeing.

When engaged in literature circles, students select the books they want to read for literature study. They work in small, heterogeneous groups organized in response to the book chosen. Students and teacher decide how often and how much will be read. Students prepare for discussion during and after reading. Students learn to listen to and address one another; teacher guides as necessary, but interferes minimally. After discussion, students share their understanding with classmates through a response or cooperative project.

Discussions prompt students to participate actively to share their thinking; share their assigned role; listen to others, adding to one another's responses, share agreement or disagreement. Teachers facilitate and redirect the conversation as needed, guiding students to support their thinking with evidence or background knowledge; coaching and reinforcing the discussion by restating, offering ways to synthesize new ideas, and redirecting conversation if it wanders off topic.

Research on Literature Circles is conducted primarily by Katherine L. Schlick Noe (1999)¹⁵, Bonnie Campbell Hill (1995, 2001, 2003)¹⁶, Nancy J. Johnson (1995, 1999, 2001), and Harvey Daniels (1994, 2002, 2004)¹⁷; these individuals are credited with most of the research and teacher resources around this pedagogical approach to student choice and reading; however, numerous other researchers, including Kathy Short and Kathryn Mitchell Pierce (1990)¹⁸, Jerome Harste, Kathy Short and Carolyn Burke (1988)¹⁹, Katherine Samway (1991)²⁰, Suzi Keegan and Karen Shrake (1991)²¹ also have conducted research and classroom-based studies on Literature Circles. This approach to reading and learning looks to some of the best practices and theory from collaborative learning and scaffolding theory, and student-centered learning for the theoretical underpinning of Literature Circles.

Additional research by Suleyman and Yuksel (2011)²² found that the literature circles method improved the reading comprehension skills of students who had low-level reading comprehension. It was also found out that students liked reading books by performing different tasks, discussing and cooperating with their friends over a period of time. Students remembered the book they had read with all the details even two weeks later.

Inquiry-Based Teaching

Inquiry-Based Teaching is the art of creating situations in which students take the role of scientists. In these situations, students take the initiative to observe and question phenomena; pose explanations of what they see; devise and conduct tests to support or contradict their theories; analyze data; draw conclusions from experimental data; design and build models; or any combination of these.

These learning situations are open-ended in that they do not aim to achieve a single "right" answer. Nevertheless, students work under clear standards. They learn to observe keenly and thoroughly and to pose questions that are answerable, in part or in whole, through some meaningful test or exploration. They engage in trial and error, and they learn to analyze and reason carefully. Such open-ended situations can also be used in mathematics, language arts, or history.

Inquiry is asking questions. But not just any questions, good questions. Questions that are accessible. Questions that can be answered in part or in whole. Questions that lead to meaningful tests and explorations. It involves observation and measurement, hypothesizing and interpreting, model building and model testing. It requires experimentation, reflection, and the recognition of the strengths and weaknesses of its own methods. During inquiry, a teacher may pose a question or work with students to pose their own questions. These questions are often open-ended, offering students the opportunity to direct their own investigations and find their own answers (not just the one right answer), and in all likelihood, lead to more questions.

Inquiry is what scientists do. They usually do it in a formal and systematic way, and in the process, contribute to the collective body of information we call knowledge. In experiencing science as inquiry, students learn how to be scientists. Thus, students learn more than just a body of concepts and facts, they learn the processes involved in establishing those concepts and facts. Inquiry provides students with concrete, active learning experiences. Students take the initiative. They develop problem solving, decision-making, and research skills that enable them to become lifelong learners.

¹⁵ Schlick Noe, K.L. & Johnson, N.J. (1999). *Getting Started With Literature Circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.

¹⁶ Hill, B.C., Johnson, N.J., & Schlick Noe, K.L. (1995). *Literature Circles and Response*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Hill, B.C., Schlick Noe, K.L. & Johnson, N.J. (2001). *Literature Circles Resource Guide*. Norwood, MA: Christopher-Gordon Publishers, Inc.

Hill, B.C., Schlick Noe, K.L., and King, J.A. (2003). *Literature Circles in Middle School: One Teacher's Journey*. Norwood, MA: Christopher-Gordon Publishers, Inc.

¹⁷ Daniels, H. (1994). *Literature Circles: Voice and Choice in the Student-Centered Classroom*. Markham: Pembroke Publishers Ltd.

Daniels, H. (2002). *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Maine: Stenhouse Publishers.

Daniels, H. & Steineke, N. (2004). *Mini-Lessons for Literature Circles*. Portsmouth: Heinemann.

¹⁸ Short, K., and Pierce, K.M. (1990). *Talking About Books: Creating Literate Communities*. Portsmouth: Heinemann.

¹⁹ Harste, J., Short, K. and Burke, C. (1988). *Creating Classrooms for Authors: The Reading-Writing Connection*. Portsmouth: Heinemann.

²⁰ Samway, K.D., Whang, G., Cade, C., Gamil, M., Lubandina, M., & Phonmmachanh, K. (1991) *Reading the skeleton, the heart, and the brain of a book: Students' perspectives on literature study circles*. Reading Teacher (November).

²¹ Keegan, S. & Shrake, K. (1991). *Literature study groups: An alternative to ability grouping*. Reading Teacher (April).

²² Avci, Suleyman; Yuksel, Arzu (2011). Cognitive and Affective Contributions of the Literature Circles Method on the Acquisition of Reading Habits and Comprehension Skills in Primary Level Students. Educational Sciences: Theory and Practice, v11 n3 p1295-1300.

Inquiry allows students at different developmental stages to work on similar problems and even collaborate in finding solutions to those problems. Each student gets to bring his or her own special talents into play. Inquiry allows for the integration of multiple disciplines. As students explore, they will tend to ask questions that will involve both science and math, social studies and language arts, technical and artistic skills. Inquiry involves communication. Students must ask coherent, meaningful questions. And they should report their results, orally or in writing. In this way, they both teach and learn from each other.

Inquiry-based instruction allows teachers to learn about their students -- who they are, what they know, how their minds work. These insights will enable teachers to be more affective facilitators in their students' pursuit of knowledge. When using inquiry, teachers must refrain from preempting students; too many hints, too many questions, and too many answers detract from the learning process - and all the fun, too. Inquiry requires students to take responsibility for their own education. Inquiry creates opportunities for teachers to learn how their students' minds work. Teachers can then apply these insights to set up appropriate learning situations and facilitate students' pursuit of knowledge. Some of the skills that teachers learn when using inquiry include:

- knowing when to provide a push
- knowing what hints to give each particular student
- knowing what not to tell students (not to give away the answer)
- knowing how to read student behaviors as they work through challenges and how to design meaningful learning situations that take those behaviors into account
- knowing how to help students collaborate in solving problems together
- knowing when observations, hypotheses, or experiments are meaningful
- knowing how to tolerate ambiguity
- knowing how to use mistakes constructively
- knowing how to guide students so that giving them control of their explorations does not mean losing control of the classroom

The philosophy of inquiry-based learning finds its antecedents in the work of Dewey and Vygotsky among many others.

Dewey's²³ theory of learning is that optimal learning and human development and growth occur when people are confronted with substantive, real problems to solve. He believed that curriculum and instruction should be based on integrated, community-based tasks and activities that engage learners in forms of pragmatic social action that have real value in the world.

The focus on the teacher as expert is central to Vygotsky's²⁴ learning theory. He proposed that cognitive development is the product of social and cultural interaction around the development and use of tools of a cognitive, linguistic and physical nature. Learning occurs in a zone of proximal development where authoritative tool users – teachers acting as mentors – initiate and lead students as novices into the use of technologies. This structured introduction into using tools is called 'scaffolding'. Work should be structured around projects that demand students engage in the solution of a particular community-based, school-based or regional problem of significance and relevance to their worlds.

Reciprocal Teaching

Reciprocal teaching refers to an instructional activity that takes place in the form of a dialogue between teachers and students regarding segments of text. The dialogue is structured by the use of four strategies: summarizing, question generating, clarifying, and predicting. The teacher and students take turns assuming the role of teacher in leading this dialogue.

Reciprocal teaching is an amalgamation of reading strategies that effective readers have been shown to use. Proficient readers have well-practiced decoding and comprehension skills which allow them to proceed through texts somewhat automatically until some sort of triggering event alerts them to a comprehension failure (Palincsar & Brown, 1985²⁵).

²³ Dewey, J (1997) *How Do We Think*, New York: Dover Publications.

²⁴ Vygotsky, L.S. (1962) *Thought and Language*, Cambridge, MA: MIT Press.

²⁵ Palincsar, A.S., & Brown, A.L. (1985). *Reciprocal teaching: Activities to promote read(ing) with your mind*. In T.L. Harris & E.J. Cooper (Eds.), *Reading, thinking and concept development: Strategies for the classroom*. New York: The College Board.

This trigger can be anything from an unacceptable accumulation of unknown concepts to an expectation that has not been fulfilled by the text. Whatever the trigger, proficient readers react to a comprehension breakdown by using a number of strategies in a planned, deliberate manner. These "fix-up" strategies range from simply slowing down the rate of reading or decoding, to re-reading, to consciously summarizing the material. Once the strategy (or strategies) has helped to restore meaning in the text, the successful reader can proceed again without conscious use of the strategy (Palincsar & Brown).

The purpose of reciprocal teaching is to facilitate a concerted effort between teacher and students, as well as among students, to bring meaning to a text. Research shows that students who practice reciprocal teaching in small groups outperform students in reading comprehension (Braunsteina, 2009)²⁶. The following are components of reciprocal teaching:

Summarizing provides the opportunity to identify and integrate the most important information in the text. Text can be summarized across sentences, across paragraphs, and across the passage as a whole. When the students first begin the reciprocal teaching procedure, their efforts are generally focused at the sentence and paragraph levels. As they become more proficient, they are able to integrate at the paragraph and passage levels.

Question generating reinforces the summarizing strategy and carries the learner one more step along in the comprehension activity. When students generate questions, they first identify the kind of information that is significant enough to provide the substance for a question. They then pose this information in question form and self-test to ascertain that they can indeed answer their own question. Question generating is a flexible strategy to the extent that students can be taught and encouraged to generate questions at many levels. For example, some school situations require that students master supporting detail information; others require that the students be able to infer or apply new information from text.

Clarifying is an activity that is particularly important when working with students who have a history of comprehension difficulty. When the students are asked to clarify, their attention is called to the fact that there may be many reasons why text is difficult to understand (e.g., new vocabulary, unclear reference words, and unfamiliar and perhaps difficult concepts). They are taught to be alert to the effects of such impediments to comprehension and to take the necessary measures to restore meaning (e.g., reread, ask for help).

Predicting occurs when students hypothesize what the author will discuss next in the text. In order to do this successfully, students must activate the relevant background knowledge that they already possess regarding the topic. The students have a purpose for reading: to confirm or disprove their hypotheses. Furthermore, the opportunity has been created for the students to link the new knowledge they will encounter in the text with the knowledge they already possess. The predicting strategy also facilitates use of text structure as students learn that headings, subheadings, and questions embedded in the text are useful tools to anticipate what might occur next.

The New LA curriculum is aligned with the Common Core State Standards (CCSS) and the Next Generation Science Standards (NGSS). All textbooks and curricular materials are aligned with the standards.

Advisory Program

One of the most important rituals that New LA students participate in every school day is advisory group. Advisory group is comprised of a group of students at the same grade level and one teacher. The role of advisory group and advisors at New LA is to use the four mission-based "R's" to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills. Three main types of activities make up the advisory curriculum: current events, community building and peer support, academic support and time-management, and personal reflection and goal setting.

- Community Building and Peer Support

²⁶ Brunsteina, J. (2009). *Improving students' reading comprehension skills: Effects of strategy instruction and reciprocal teaching*. Learning and Instruction. Volume 19, Issue 3, June 2009, Pages 272–286.

At the beginning of the year when students are just meeting for the first time, advisors use community-building activities to break down walls and form bonds. Advisory is the place where students are introduced to the norms and values of the school. As students become comfortable in school, advisory is a place to share ideas, build trust, and solve problems. For example, advisors and advisory groups wrestle with current events and pressing issues in ourselves and others.

- Academic Support and Time-Management

Advisory is sometimes a time when students work in a quiet supportive environment. They get help from their advisor or peers. Advisors have one-on-one conferences with students to check in on a consistent basis about classes, grades, and other topics.

- Personal Reflection and Goal-Setting

Advisory groups spend time discussing large-scale goals as a community, as well as individual goals. Students engage in a process of personal reflection individually with their advisor, and with the group when appropriate. The reflecting serves the purpose of learning from mistakes and setting goals for the future.

Advisory Program Mission Statement: New LA students participate in a structured Advisory Program in order to develop a deep sense of self-confidence, the strength and courage to succeed at life's challenges, the skills necessary to confidently advance in their academic pursuits, and a sense of civic duty and awareness of the world around them. The role of advisory group is to help students succeed academically, thrive in and out of school, plan for the future, and develop their own unique voice and leadership skills.

Implementation and Student Mastery of Standards

New LA's dedication to project based, collaborative, hands on learning with high academic rigor aligns perfectly with meeting expectations in the CA Common Core State Standards, the goals of which are as follows:

- To correct inconsistencies between and among states in the quality and rigor of their standards and assessments;
- To have research based standards to prepare all students to be college and career ready;
- To enable students from the U.S. to compete with their peers globally;
- To align standards with 21st century skills.

Additionally, New LA focuses on the Next Generation science standards in adoption of science curricula and instructional methods in order to be ready for full implementation.

Technology

New LA is equipped with 1-to-1 Chromebooks for regular use as well as for preparing for and taking state standardized assessments. There are full class sets of Chromebooks in every room so students will one to one access when in the classroom. Students are exposed to computers with age appropriate activities including but not limited to educational games, coding, intervention software, typing practice, word processing, research, web design, photo manipulation and presentation software. Technology is a regular part of our lives now and it is imperative that we integrate the use of technology thoughtfully and appropriately. While students will continue to engage with the world directly the use of technology will enhance those interactions. At New LA computer technology is a regular part of the instruction. In addition, by using Illuminate and practice CAASSP benchmarks on the Chromebooks, students will be prepared to take the computer-based state standardized assessments.

ACADEMIC CALENDAR AND SCHEDULES

New Los Angeles Charter School

2018-2019 School Calendar

August 2018						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

September 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

October 2018				
Su	M	Tu	W	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

November 2018						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

December 2018						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

January 2019				
Su	M	Tu	W	Th
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

February 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		

March 2019						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						



April 2019				
Su	M	Tu	W	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

May 2019						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

June 2019						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

July 2019				
Su	M	Tu	W	Th
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

 School Closed
 Early Release Day

 EP Employee Planning (no school for students)
 First and Last Day of School

Aug 13	First Day of Instruction
Aug 31	Labor Day Holiday - Closed
Sep 3	Labor Day - Closed
Oct 5	Planning/Development Day - no school
Nov 26-30	Thanksgiving Break
Dec 7	Planning/Development Day - no school
Dec 17 - Jan 4	Winter Break - no school

Jan 21	MLK, Jr. Day - no school
Feb 18	President's Day - no school
March 8	Planning/Development Day - no school
April 1	Cesar Chavez Day - no school
April 22-26	Spring Break - no school
May 27	Memorial Day - no school
Jun 7	Last Day of School

Sample Daily Schedules

MONDAY SCHEDULE							
	Advisory 8:10-8:42	Period 1 8:42-9:42 <small>NUTRITION: 8:42-8:57</small>	Period 2 9:57-10:57	Period 3 10:57-11:57	Period 4 11:57-12:22 <small>LUNCH: 12:22-12:50</small>	Period 5 1:22-2:22	Period 6 2:22-3:20
6TH GRADE	Advisory	Fitness/Sport	Humanities	Humanities	Math	Science	FLEX
	8:10-8:40	8:40-9:40	9:40-10:40 <small>NUTRITION: 10:40-10:55</small>	10:55-11:55 <small>LUNCH: 11:55-12:20</small>	12:20-1:20	1:20-2:20	2:20-3:20
7TH GRADE	Advisory	Humanities	Humanities	Fitness/Sport	Math	FLEX	Science
	8:10-8:40	8:40-9:40	9:40-10:40	10:40-11:40 <small>NUTRITION: 11:40-11:55</small>	11:55-12:55 <small>LUNCH: 12:55-1:20</small>	1:20-2:20	2:20-3:20
8TH GRADE	Advisory	Humanities	Humanities	FLEX / ELD	Fitness/Sport	Science	Math

TUESDAY SCHEDULE							
	Advisory 8:10-8:30	Period 1 8:30-9:20 <small>NUTRITION: 8:30-8:35</small>	Period 2 9:35-10:25	Period 3 10:25-11:15	Period 4 11:15-12:40 <small>LUNCH: 11:55-12:15</small>	Period 5 12:40-1:30	Period 6 1:30-2:20
6TH GRADE	Advisory	Humanities	Humanities	Math	Science	FLEX / ELD	Fitness/Sport
	8:10-8:30	8:30-9:20	9:20-10:10 <small>NUTRITION: 10:10-10:25</small>	10:25-11:15 <small>LUNCH: 11:15-11:40</small>	11:40-12:40	12:40-1:30	1:30-2:20
7TH GRADE	Advisory	FLEX / ELD	Math	Humanities	Humanities	Fitness/Sport	Science
	8:10-8:30	8:30-9:20	9:20-10:10	10:10-11:00 <small>NUTRITION: 11:00-11:15</small>	11:15-12:15 <small>LUNCH: 12:15-12:40</small>	12:40-1:30	1:30-2:20
8TH GRADE	Advisory	Math	FLEX / ELD	Fitness/Sport	Science	Humanities	Humanities

WEDNESDAY SCHEDULE							
	Advisory 8:10-8:42	Period 1 8:42-9:42 <small>NUTRITION: 8:42-8:57</small>	Period 2 9:57-10:57	Period 3 10:57-11:57	Period 4 11:57-12:22 <small>LUNCH: 12:22-12:50</small>	Period 5 1:22-2:22	Period 6 2:22-3:20
6TH GRADE	Advisory	Fitness/Sport	Humanities	Humanities	Math	Science	FLEX / ELD
	8:10-8:40	8:40-9:40	9:40-10:40 <small>NUTRITION: 10:40-10:55</small>	10:55-11:55 <small>LUNCH: 11:55-12:20</small>	12:20-1:20	1:20-2:20	2:20-3:20
7TH GRADE	Advisory	Foreign Language	Humanities	Art	Math	Humanities	Science
	8:10-8:40	8:40-9:40	9:40-10:40	10:40-11:40 <small>NUTRITION: 11:40-11:55</small>	11:55-12:55 <small>LUNCH: 12:55-1:20</small>	1:20-2:20	2:20-3:20
8TH GRADE	Advisory	Humanities	Humanities	FLEX / ELD	Fitness/Sport	Science	Math

THURSDAY SCHEDULE							
	Advisory 8:10-8:42	Period 1 8:42-9:42 <small>NUTRITION: 8:42-8:57</small>	Period 2 9:57-10:57	Period 3 10:57-11:57	Period 4 11:57-12:22 <small>LUNCH: 12:22-12:50</small>	Period 5 1:22-2:22	Period 6 2:22-3:20
6TH GRADE	Advisory	Humanities	Humanities	Math	Art	Science	Foreign Language
	8:10-8:40	8:40-9:40	9:40-10:40 <small>NUTRITION: 10:40-10:55</small>	10:55-11:55 <small>LUNCH: 11:55-12:20</small>	12:20-1:20	1:20-2:20	2:20-3:20
7TH GRADE	Advisory	FLEX / ELD	Math	Humanities	Humanities	Fitness/Sport	Science
	8:10-8:40	8:40-9:40	9:40-10:40	10:40-11:40 <small>NUTRITION: 11:40-11:55</small>	11:55-12:55 <small>LUNCH: 12:55-1:20</small>	1:20-2:20	2:20-3:20
8TH GRADE	Advisory	FLEX / ELD	Math	Fitness/Sport	Science	Humanities	Humanities

FRIDAY SCHEDULE							
	Advisory 8:10-8:42	Period 1 8:42-9:42 <small>NUTRITION: 8:42-8:57</small>	Period 2 9:57-10:57	Period 3 10:57-11:57	Period 4 11:57-12:22 <small>LUNCH: 12:22-12:50</small>	Period 5 1:22-2:22	Period 6 2:22-3:20
6TH GRADE	Advisory	Math	Science	Fitness/Sport	Humanities	Humanities	FLEX / ELD
	8:10-8:40	8:40-9:40	9:40-10:40 <small>NUTRITION: 10:40-10:55</small>	10:55-11:55 <small>LUNCH: 11:55-12:20</small>	12:20-1:20	1:20-2:20	2:20-3:20
7TH GRADE	Advisory	Humanities	Humanities	Science	Fitness/Sport	FLEX / ELD	Math
	8:10-8:40	8:40-9:40	9:40-10:40	10:40-11:40 <small>NUTRITION: 11:40-11:55</small>	11:55-12:55 <small>LUNCH: 12:55-1:20</small>	1:20-2:20	2:20-3:20
8TH GRADE	Advisory	Foreign Language	Humanities	Humanities	Science	Math	Art

Instructional Minutes

2018-2019

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Instr. Time	Number of Instr. Minutes Above/ Below State Req't.
6	Y	142	430	29	370	10	265	0	0	181	54000	74440	20440
7	Y	142	430	29	370	10	265	0	0	181	54000	74440	20440
8	Y	142	430	29	370	10	265	0	0	181	54000	74440	20440

PROFESSIONAL DEVELOPMENT

Teacher Recruitment

The hiring goals for faculty and staff are diversity, commitment to the school's mission, and excellent training and experience. Teachers are responsible for carrying out the school's educational program, teaching the core academic classes, overseeing students' academic progress, advising, and monitoring assessment. In order to ensure implementation of the school's mission and educational philosophy, preference is given to teachers who have experience designing and implementing a project-based learning curriculum aligned to state standards and Common Core standards.

New LA teachers:

- Provide a quality, enriched and powerful curriculum.
- Provide continual assessment of student progress and maintain records.
- Continually evaluate classroom performance to meet needs of the students.
- Provide an effective classroom environment that reflects and facilitates the academic program.
- Act as mentors and project advisors to students
- Provide peer assistance to teachers and work on professional growth.
- Actively strive for continuous and open communication with parents and community members.
- Maintain regular, punctual attendance.

New LA implements a comprehensive recruitment plan to seek teachers with the above-mentioned qualifications. The plan includes, but is not limited to, posting job openings on major teaching university websites, posting job openings on education job websites such as EdJoin.org, offering competitive salary and benefit packages to prospective faculty members, and using connections at some universities and educational organizations to find teachers. New LA will also utilize opportunities at teacher recruitment fairs and national advertising mediums. Specifically, the main sources for teacher recruitment will be through the UCLA and USC schools of education, the Facing History and Ourselves teacher network, EdJoin.org, and the California Charter Schools Association.

Professional Development

New LA believes that teachers need support, time and resources to provide the instructional program. The professional development program begins in the summer with one to two weeks of professional development work, which is a mandatory part of a teacher's role at New LA. This work includes team building, planning time, and training over various aspects of our program, including:

- School mission and vision
- Project-based learning

- Social justice education
- Data driven instruction
- Authentic assessment
- Response to Intervention
- Inquiry-Based instruction
- Common Core State Standards
- ELD instruction

Throughout the school year, staff members participate in weekly professional development meetings. These meetings are on Tuesdays from 2:30-4:30pm and on early release Tuesdays from 1:00-4:30 pm. During these meetings, grade level teams or clusters meet to plan for Response to Intervention classes, ELD instruction and grade level activities. Grade level teams are also responsible for documenting student intervention progress during this time. Full faculty meetings would include professional development about:

- Emergency planning
- Special Education
- Team building
- Critical program reflections

During monthly early release professional development meeting times focused on some of the following:

- Culturally responsive teaching and learning
- Critical Friends Groups
- Reflective Care Program
- Data Driven Instruction
- Response to Intervention
- English Language Development
- Gifted and Talented Education

In addition, after each quarterly benchmark assessment, teachers have a day of professional development to analyze data, plan for Response to Intervention Classes, and work with grade level clusters to reflect on effective strategies and methods for teaching CA Common Core State Standards.

Professional development is planned and led by the principal and teacher leaders. PD sessions are also conducted by outside experts when resources permit.

MEETING THE NEEDS OF ALL STUDENTS

English Learners

New LA identifies English Learners through a multi-step process outlined in the LAUSD master plan, which the School has adopted. The School first considers the answers submitted on the home language survey to determine a home language status (English Only or Possible English Learner). Any student who is a possible English Learner will take the CELDT/ELPAC within 30 days of enrollment. New LA communicates with parents at the start of the year regarding the supports in place for English Learners and the process for conducting CELDT/ELPAC testing. Additionally, parents are informed of student CELDT/ELPAC results within 30 days of receipt of those results. The School hosts general meetings for parents to help them understand the results of the CELDT testing and the reclassification criteria. Parents are invited to participate in the reclassification process when it applies to their child.

New LA employs a Structured English Immersion (SEI) model for all English Learners. The SEI program ensures that English Learners receive ELD instruction at a designated time during the day. All teachers receive professional development in ELD instruction through in-house experts i.e. administration and experienced teachers, and through training provided by EL Achieve to accompany the Systematic ELD curriculum. During ELD time students are placed in groups according to their ELD proficiency level (Emerging, Expanding, Bridging) and core teachers provide instruction targeted at the specific needs and level of that group. Grade level teams coordinate and plan with each other throughout the year using CELDT/ELPAC results, benchmark

assessments, informal assessments to determine the individual needs of each student and provide instruction at their level. At trimester breaks grade level teams and administrators assess students' progress with regard to the ELD standards. At this time students may be moved to a new ELD proficiency level and thus a new class for the following trimester or students may be reclassified as an RFEP.

The criteria for determining student promotion to a new ELD level is based on mastery demonstrated in the ELD standards as determined through students work samples and teacher observations.

The criteria for determining reclassification as indicated in LAUSD's Master Plan are as follows:

- Proficiency on state mandated standardized tests (SBA) - At/Near Standard
- Proficiency on the CELDT/ELPAC: Overall score of 4 or 5 with no subtest lower than 3
- Teacher evaluation based on student progress report marks
- Parent consultation and approval

On a yearly basis New LA administration and faculty assess reclassification rates and progress of students moving in proficiency levels to determine the effectiveness of the ELD program and will adjust as necessary. The administration and faculty look at the data in the areas listed above as well as internal benchmarking data and anecdotal data from teachers.

Under the guidance of the principal and assistant principal, the CELDT/ELPAC data is analyzed to determine appropriate program choices in both integrated and designated settings, as per the state ELA/ELD frameworks. Student proficiency levels are correlated against scores that align with each of the 5 domains of language development to determine which setting is most appropriate for the focus instruction of both integrated and designated settings.

For integrated instruction, core subject teachers indicate which content standards will be a focus, following the Relationships and Convergences guidelines of the ELA/ELD Frameworks (2.62 pp.) Designated instruction is delivered in an Intervention setting by an ELA/ELD specialist who utilizes approved tools to target foundational skills for language acquisition (again, as identified by the CELDT/ELPAC assessment).

New LA utilizes two critical bodies to monitor and evaluate the effectiveness of the EL program. The first is the school's Instructional Leadership team who meet bi-weekly to review data on the success of all programs in the school, including the school's intervention programs. Specific to ELD, New LA has an English Learner Advisory Committee (ELAC) comprised of teacher, administrator, parent, and student officers, as well as any other stakeholder who wishes to attend these open meetings. This body meets three (3) times per year to review and evaluate the EL programs and support, as per state guidelines.

The ELA/ELD intervention specialist, with support from the principal and assistant principal (AP), holds primary responsibility for monitoring the process of all ELLs, including LTELs. The AP and ELA/ELD intervention specialist administer the ELPAC, and based on the previous year's results collaborate on learning plans appropriate to each LTEL. Interventions include pull-out designated instruction (as described above), push in support (core classes), co-planning, and ELD Success Academy.

Gifted and Talented Students and Students Achieving Above Grade Level

New LA believes that all students are capable of excellence and that identifying students' individual strengths and needs is the key to providing appropriate differentiated support. In accordance with *California State Board of Education Recommended Standards for Programs for Gifted and Talented Students* (July 2005), gifted identification and services take into account multiple forms of giftedness (e.g., Intellectual Ability, High Achievement Ability, Leadership Ability, Creative Ability, and Visual and Performing Arts). Additionally, New LA recognizes that gifted learners are not just high achievers and may fall into one or more of the following categories: gifted/able underachiever, twice-exceptional (gifted and special needs), English learner, standard English learner, low-socioeconomic status, heightened social-emotional needs, etc.

Some students may be previously identified as gifted/talented (GATE) and will be provided services as such when enrolling. Others may be screened and referred for district gifted identification in one or more of the seven district categories of gifted identification, if appropriate (e.g., district administered Intellectual

assessment), when recommended by a staff member, parent/guardian, or student. Parents are an important partner when it comes to gifted, high achieving, and potentially gifted students and New LA will make a point of notifying parents of student assessment results and strategies that teachers are using to meet the academic and social-emotional needs of their child. The administration and teachers will monitor the progress of students in this subgroup through classroom assessments (including novel, project-based learning products) and benchmark assessments.

Identified and potentially gifted students (i.e. those students exhibiting characteristics of giftedness including critical thinking and problem solving skills in their home language) are clustered for instruction in accordance with state recommendations. Gifted learners are not isolated in classrooms but are strategically clustered to provide opportunities for students to work with like-minded, intellectual peers in a heterogeneous setting. Students working at different paces are sometimes grouped so that students excelling in a particular subject help students struggling with that same subject. At other times, gifted or high achieving learners work together to ensure ample opportunities for new learning and acceleration beyond the core curriculum (e.g., real life application of standards in a research project). Research shows that people deepen understanding through the process of teaching others, and students may develop greater curiosity as they consolidate their own learning. The inclusion of GATE students in heterogeneous, standards-based classrooms creates stimulating classroom environments, provided that each class has a cluster group of gifted learners (approximately 5-8 identified or potentially gifted learners per class). Using a flexible grouping model in the classroom (e.g., whole group, heterogeneous small group, homogeneous small group, individual, etc.) ensures that grouping models are not stagnant (Kingore, 2004)²⁷.

In order to provide this rigorous educational experience, teachers are prepared to provide high-quality differentiated learning opportunities for these students, and receive professional development to enhance those abilities. Additionally, classroom assignments and demonstrations of learning are differentiated to allow for high achieving and gifted students to be challenged further in the curriculum. This does not mean that those students will receive extra work rather they will be encouraged to go deeper into concepts and operate at higher Depth of Knowledge (DOK) levels. All lessons are planned and implemented to incorporate the “non-negotiables” of differentiated instruction for gifted learners: depth, complexity, novelty, and acceleration. Core curriculum will be modified based on academic readiness, interest, and learning style. Research-based differentiated strategies to be implemented in all grade levels include, but are not limited to: prompts of depth and complexity, learning/interest centers, flexible grouping, curriculum compacting, project-based learning, and independent study (Kingore, 2004).

Students Achieving Below Grade Level

Students who are performing below grade level are identified through teacher observations, formative and summative assessments including school-wide benchmarks, and standardized testing results. New LA provides intervention for low performing students during the school day in the form of small group instruction by an ELA or Math Specialist during the flex periods. During these times in the day, students work in small groups or independently after getting initial instruction in the form of a mini lesson or unpacking of the task from the teacher. While students are engaging in their tasks the teacher can pull students for guided work in a particular skill area. In many cases students rotate through centers in leveled groups. One rotation will always be a session with the teacher who will guide the students in that group at their instructional level. Additionally, New LA employs the use of intervention software that students engage in individually at their particular skill level. Use of this software happens when a student has completed other work or as assigned by a teacher at his/her discretion based on the need of the student.

New LA also provides after school intervention classes targeted at students' specific areas of deficit as determined by the assessments listed above. After school intervention are taught by classroom teachers who design the curriculum to support the in-class curriculum and they focus on addressing basic skill needs. Students are selected to participate based on performance on the assessments listed above. Participation in the intervention program is a service the school will provide and families with struggling students will be strongly encouraged to take advantage of the opportunity for the benefit of their child. In the event of a schedule conflict

²⁷ Kilgore, Bertie, Ph.D., *Differentiation: Simplified, Realistic, and Effective - How to Challenge Advanced Potentials in Mixed-Ability Classrooms*. Professional Associates Publishing, Austin, TX, 2004.

that will not allow a student to participate the school will work with the family on a case by case basis to determine appropriate next steps to provide support for the student.

Any students who are not responding to the interventions put in place and are continuing to struggle academically are referred to the Student Success Team (SST). An SST meeting includes the teacher, an administrator, a special education teacher, the parent and the student when appropriate. Once a student has been referred, the SST coordinator will contact the parent to schedule the meeting. The team reviews the student's strengths and areas of need and create an action plan for how to address the areas of need. The team will reconvene at a designated time roughly 6-8 weeks later to assess progress. If a student is making progress the team will continue with the plan laid out at the original meeting. If the student is continuing to struggle the team will make a revised action plan or determine if it is appropriate to administer academic assessments to determine eligibility for an IEP. In addition to the SST process the administration and teachers will monitor the progress of students in this subgroup through classroom assessments and benchmark assessments.

Socio-Economically Disadvantaged/Low Income Students

New LA identifies students who are socioeconomically disadvantaged / low income through the National School Lunch Program application. New LA partners with a variety of organizations to provide the best learning environment for these students.

- *Center for Reflective Communities:* Studies have shown that students from socio-economically disadvantaged homes suffer from depression, stress and anxiety at higher rates than their peers. Chief among these studies is the Adverse Childhood Experiences (ACE) study²⁸ conducted by Kaiser Permanente. In many cases this does not only affect the child during the school year, but well into adulthood and often results in higher rates of disease and death. New LA believes that it is important to address the needs of these students early on and make sure that school is a sanctuary for them where they feel safe and supported. One way to do that is through a partnership with the Center for Reflective Communities. New LA trains teachers in reflective care and provides parent education opportunities to be trained in reflective parenting, which will help reduce the stress load of these students.
- *Share and Care:* In partnership with Cedar's Sinai New LA uses the Share and Care counseling program to further address some of the needs stated above.
- *Revolution Foods:* Often the only full meals students in this subgroup eat are those provided by the school through the NSLP. New LA partners with Revolution Foods to bring fresh, organic and nutritious meals for breakfast and lunch. In addition, Revolution Foods does nutrition education so students can learn to make healthier decisions.
- *Enrichment:* Enrichment occurs during the FLEX block. This period is in every student's schedule daily. All students get enrichment from their core teachers, often expanding on class material and skills in creative and different ways. In addition, there are specific enrichment units exploring family trees, college access, coding, and more.
- *CLIMB:* New LA's in-house after school program provides after school care, homework help and enrichment for students. Enrichments include sports, arts and crafts, dance and cooking.

In addition to these partnerships New LA students are required to wear a uniform, thus reducing the stress that low-income students often feel when trying to conform to certain expectations of dress and materialism amongst their peers. New LA works with vendors to keep uniform costs affordable. Additionally, New LA collects donations of gently used uniform shirts, jackets and sweatshirts that children have grown out of and offer them free of cost to families who cannot afford to purchase new uniforms. New LA covers the cost of uniforms for any family not able to purchase or receive them through either of the options listed above and no student will be prohibited from attending New LA due to lack of funds for uniform purchase.

²⁸ <http://www.cdc.gov/violenceprevention/acestudy/about.html>

Regular communication in the form of weekly one on one meetings between New LA's partners (as listed above) and the principal serves to monitor the progress of students in this subgroup. At each trimester mark the principal creates reports of student progress to share with partners and teachers.

Students in Other Subgroups

New LA identifies students in other subgroups through information on their enrollment forms.

Foster youth will benefit from many of the services provided for the socio-economically disadvantaged students such as Reflective Care, Share and Care, arc After School and uniforms. Additionally, the assistant principal is designated to serve as the liaison between the school and the foster family or home, caseworker and any others working with the child.

Standard English learners benefit from many of the instructional strategies employed to help English Learners such as SDAIE strategies and Academic Language Support.

Students in subgroups such as foster and homeless youth have a designated administrator who liaises with all care providers such as case managers, social workers, Department of Mental Health, foster parents and birth parents.

Progress for all subgroups is monitored through regular meetings between the principal and all care providers, analysis of student academic progress using teacher data and formal assessment data, teacher and counselor reports or social emotional health. The school administrator remains in regular contact with all care providers to share data and develop systems that meet the needs of each student.

Professional development is planned and led by the principal, the assistant principal and teacher leaders. PD sessions are also conducted by outside experts when resources permit. Past experts have included the Wildwood School Outreach Department, and Facing History and Ourselves.

“A TYPICAL DAY”

The morning begins with helping hands. Parent volunteers greet Emma as she arrives to carline. A parent volunteer opens the car door and wishes her a good morning. Emma is acknowledged her principal, who knows her by name and greets her at the school gate. She enters the building, and goes to her advisory classroom, where she is welcomed by her advisor, Ms. Perez, and several of her new friends.

Emma is a seventh grader this year, and last year, she made many friends in her traveling group as a sixth grader. To help her with the transition to middle school, sixth graders follow the same group of students to Humanities class and their joint math and science class. The program was designed to introduce her to middle school and to minimize transitions.

This year, Emma follows a typical middle school schedule. She has also formed new friendships with students in her advisory after a week of orientation and team building upon returning from summer. She had met many of the students last year in lunch or at the annual Outdoor Education Trip to Temescal Canyon, but has enjoyed getting to know her peers in advisory on a deeper level. This year, they will travel to Catalina Island together! She has also formed a strong relationship with Ms. Perez, who knows her so well that she even checks in on her when she comes to school in a bad mood after arguing with her little brother in the morning.

Ms. Perez starts advisory by asking students to get out their planners. They check the calendar and discuss the projects coming up for the week. Emma is reminded that the Cell City project is due in Science on Friday, and she puts time in her schedule to work on this throughout the week. The class then circles up, and prepares for Community Circle. Students are asked to share on a scale of one to ten how they are feeling. They have an option of sharing or not. Emma shares that she is an eight today because her birthday is this week and her family is having dinner at her favorite restaurant. One of the other students shares that he is a three today because one of his family members is ill. Ms. Perez takes note of this, as she will follow up with him later, and stops community circle to see if any of the other students would like to give him supportive feedback. Emma shares that she hopes his family member gets well soon.

The bell rings, and Emma is off to Humanities class. Emma's class is studying World Civilizations, and is currently reading the book *Catherine Called Birdie*, about a girl growing up in 13th Century England. The Humanities class is an integrated language arts and social studies program that is project-based, and this book fits perfectly with the history content they are learning. Emma begins class with daily oral language, and then moves into an active reading activity. Later that period, the class participates in a history simulation to learn about the caste system. At the end of the period, Emma's literature circle group meets to go over the prior night's reading. Emma was assigned to look at character, and she shares her observations about Catherine's challenges. Other students share about plot and imagery. After Humanities, which is a double block, Emma is excited for her nutrition break, where she can socialize with her friends.

After nutrition, Emma is off to science class, where they are doing a biology lab on cell membranes. Emma loves biology because she gets to perform experiments with lab equipment. For this lab, Emma and her collaborative table group use an egg to observe how liquid moves through a cell membrane. This will inform her Cell City project, where she is creating a model of a cell. Each part of the cell will connect to the different jobs that each part of the cell have. The teacher does not lecture, which Emma appreciates. Instead, she uses inquiry-based teaching, which forces students to investigate questions, form hypotheses, and test them through hands-on experimentation.

After science, Emma goes to lunch. She participates in the lunch program by Revolution Foods. Emma likes most (but not all!) of the lunches, and she has learned about foods that are healthy for her. As a sixth grader in Revolution Food's nutrition education class, she learned how sugars, corn syrup and triglycerides negatively impact the body. She knows that those ingredients will not be in her lunch today, and is excited because today's lunch is her favorite—tamales!

Next, Emma goes to her elective class. Each day, she has a different elective activity. Today, she will be participating in her favorite class, dance, where they are learning a new hip-hop routine. Three times a week, she participates in physical education, which is based on personal goals, or a sports class. One day per week, she has arts. Last year, she took visual arts, this year she is in performing arts, and next year, she gets to take video production.

After perfecting her dance routine, Emma goes back to the café for enrichment. Enrichment is a small class with 15 other students. Currently, her class is working on a school newspaper.

Emma ends her school day in pre-algebra. By the time she reaches high school, Emma will have taken Algebra 1 and will be able to pass into Geometry. In class today, she is learning about variable expressions. Her math teacher uses reciprocal teaching so there is a give and take with each student. He prompts Emma to think deeply about the subject and try to contemplate different mathematical concepts and their applications. She likes this much better than elementary school, where the teacher just told them to memorize things without explaining why. Emma is looking forward to the end of the unit, which is when they usually do a group project.

The bell rings at the end of the day, and Emma heads off to the After School Program. She likes the program because she has an opportunity to work on the Cell City project, and then she gets to take an enrichment class. This trimester, Emma is taking cooking, where she is learning how to make healthy snacks at home! She is looking forward to taking student leadership and art later this year.

When Emma's mother arrives to pick her up, she is exhausted, but she's had a great day.

ELEMENT 2 - MEASURABLE PUPIL OUTCOMES

ELEMENT 3 - METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED

“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 schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

The measurable goals of the program are aligned to the State priorities. Please refer to LCFF tables in Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Performance targets are aligned to the State priorities. Please refer to LCFF table in Element 1.

OTHER PERFORMANCE TARGETS

ARTS							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	Method for Measuring: <u>Portfolios, Exhibitions of Learning, Awards</u>					
		Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Students develop an appreciation for the arts, and self-expression in various visual and performing arts. Students see connections between the arts and the humanities.	Every student has a weekly art class with a certificated teacher. Art is integrated into the curriculum and school culture.	1 LA County art contest winner	2 LA County art contest winners; 8 th Grade Art Fair	3 LA County art contest winners; 7-8 th Grade Art Fair	3 LA County art contest winners; 6-8 th Grade Art Fair	4 LA County art contest winners; 6-8 th Grade Art Fair	5 LA County art contest winners; 6-8 th Grade Art Fair

RESPECT FOR SELF AND OTHERS							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	Method for Measuring: <u>Student-Led Conferences, Advisor Feedback</u>					
		Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Students show they care by being kind, compassionate, expressing gratitude, and helping people in need.	Advisory curriculum focuses on a "Culture of Kindness."	90% students reporting a "Culture of Kindness"	90% students reporting a "Culture of Kindness"	90% students reporting a "Culture of Kindness"	90% students reporting a "Culture of Kindness"	90% students reporting a "Culture of Kindness"	90% students reporting a "Culture of Kindness"

ENGAGEMENT IN THE COMMUNITY							
ANNUAL GOALS	SPECIFIC ANNUAL ACTIONS	Method for Measuring: <u>% of students completing community service hours</u>					
		Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
Students do their part to make their school, community, and society better by engaging in social justice work, staying informed and preparing to vote, being a good neighbor, protecting the environment, and looking out for those in need	Advisory and social studies curriculum focus on citizenship.	90% students completing community service hours	90% students completing community service hours	90% students completing community service hours	90% students completing community service hours	90% students completing community service hours	90% students completing community service hours

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

New LA performs benchmark assessments 4 times per year and tracks that progress through the use of the Illuminate Data & Assessment System. At each benchmark date students are assessed based on the standards expected to be completed by the end of the year. All questions are linked with a standard from the common core. Results show not only how a student performed on a particular question but also how that student performed in that standard on a variety of questions or how the class performed on a standard, which informs the teacher's instruction. Over the course of the year the School is able to view student performance by standard and determine progress. Using this same method the School follows students from year to year by looking at the standards assessed and that student's performance and progress over time.

New LA participates in state standardized testing using the Smarter Balanced Assessments. The new systems for data analysis being developed together with the SBAC allow the School to look at student data on the SBA

from year to year and compare performance on a standard over time particularly since the basic standard from grade to grade does not change but rather deepens.

DATA ANALYSIS AND REPORTING

New LA performs benchmark assessments throughout the school year starting with a pre-assessment at the start of every year to assess students' levels, which will inform instructional plans. Teachers participate in data analysis days on pupil free days to analyze data and plan in accordance with results. The ongoing benchmarks take place in September, December and March and each benchmark period has a corresponding data analysis day for teachers, which will be planned and facilitated by the principal. During the data analysis days teachers use the Illuminate Data & Assessment program to disaggregate data and determine intervention groups of students who are underperforming in a particular skill area or plan lessons focused on skill areas that need attention. Illuminate is also used to prepare reports of student progress overall and by subgroups that will be presented to board members by the principal for regular updates and used by teachers and administrators to catch any populations that are not being served and revise the strategies being used to target their growth.

Students placed in intervention groups are tracked with data as well. Teachers document student progress on specific skill areas through anecdotal observations, quick quizzes or exit slips and progress on intervention software such as Khan Academy. The results of this data is used to determine if a student will continue in a specific skill area or move on to something new and will guide teachers in exiting students from the intervention program or referring them to the SST.

The data collected through benchmarking along with other formative and summative assessments are used not only to monitor individual student progress but also to monitor the success of the school's programs overall. Looking at data helps teachers and administrators know what is working well and can be replicated and what needs to be changed or eliminated from the school program.

Additionally, the School tracks the progress of English Learners through use of the CLEDT/ELPAC test and conducts the California English Language Development Test/English Language Proficiency Assessments for California (CELDT/ELPAC) for all non-native English speakers to determine their status and level as English Learners. The CELDT/ELPAC data provides information on student skill levels in reading, writing, listening and speaking. This information helps teachers determine the needs of students and guides them in planning instruction that will target specific ELD standards in their lessons both in ELD classes and integrated into the other subject areas.

Teachers work collaboratively with their grade level teams on data analysis days for benchmarking and CELDT/ELPAC analysis and in monthly grade level meetings for intervention to plan how to address the needs of students as indicated by the data.

The principal has access to all student data and is able to monitor progress and view reports for all students, classes, grades, and subgroups. It is the responsibility of the principal to report academic progress based on data from SBAC, benchmarking, CELDT/ELPAC and using Illuminate Data & Assessment software to organize and interpret the data. The principal works with the Board Education Committee to discuss and respond to any areas of deficit as indicated by the data.

Illuminate Data & Assessment System

The School uses the Illuminate Data & Assessment System to organize and analyze student data. Through Illuminate teachers can create formative and summative assessments as well as use pre-created assessments that are common core aligned and modeled after the Smarter Balanced Assessments. Assessments can be given on paper or online and all data is stored and tracked.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

New LA uses a standards-based progress report based on the Common Core Standards for each grade level, and reports progress on a trimesterly basis (October, February and June). The School uses a scale that indicates student progress on a given standard. The scale, known as the EMAD, is as follows:

E = Exceeds standard
M = Meets standard
A = Approaches Standard
D = Does not meet Standard

In addition to grades for academic progress students are given EMAD grades for the Respect for Self and Others standards, which indicate work habits and behavior and align with our school mission.

New LA Promotion and Retention

New LA believes that students must have demonstrated the ability to progress academically in order to be advanced to the next grade in school. When student advancement is questionable, retention may be an appropriate option. The value of retention decreases with each year a student attends school.

1. The decision to retain:

- a. Shall be discussed with the parents or guardians by SST 2 in March;
- b. After two SST meetings where all possible accommodations have been provided and special education is ruled out.
- c. Will not be considered solely based on a student's disability.

2. The retention conference will:

- a. Include the following participants: classroom teacher; principal; special programs staff, where appropriate, and parents or guardians;
- b. Written approval is given by the parent or guardians;
- c. Upon request of the principal, the Executive Director may waive the requirement in b. above.
- d. Establish instructional goals for the student for the following school year.

3. The following considerations will be used in the decision as to whether or not to retain a student:

- a. Age - The student whose birth date falls on the last half of the calendar year (July through September) is in the younger half of the class and would be more likely to benefit from adding a year to his/her education;
- b. Academic Performance - The faster learner should not usually need to repeat a grade in order to catch up with academic work if proper motivation and assistance are given. The slower learner will probably continue to achieve below grade placement and retention will not alleviate this discrepancy.
- c. Size - The early maturing student, already larger than peers, might be uncomfortable if placed in a group with smaller students;
- d. Peer Relationships - Is the student a part of the community/neighborhood group with which there is close identification? Would the placement in another grade affect feelings as far as peers are concerned?
- e. Parent or Guardian Involvement - The parent or guardian must be involved in the proposed move. If the retention is not supported by parents or guardians, it may reflect in the entire family relationship and affect the student's attitude toward school. If the parents or guardians approve, the student's chances for success are greater.
- f. Student's Attitude - Ideally, the student should take part in the decision. Student should be able to withstand the adjustments that may accompany the new situation.
- g. Attendance—Frequent absences may contribute to a decision to retain.

Any retention decision is made with the agreement of parent/guardian and principal. Students will not be retained without recommendation of the principal and agreement of the parent/guardian.

ELEMENT 4 - GOVERNANCE

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

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School's website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of *California Code of Regulations*, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Governance Structure

New LA is governed by a Board of Directors. The Charter School's internal accountability structure and decision-making process will make the school self-sustainable throughout the years.

Board of Directors

The New LA Board of Directors is responsible for all legal and fiduciary matters involving New LA. The Board provides fiscal accountability by approving and monitoring budgets and other financial matters. The Board also helps ensure effective organizational planning by approving long-range goals and annual objectives. The Board has the responsibility of selecting and evaluating the executive director.

The Board of Directors' primary responsibility is to ensure student achievement by monitoring the academic program and holding the executive director accountable. Accountability is the bedrock of the Charter School movement, and that responsibility at New LA rests with the Board of Directors. Approving the yearly budget, contributing to the financial wellbeing of the school, fiscal oversight, compliance, and upholding the mission of the school as outlined in the charter are essential responsibilities.

New Los Angeles Charter School Board of Directors shall be not less than three (3) and no more than fifteen (15) members. Members of the Board are required to follow the school's Conflict of Interest Policy.

In recognition of the need for diverse voices on the Board, there has been a consistent attempt to recruit board members to fulfill the operational and instructional needs of the school including, management, law, finance, governance, administration, curriculum and instruction, and community relations. New Board member recruitment and the review process is an essential part of growth and a process that all Board members should engage in. It is important that the Board balance transparency and accessibility with the careful, thoughtful scrutiny of suggested members. We also must respect the feelings of potential Board members by considering their nomination in a timely manner.

The Board of Directors meets monthly.

Overview of Board Duties

Mission & Strategic Direction

- The Board determines the organization's mission and purpose
- The Board engages in strategic planning and long term strategy

Resource Development & Financial Accountability

- The Board raises money
- The Board enhances the organization's public image

- The Board ensures effective financial management
- The Board ensures sound risk management policies

Oversight & Assessment

- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves school policies
- The Board assesses student achievement, operations and compliance
- The Board selects the executive director and reviews his/her performance
- A Board committee assists the executive director in selecting the principal

Organizational Structure



Governing Board Composition and Member Selection

New Board member recruitment and the review process is an essential part of our growth and a process that all Board members should engage in. It is also important that the Board balance transparency and accessibility, with the careful, thoughtful scrutiny of suggested members.

Board Recruitment Norms

1. New LA will recruit and select board members who are 100% committed to the mission and vision of New Los Angeles Charter School.
2. New LA will recruit and select board members who reflect the diverse community the school serves.
3. New LA will recruit and select board members without ever being influenced by the promise or the implication of a donation to the school of any size.

Board Recruitment Process

Step 1 – March-April: The Ad-Hoc Nominations Committee, comprised of the board chair and other board members who wish to serve, determines impending Board vacancies by identifying current members who wish to be nominated for a new term, and by identifying specific needs of the Board, and informs the Board of the areas of need.

Step 2 – April-May: Board Members identify potential new members of the New LA Board of Directors by notifying the chair of the Ad-Hoc Nominations Committee and providing him or her with information about the nominee (the potential nominee must fill out the Request for Information form).

Step 3 – May: The Ad-Hoc Nominations Committee will review, discuss, and rank all prospective candidates to determine whether or not they should be recommended as candidates to the Board. The Committee will vote on a preliminary slate, and set up dates for prospective Board Members to visit the school and meet with the Committee and Executive Director.

Step 4 –June: The Ad-Hoc Nominations Committee will present the full slate of the coming year's board at the board meeting. The Board of Directors will vote on the slate presented by the Committee. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

Governance Procedures and Operations

The Board has adopted policies governing meetings of the Board designed to ensure compliance with the Brown Act. The primary purpose of the Brown Act is to ensure access by the public to the decision-making process of the Board. Board meeting dates are scheduled for the entire year and published on the school calendar and the website.

Notice

The board must provide at least 72 hours notice of all regular meetings, 24-hour notice of all special meetings, and 1-hour notice of emergency meetings. *The notice must include an agenda for each meeting, including any items to be considered in closed session.* The board chair coordinates with the executive director to ensure that notice of meetings is posted in a timely manner and in a public location. Agendas are posted on the front door of the school.

Location

To ensure that meetings are held in an ADA compliant location, all meetings will be held at the Elementary School site or the Middle School site.

Minutes

Minutes must be taken for each meeting and submitted to the Board secretary prior to the next Board meeting. The minutes need to reflect the following: time and date of meeting, members attending, topics of discussion with sufficient description to inform the public, actions taken (including in closed session), and time that the meeting is adjourned. Minutes are archived in a binder in the main office, available for the public to view.

Decision-Making Procedures

Per the New Los Angeles Charter School bylaws:

NUMBER OF DIRECTORS. The authorized number of directors shall be not less than three (3) and no more than fifteen (15).

ELECTION AND TERM OF OFFICE. Directors shall be elected for two-year terms by majority vote of the Board. Terms of board members are staggered, so that elections occur for half of the board members each year.

QUORUM. Two-thirds (2/3) of the authorized number of directors constitute a quorum of the Board for the transaction of business. Every act or decision done or made by a majority of the directors present at a

meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by law, by the Articles, or by the Charter except as provided in the next sentence.

ANNUAL MEETINGS. The Board shall hold an annual meeting for the purposes of the selection of officers and the transaction of other business. Annual meetings of the Board occur once a year and shall be held on such date and at such time as may be fixed by the Board.

PARTICIPATION IN MEETINGS BY CONFERENCE TELEPHONE. Directors may participate in a meeting of the Board, or a committee meeting, through use of a conference telephone or similar communications equipment, so long as all members in the community in attendance in such meeting can hear all board members who participate via conference telephone, and follows the procedures set forth in the Brown Act regarding teleconference meetings.

TELECONFERENCE. Agendas must be posted at all teleconference locations. Each teleconference location shall be identified in the notice and agenda of the meeting or proceeding. Each teleconference location shall be accessible to the public from locations within the boundaries of the territory over which the Board exercises jurisdiction.

Standing Board Committees

(these are fluid and may change from time to time at the discretion of the board)

Audit Committee

The Audit Committee will engage an auditing firm to perform a financial audit, participate in meeting with auditors and review & accept audit when presented. [As needed]

Compensation & Evaluation Committee

The Compensation & Evaluation Committee reviews compensation levels of organization employees and compensation policies. [Once a year] The committee also oversees performance evaluations of the executive director. [Twice a year]

Education Committee (Deb, Peter, Steve, Tim)

The Education Committee is responsible for monitoring and reviewing student performance data, and setting goals and expectations for the school. The education committee sets expectations for the school, and provides a schedule for benchmark reports. The committee determines where the school succeeded and where the school needs to improve (setting additional benchmarks). The committee has the following four specific areas in their purview:

1. Student performance data
2. Academic curriculum
3. Social justice and community engagement priorities
4. Special programs (outdoor ed, college awareness, parent education, advisory, etc...)

The board is accountable for student achievement as defined by the District and the State. But New LA aims for a deeper meaning of student achievement. The committee defines what achievement means by setting goals for the school, and then charges the executive director with the job of meeting board expectations.

Sample Meeting Schedule

September	Reviews SBAC data and sets goals
February	Benchmark review*
April	Benchmark review, sets goals and plans budget needs for following year

*Benchmark reviews include a report on progress towards meeting expectations of the goals set each September. During each benchmark review, the committee is provided with an extensive report on the four education committee areas, and reevaluates priorities.

Finance Committee

The Finance Committee oversees all aspects of school finance, including budget, planning, and financial management. It is also the role of this committee to review and approve executive compensation. [Monthly]

Governance Committee

The Governance Committee is responsible for overseeing the bylaws. The bylaws are evaluated at least once a year to make sure they are accurate, up-to-date, and reflect the ongoing needs of the school. The Governance Committee also ensures compliance with the Brown Act. [Once a year]

Operations Committee

The Operations Committee oversees the executive director as it relates to running the day-to-day business of the school, including site safety and infrastructure, outside contracts, employee handbook, compensation, benefits, and insurance. [Twice a year]

Stakeholder Involvement

At New LA, we believe that a collaborative partnership means that the administration and teachers are responsive to the concerns of parents.

New LA aims to provide all members of its community a voice in the implementation of the educational program. The Charter School welcomes parents on campus, and provides multiple volunteer opportunities each day. Parents participate in the decision-making in many ways. First, all board meetings are public and allow opportunities for comment. Second, parents are involved in the LCAP process and the budgeting priorities.

School Site Council (SSC)

The SSC is the decision-making council for programs funded through the Consolidated Application (ConAp). The SSC is responsible for the development of the Single Plan for Student Achievement (SPSA), in consultation with the English Learner Advisory Committee and other relevant stakeholders. The SSC is also responsible for meeting all school level federal parental involvement mandates.

English Learner Advisory Committee (ELAC)

The ELAC provides written recommendations to the SSC regarding programs and services for English Learner (EL) students. The ELAC reviews student and parent involvement data prior to submitting its recommendations to the SSC. The ELAC also advises on the development of the Single Plan for Student Achievement and the budget related to programs/services for ELs and assists in the review of the school's language census.

Volunteering

Volunteerism is a basic component and necessary part of the New LA vision. The school itself was created by the dedicated volunteer efforts of parents and community members. New LA strives to create an environment that not only fosters volunteer efforts on behalf of the school, but also helps to foster the spirit of volunteerism in our students by promoting community engagement projects.

In no way whatsoever is volunteering mandatory and in no way impacts a student's admission or continuing enrollment.

We believe that students can reach their full potential when there is a high level of involvement by families. We encourage involvement in a partnership between home and school built on mutual respect. At New LA, we believe that parents and guardians want their child to be passionate about learning, engaged in the community, and have respect for themselves and others. Parents and guardians should have high expectations of the school and of their children. In turn, the school has high expectations that parents will contribute to the team-effort needed to fulfill the school's mission. Excellence cannot be accomplished nor maintained without the active respectful participation of the families. Parents are encouraged to participate as a support team and are encouraged to participate in self-improvement programs and events that can enhance their children's home learning environment. Volunteer hours, however, are not a requirement and are not a condition of admissions or continued enrollment. This is made clear to all families through the Family Handbook and the Family Contract.

Family Diversity

At New LA, we believe that diversity among parents is a strength that improves the educational culture for all. Parents have different philosophies and approaches to their involvement in their children's education. Likewise, parents may contribute in different ways to the collective responsibility of running a charter school and making

the program a success. Recognizing that each parent, like each child, is unique and infinitely valuable and deserving the utmost respect, New LA asks parents to contribute to the school's success by volunteering their skills, time, and resources to the extent that they are able.

Family Education Program

In order to help provide families the tools they need to do the very difficult job of parenting school children, and to bolster the partnership between school and home, New LA offers a series of Coffees & Family Education Evenings throughout the school year. Topics may include:

- Bullying & Harassment Awareness
- Internet Safety
- The Early Childhood Years
- Building Positive Self-Image
- Promoting Literacy at Home
- Nutrition Education with Revolution Foods
- Respect for Self and Others Program
- Reflective Parenting

New LA Student-Family Contract

In an attempt to engage families, each family receives a New LA Family Contract. The contract awards points to families for engaging in the following commitments as members of our community:

- Supporting students with the timely completion of homework and projects
- Appropriate and timely responses to teacher contacts
- Ten hours of school-based community service
- Attendance at two parent conferences
- Attendance at Back to School Night
- Attendance at two parent education workshops
- Attendance at one community event
- Sending their child/ren to school 95% of the time or more
- Supporting the rules and regulations set forth in our family handbook (attendance policies, uniform compliance, and discipline and code of conduct)

Families earn points for honoring their commitments to the school. They receive updates throughout the year. By the end of the school year, families are encouraged to earn a certain number of commitment points. If a family falls short, the principal will invite them to a meeting and offer assistance and support to the family. Failure to earn points does not impact enrollment in any way. The family contract is not mandated, it is suggested as a way to fully help students.

New LA consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update. In addition to open board meetings and board education committee meetings, there are three meetings during the year, open to all stakeholders, specifically to address the school's LCAP and annual update. At these meetings, the principal facilitates a critical discussion about the LCAP, progress on its goals, and works collaboratively with all stakeholders to create the annual update.

New LA consults with teachers regarding the school's educational program on a monthly basis. Each month, the school holds an early release day in order for faculty to spend time on different topics and also allows departments to discuss, plan, and evaluate the educational program.

The school uses its website to support stakeholder involvement by providing access to all teacher emails and web pages. In addition, the website posts the LCAP, annual updates, board meeting schedules, agendas and minutes, descriptions of the full educational program, parent resources, homework calendars, and access to student grades and progress at all times.

ELEMENT 5 - EMPLOYEE QUALIFICATIONS

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employee Positions and Qualifications

Teacher Job Description:

- Provide a supportive learning environment for students;
- Guide students to mastery of the California Content Standards and Common Core Standards;
- Serve as a student advisor; includes following the advisory curriculum, monitoring social, emotional, and academic progress, and acting as first contact for parents;
- Participate in social justice and community engagement activities;
- Daily duties, including carpool and student supervision before school and at nutrition and lunch;
- Participate in outdoor education programming, including multiple-day and overnight camping trips;
- Work well as a team player to prepare students for success in high school, college and the world beyond;
- Serve as a positive role model;
- Collaborate well with all colleagues – in grade level teams, curriculum teams, and full faculty.
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Faculty Qualifications

- Possess Multiple Subject California Credential for Humanities and Math/Science teachers, and Single Subject California Credential for Math and Science teachers;
- Have teaching experience at the middle school level and enjoy working with middle school students;
- Demonstrate classroom excellence, including differentiated instruction and student-centered methodologies;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;

- Demonstrate commitment to social justice;
- Be flexible and be a team player;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Executive Director Job Description

Institutional Growth

- Work with the Board of Directors to help meet institutional fundraising goals;
- Lead study and implementation of organizational growth or expansion efforts;
- Represent New LA at fundraising events and donor site visits;
- Develop and maintain relationships with donor base;
- Identify and pursue new donor prospects and partnerships from the corporate and high net worth individual sectors, and maintain the interest of lapsed donors;
- Ensure prompt and thorough follow-up on donor requests and requirements;
- Write grant proposals, renewals and progress reports;
- Develop and maintain a donor database.
- Ensure accurate and timely filing of tax returns as required by tax authorities

Organization Operations

- Benefits and Compensation – stay informed to provide competitive package to employees;
- Hire/fire/supervise/evaluate upper level school management and the Business Services Provider;
- Recruitment and Hiring – set timelines and priorities for organization;

External Relations

- Articulate the school's mission and values, cultivate relationships with families of prospective students and other key constituents, build a shared vision among a variety of stakeholders;
- Advance the school's commitment to diversity among students, faculty, & staff;
- Establish and oversee relations with LAUSD, LACOE, CDE, etc. for purposes of reporting, compliance and renewals;
- Maintain relations with community organizations & political leaders;
- Oversee charter renewal timeline and process and WASC accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Create and implement student recruitment plan and procedures;
- Conduct student outreach and orientations in target communities;
- Serve as organization representative at community meetings;
- Supervise the production and distribution of external communications tools (website, e-newsletters, brochures, videos, etc.);
- Foster relationships with key members of the media to secure increasing coverage of New LA

Budget & Finance

- Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
- Work with Business Provider on finance, budget and fiscal planning activities;
- Review, update and implement business and fiscal policies;
- Review monthly reports and share information with school leaders & board;
- Oversee auditing process;
- Monitor cash flows and balances on a regular basis.

Board Relations & Support

- Keep informed of current educational philosophy and practices by advanced study, visiting other charters, attending educational conferences and workshops, and reading current professional literature.
- Prepare agenda and materials for Board Meetings, maintain records of the Board, and assure legal compliance;
- Attend and participate in all meetings and closed sessions of the Board.
- Serve as professional advisor to the Board, providing information and data for decision-making. When recommendations are requested or offered, the Executive Director will provide rationale for the

recommendation.

Executive Director Qualifications:

- Possess an MA or above in Education and/or Business (CA administrative credential preferred);
- Have teaching and/or administrative experience;
- Have experience running an organization, creating and managing budgets, and working with a board;
- Prior experience working with nonprofit organizations;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;

Principal Job Description:

Instructional Leadership

- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the school's mission;
- Promote hands-on, active, cooperative & project-based learning throughout the school community and provide hands-on guidance to teachers as they create and implement the program;
- Work to create a culture that values learning, reading, community engagement, and respect;
- Oversee and participate in all aspects of curriculum design and instruction including core curriculum, arts, electives, and physical education;
- Work with teachers to select textbooks and supplemental materials that are aligned to curriculum and standards and fit the mission of the school.

Promoting Achievement

- Develop and review assessment plan and help teachers develop multiple assessments tied to standards;
- Collaborate with teachers to develop benchmarks for each grade level;
- Use multiple sources of data to develop a plan for the improvement of student achievement;
- Create systems and planning tools for teachers to track which standards are being taught and how to measure student progress; Define and track annual student achievement goals.

Faculty Management

- Create a positive and fair work environment where teachers feel enthusiastic about the school;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist ED in hiring faculty

Family Relations

- Coordinate Family Education Program;
- Point Person for NewLAB;
- Coordinate Advisory Room Parents;
- Approval and denial of initiatives;
- Manage and coordinate student-led conferences;
- Lead the SST Process;
- Ensure teachers are being responsive to parents.
- Send weekly email and other relevant communications in both English and Spanish.

Educational Operations

- Develop and revise the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.

Discipline

- Suspensions;

- Recommendations for expulsion with the executive director.
- Detailed record-keeping of incidents and meetings.

Principal Qualifications:

- Experience in middle school teaching and leadership (a minimum of 10 years of experience preferred);
- A Master's Degree in Education and/or Administrative Credential (prior leadership experience required);
- Experience with differentiated instruction and student-centered approaches to teaching and learning;
- Excellent communication skills and experience motivating and working with parent volunteers;
- A track record as a successful and progressive educator;
- Experience in the charter school movement;
- Knowledge of or experience with diverse populations;
- Strong computer skills;
- Some facility with Spanish (not required);
- Commitment to the mission and values of New LA;
- Demonstrated commitment to social justice;
- Ability to be flexible and be a team player;
- Willing to go the extra mile in order to meet the educational needs of our students.

Assistant Principal Job Description:

Education Operations

- Coordinate one grade level and oversee grade-level coordinators;
- Manage scheduling of substitute and guest teachers and ensure plans are ready;
- Develop & oversee grading procedures & practices;
- Develop and manage New Teacher and Improving Teacher programs;
- Facilitate new teacher hire integration programs;
- Assist the principal with Instructional Leadership duties and with Promoting Achievement duties.

School Culture

- Develop, promote, and coordinate social justice programming throughout the curriculum and school;
- Oversee co-curricular programs, student leadership, advisory, and community engagement programs;
- Manage field trips and outdoor education trips;
- Coordinate Health Education Program;
- Help create a positive and fair work environment where teachers feel enthusiastic about the school.

Student Management

- Discipline with grade level leaders;
- Support and guide teachers in effective behavior management;
- Suspensions with grade level leaders & principal;
- Manage Suspension Reports for LAUSD;
- Monitor student academic progress;
- Detailed record-Keeping;
- Manage in-school suspensions.

Testing

- Coordination and administration of all mandated testing;
- Create testing schedules;
- Manage department leaders analyzing data with teams

After School Program

- Monitor after school program for quality and mission alignment;
- Ensure after school provider is up to date with all ASES reporting;
- Collaborate with after school provider on academic intervention and remediation;
- Collaborate with after school provider on enrichment, arts, and sports activities.

Special Education and English Learners

- Oversee the design and implementation of the school's programs for Special Education and EL students;

- Monitor that Special Education and EL programs comply with all federal, state and local regulations;

Technology

- Information Technology: ensure that systems, hardware, software are in place and running smoothly;
- Education Technology: ensure teachers have the tools to use technology to enhance their teaching.

Assistant Principal Qualifications:

- Possess an MA or above in Education (CA administrative credential preferred);
- Have teaching and/or administrative experience at the middle school level and enjoy working with middle school students;
- Demonstrate teaching expertise, including differentiated instruction and student-centered methodologies;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Spanish speaker preferred, but not required.

Operations Director Job Description:

Financial Operations

- Work with back office provider to: Process Invoice Payment and Expense Requests; Invoice Payment Reconciliation; Payroll Review and Submission;
- Maintain department, grade-level, and teacher budgets and provide monthly reports;
- Order Processing (Supplies & Textbooks);
- Transportation & fee coordination (including field trips and outdoor education);
- Ensure maintenance of inventories of all school-owned and leased materials;
- Lunch program reimbursement processing and compliance;
- Maintain teacher and staff personnel files with all required documentation;
- Coordinate payroll time sheets, sick and leave documents, reimbursements, purchasing, and employment documents for faculty and staff.

Human Resources

- Collect, analyze and confirm credential paperwork relating to credentialing.
- Ensure proper retirement arrangements are made.

Facilities Management

- Troubleshoot minor technology problems as they arise.
- Facilities management, maintenance and coordination;
- Emergency planning & communication;
- School safety oversight;
- Parking systems management (teachers, staff, parents and visitors);
- Liaison with community and City on facility-related issues (including parking and security);
- Protocol development for facility operations (includes form template production);
- Supervise and direct usage policies for classroom technology and shared school technology, including inventory and maintenance;
- Oversee school Internet usage and filtering software;

National School Lunch Program

- Coordinate and supervise school lunch program (meal orders, monthly menu preparation, daily lunch procedures);
- Lunch program reimbursement processing and compliance.

Student Information

- Student Information System (SIS) management (PowerSchool):
 - Scheduling
 - Enrollment

- Attendance
 - Staffing
 - Progress reports
 - Transcripts
- CALPADS database management;
- Train staff on all SIS / data software used by the School (PowerSchool);

Reporting

- Any additional required State or Local reporting.
- Process student records & maintain secure file system. 20 Day Attendance Reports;
- Suspension/Expulsion reports to LAUSD;
- CBEDS Reports;
- Norm Day Report;
- CALPADS;

Enrollment

- Attend open houses and participate in selected recruiting events.
- Monitor student enrollment numbers and add students to school as necessary to maintain enrollment;
- Coordinate all enrollment mailings and communication;

Operations Director Qualifications:

- Possess an Associate's Degree (Bachelor's preferred)
- At least 3 years' experience working in school operations (charter school preferred)
- Excellent technology proficiency
- Record of past professional excellence
- Ability to be flexible and a team player
- Willing to go the extra mile in order to meet the educational needs of the students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view
- Commitment to the mission of New LA and to social justice
- Be fluent in English and Spanish (oral and written)

Front Office Job Description:

- Provide a friendly and welcoming presence to anyone walking in
- Coordinate volunteers
- Answer phones
- Attendance
- Meter outgoing mail
- Sort and deliver incoming and internal mail
- Communication preparation
- Monthly suspension & expulsion reporting
- Lunch supervision and tracking
- Assist with forms intake and tracking
- Assist with enrollment process
- Answer questions about the school to parents and prospective parents

Front Office Job Qualifications:

In order to be considered for this position at New LA, candidates must:

- Possess an Associate's Degree or equivalent work experience;
- Be fluent in English and Spanish (oral and written);
- Be technologically savvy or have the ability to learn new systems quickly;
- Experience with PowerSchool preferred;
- Be a self-starter, organized, and detail-oriented;
- Demonstrate the ability to take direction well, work independently, and take initiative;
- Be committed to the mission and values of New LA and able to articulate commitment to the mission;

- Demonstrate commitment to social justice;
- Be flexible, a team player, serve as a positive role model and collaborate well with colleagues.
- Go the extra mile in order to meet the educational needs of our students;
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view;
- Have the ability to be a warm office presence for students, parents, and visitors.

ELEMENT 6 - HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification

service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Custodian of Records

The Operations Director will serve as the school's Custodian of Records per California Department of Justice requirements.

The Charter School supports and promotes the health and wellness of its students through the Wellness Policy on Physical Activity and Nutrition, and the Internet Safety Policy as follows:

Wellness Policy On Physical Activity and Nutrition

New Los Angeles Charter School is committed to providing school environments that promote and protect children's health, well-being and ability to learn by supporting healthy eating and physical activity. All students will have opportunities, support, and encouragement to be physically active on a regular basis. Foods and beverages served at school will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

Food Service/Child Nutrition Program²⁹

²⁹ Legal Reference: EDUCATION CODE 38080-38103 Cafeteria, establishment and use 45103.5 Contracts for management consulting services; restrictions 49430-49436 Pupil Nutrition, Health, and Achievement Act of 2001 49490-49493 School breakfast and lunch programs 49500-49505 School meals 49510-49520 Nutrition 49530-49536 Child Nutrition Act 49540-49546 Child care food program 49547-49548.3 Comprehensive nutrition services 49550-49560 Meals for needy students 49570 National School Lunch Act.

The Governing Board recognizes that students need adequate, nourishing food in order to grow, learn and maintain good health. Classroom celebrations should encourage healthy choices and portion control. Parents and families should receive guidance from the school on foods that are appropriate for such celebrations. It further recognizes that significant research indicates a positive relationship between adequate nutrition and learning resulting in academic success.

Quality of Food

The executive director or designee shall ensure the meals offered by the school's food service program meet all legal requirements for participation in the National School Lunch program. The executive director or designee shall ensure that food sales by school-related groups are in compliance with state and federal law and do not impair student participation in the food service program. Sanitation and safety procedures shall comply with the requirements of the California Uniform Retail Food Facilities Law as set forth in Health and Safety Code 113700-11445. All food available to students on school premises during school hours will meet or exceed nutritional standards established by the District. All foods available to students during school hours shall be: 1. Selected so as to contribute to student's nutritional well-being and the prevention of disease. 2. Prepared in ways that will appeal to students, retain nutritive quality and foster lifelong healthful eating habits. 3. Proved to give a variety of healthy choices at all site including ethnic and cultural favorites. Healthy food choices (fresh fruits and vegetables, whole grains, dairy products) should be promoted in school activities involving staff, students, and community.

Student Access

The school will strive to ensure that each student will have access to healthy choices through the development of universal free lunch offered at the school sites.

Maintenance of a Healthy Environment

Drinking water and hand-washing facilities should be conveniently available for students at all times. The school will provide an environment where healthful eating behaviors are the norm and are modeled and reinforced. Adequate space in a pleasant surrounding will be developed so that students can be encouraged to eat a nutritious lunch.

Integrating Physical Activity into the Classroom Setting

For students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity. Toward that end: Classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically active lifestyle and to reduce time spent on sedentary activities, such as watching television. The Board desires to provide a physical education program that builds interest and proficiency in movement skills and encourages students' lifelong fitness through physical activity. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of goals.

The school's programs shall include a variety of kinesthetic activities, including team and individual sports, as well as aesthetic movement forms, such as dance and yoga. An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion. Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, hot weather or other inclement conditions. Exemptions: The principal or designee may grant temporary exemption from physical education under any of the following conditions: 1. The student is ill or injured and a modified program to meet his/her need cannot be provided.

Physical Education (P.E.)

All students, including students with disabilities and special health-care needs receive daily physical education (or its equivalent of 200 minutes every two weeks) for the entire school year.

Physical Activity Opportunities After School

The school plans to offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. The school will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs. After-school programs and enrichment programs will provide and encourage, verbally and through the provision of space and equipment, activities that promote physical fitness.

Internet Safety Policy

It is at the policy of New Los Angeles Charter School to: (a) prevent user access over its computer network to, or transmission of inappropriate material via Internet, electronic mail or other forms of direct electronic communications; (b) prevent unauthorized access and other unlawful online activity; (c) prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and (d) comply with the Children's Internet Protection Act [Pub. L. No. 106-554 and 47 USC 254(h)]. The School will also comply with, at minimum (1) FERPA [student records]; (2) Ed. Code § 49063 [student records]; (3) Ed. Code § 49073.1 [technology contract provisions]; and (4) Ed. Code § 49073.6 [tracking of social media]

Access to Inappropriate Material

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

Inappropriate Network Usage

To the extent practical, steps shall be taken to promote the safety and security of users of New LA Charter School's online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications. Steps include teaching Internet safety, learning about the Acceptable Use Policy, and ongoing discussion with students about Internet safety by classroom teachers.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes: (a) unauthorized access, including so-called 'hacking,' and other unlawful activities; and (b) unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

Education, Supervision, and Monitoring

It shall be the responsibility of all members of the New LA Charter School staff to educate, supervise and monitor appropriate usage of the online computer network and access to the Internet in accordance with this policy, the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and the Protecting Children in the 21st Century Act, and to provide for the education of minors about appropriate online behavior, including interacting with other individuals on social networking sites and in chat rooms, and cyber bullying awareness and response.

Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the Director of Operations or designated representatives.

ELEMENT 7 – MEANS TO ACHIEVE A RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Court-Ordered Integration

New LA targets students in the Mid-City area of Los Angeles. In order to strive to achieve a racial and ethnic balance in the student body that is reflective of the general population of the District and of the population in the local geographic area, the School is publicized in an ongoing basis with a particular emphasis on the Mid-City area and its surroundings. The goal is to have a 70:30 ratio. Outreach efforts in order to achieve this ethnic and racial balance take place in English and in Spanish and includes communicating with families, organizations, and local leaders about the school, with particular attention to communicating with hard-to-reach communities and neighborhoods. The general calendar for recruitment is as follows:

October/November

- Meet with parents from the neighborhood
- Publicize December Open House
 - Send “blurb” out through neighborhood publications
 - Hand out flyers at target preschools
 - Send out Constant Contact with Enrollment Calendar/Dates
 - Reach out to Mid-City Press

December

- Hand out flyers door to door
- Open House on the middle school campus
- Ongoing outreach (see below)

January

- Hand out flyers door to door
- Attend community farmer’s markets
- Open Houses on the middle school campus
- Ongoing outreach (see below)

February

- Hand out flyers door to door

- Attend community farmer's markets
- Open Houses on the middle school campus
- Ongoing outreach (see below)

March

- Hand out flyers door to door
- Open Houses on the middle school campus

Ongoing Outreach:

- Neighborhood Association/Council Meetings
 - Carthay Circle NA, Miracle Mile NA, MidCity West NC, Carthay Square NA, PICO NC, South Carthay, PicFair Village, Wilshire Vista Heights, Pico Park
- La Cienega Farmers Market
- Vons Market at Pico & Fairfax
- Laundromat at Pico & Fairfax
- Holy Spirit Church
- Tom Bradley Center

We are laser focused on making sure the local community knows about the school and knows their rights to choose. Our enrollment process is open and accessible to all. There are no hurdles to overcome. No hidden rules or restrictions. No attempts to discourage low-achieving students, students with disabilities, or students who qualify for free or reduced lunch. No code words that result in a population that doesn't look much like the District's population or the local community.

At New LA, we are committed to serving all students. Admissions outreach is designed to inform all students in the target area about the Charter School. All communications are in both English and Spanish. All flyers and enrollment materials are both in English and Spanish.

ELEMENT 8 - ADMISSION REQUIREMENTS

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Admission Requirements

New Los Angeles Charter School admits all pupils who wish to attend as outlined in Education Code § 47605 (d)(2)(A). The School admits all pupils who wish to attend the School up to capacity. No test or assessment shall be administered to students prior to acceptance and enrollment into the school. There are no requirements for enrollment.

Student Recruitment

New LA actively recruits a socio-economically and ethnically diverse student population from the Mid-City area and its surroundings. The neighborhood surrounding the target area is historically low performing, socioeconomically disadvantaged, and has a similar percentage of students with disabilities as LAUSD. The school will specifically target and recruit students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. This will be done in general by complete fairness and transparency in the enrollment process, making sure to include such statements on printed materials and in presentations. The School will also meet with administrators of local preschools, informing them of the intention to recruit and include students with a history of low academic performance, socio-

economically disadvantaged students, and students with disabilities. And last, the School will engage parents as additional recruiters, specifically including parents of students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities. The School abides by all state and federal laws regarding admissions. New LA shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Lottery Preferences and Procedures

The lottery process is simple, and is comprised of the following:

- Optional parent attendance at a school orientation meeting at the middle school campus (meetings are scheduled multiple times over three months and occur on weekday mornings, weekday evenings, and weekends, so as to make attendance as easy as possible);
- Completion of a one-page simple student interest form.

Student interest forms are accepted during a publicly advertised open enrollment period beginning on December 1 for enrollment in the following school year. The open enrollment period runs until March 15. Following the open enrollment period each year, applications are counted to determine whether the school has received more applications than availability. In the event that this happens, New LA holds a public random drawing on or around April 1 to determine enrollment for the school, with the exception of existing students who are exempt from the lottery.

All individuals who have contacted New LA regarding enrollment will be notified of the time and place of the lottery via application receipt and email, and will be encouraged to attend. Notification of time and location is printed on each application receipt, on outreach materials, and on the School's website. Typically, the lottery takes place on an evening in early April at the school site. All prospective students who have completed the lottery process will have their names entered into the lottery. Names will be drawn at random until the grade level is filled. At the start of the lottery, the procedures will be announced for all to hear. The random public lottery is conducted by an uninterested party in order to eliminate any potential perceived bias. Parents do not have to be present. It shall be conducted as follows:

1. Each grade's lottery will be conducted separately.
2. Enrollment for each grade will be determined in stages pursuant to the preferences in this policy, until capacity is met as follows:
 - a. Students who reside in the boundaries of the District;
 - b. Siblings of students currently enrolled in the Middle School, or who culminated the year prior;
 - c. Children of New LA staff (no more than 10% of total enrollment).
 - d. All other students.
3. Applications of interest for each grade are separated into piles according to their preference stage and are counted and numbered. If the number of applications exceeds the grade's capacity, the matching numbers assigned to the applications of interest are put into a box and drawn until capacity is reached.
4. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year. The order of the wait list will be determined in the same stages outlined above and will be ordered directly by the order picked in the lottery.
5. Enrollment or wait-list confirmations are mailed and emailed by the operations director to parents/guardians. Registration packets are also mailed at this time and will consist of state-required information and forms.
6. Forms must be returned by a specified date no less than two (2) weeks from acceptance to the main office in order to confirm a student's place in the School. If not, the slot will be forfeited.

The Charter School ensures that there is a designated note taker present at the lottery to document the fair execution of lottery procedures.

Waiting Lists

Wait lists are maintained for the current enrollment year only and will not carry over to the following year. Any enrollment forms received after the open application deadline shall be either a) placed on the end of the waiting list for the applicable grade in the order they are received; or b) if applying for enrollment in a grade that is not yet at capacity the student will be automatically enrolled; or c) if applying for a grade that is at capacity but which does not yet have a wait-list will be placed in the first position on a wait-list for that grade.

Once placed on a wait-list, a student will remain on the list until one of the following occurs:

- The student is accepted into the School as a space becomes available and enrolls in the School;
- The parent/guardian requests in writing that the student be removed from the wait-list;
- The end of the current school year.

If a space becomes available, the School will contact the parent/guardian of the first student on the wait-list. The notification will be by phone and email, sent by the operations director or his/her designee. Once notified of an available slot, the parent/guardian will have three (3) days to either accept the spot by filling out and returning an enrollment form. If the School does not receive a response form within three (3) days, the School will deem the parent/guardian to have declined the available slot and remove the student from the wait list.

The operations director ensures that there is fair execution of wait list procedures. Documentation of lottery records includes keeping multiple copies of all student interest forms, pictures of the handwritten lottery results, copies of the handwritten lottery results, and lottery minutes.

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(l) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports. In addition:
 - P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

Annual Audit Procedures

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under Ed. Code § 47605(b)(5)(l). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting.

An audit committee appointed by the board selects an independent auditor through a request for proposal format. The auditor will have, at minimum, a CPA and experience working with educational institutions (preferably charter schools) and 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 executive director and operations director work with the back office provider, currently ExED, who in turn works with the independent auditor to provide requested information. ExED has been working with independent auditors for schools they serve for over a decade.

It is anticipated that the annual audit will be completed within four months of the close of the fiscal year and that a copy of the auditor’s findings will be 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 Executive Director, along with the audit committee, will review any audit exceptions or deficiencies, and report them to the Charter School Board of Directors with recommendations on how to resolve them. The Board charges the Finance Committee to provide a recommendation for curing audit findings. The Finance Committee presents the recommendation to the Board for a vote. The Audit Committee is a completely separate committee from the Finance Committee in order to ensure a fair audit process. The Finance Committee chair is not permitted to serve on the Audit Committee. The Board will submit a report to the District describing how the exceptions or deficiencies have

been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same, with the goal being to address the finding before the following month's meeting. Any audit exceptions will be addressed at the board meeting following receipt of the initial audit report. The independent fiscal audit of the Charter School is public record to be provided to the public upon request.

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District's Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

- A. Was the misconduct caused by, or directly and substantially related to the student's disability?
- B. Was the misconduct a direct result of the Charter School's failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

In accordance with the District's discipline policies New LA will focus on creating a positive school climate to prevent discipline issues and implementing an appropriate and progressive discipline policy when issues do arise.

The goal of the New LA mission of Respect for Self and Others is to facilitate a learning community that is safe, positive, and respectful. The school aims to meet these objectives by:

- Providing students and families with education and support
- Stating clear standards for student behavior
- Implementing positive reinforcement strategies and natural consequences for students who make choices that are not aligned with the school's mission.

Schoolwide Positive Behavior Support

Foremost is building a positive school climate through a positive behavior support plan. Some of the following strategies will be used to prevent discipline issues from arising in the first place:

- *Safe School*: Students should never feel threatened physically or emotionally and New LA will make sure that the school environment is a safe one for all students.
- *Consistent classroom management and school norms*: When students know exactly what is expected of them and what to expect if they make a poor decision it lowers the anxiety of the unknown and thus reduces discipline incidents.
- *Engaging and Effective Instruction*: When students are highly engaged in lessons that are well structured they have little need or opportunity to act out.
- *Cultural Awareness*: Teachers and staff will be aware of the cultural backgrounds of students who have cultural norms that sometimes conflict with school norms. This awareness helps adults in the school better understand student intentions and enables them to respond more appropriately to issues that may arise.
- *Culture of mutual respect*: A Culture of respect will result in students feeling that their voices are heard and respected so there will be less need to work against the system and resort to negative behaviors. Students will be expected to respect adults on campus but teachers will also be aware that respect is a two-way street and needs to be earned.
- *Positive Reinforcement*: At New LA we will honor and celebrate positive student behaviors. This may take the form of shout outs, awards, "caught being good" campaigns, Student of the Month, student leadership opportunities and more.

Tiered Behavior Intervention

When discipline issues do arise New LA is committed to handling them in the most appropriate ways. In accordance with the District's Policies New LA will implement a tiered behavior intervention system, which will include alternatives to suspension. Please see the chart below for further description of Tiered Behavior Intervention:

Tier 1 focuses on prevention of negative behaviors as well as appropriate responses to minor student behaviors. Tier 2 and 3 are progressive consequences and responses to continued behaviors when a student is unresponsive to the interventions in the lower tiers.

Tier 1	Tier 2	Tier 3
<ul style="list-style-type: none"> • Positive school culture • Mutual respect • Consistent classroom norms and effective classroom management • Consistent consequences for student behavior • Engaging lessons • Positive reinforcement • Collaboration with families 	<ul style="list-style-type: none"> • Individualized alternatives to suspension for students who are unresponsive to Tier 1. • Collaboration with families • Counseling/social skills instruction through the Share & Care program • Increased academics support • Behavior contracts • Classroom management support for teachers 	<ul style="list-style-type: none"> • Individualized alternatives to suspension for students who are unresponsive to Tier 1 and Tier 2. • Collaboration with families • Alternatives to suspension • Counseling and social skills instruction. • SST meeting • Multi agency collaboration • Community and service learning

Alternatives to Suspension

At New LA we believe strongly that students are best served when in the classroom and we view the teachers and staff's role when it comes to discipline as teachers and not punishers. We know that students make mistakes and we will treat discipline situations as mistakes that can be learned from. Thus we will employ alternatives to suspension whenever possible, a partial list of some alternatives to suspension are listed below:

- Conflict resolution
- Restorative justice
- Reflective Journaling
- Parent conference
- Behavior contract
- Counseling
- Individualized student safety plan
- Change of schedule/class

Professional Development

Teachers at New LA will receive professional development in effective classroom management techniques and building a positive classroom culture and Culturally Responsive Teaching. Additionally, as stated above we consider the teacher role to be a supportive and instructive one. While consequences may be necessary in some situations our teachers will be trained in implementing developmentally appropriate consequences that help the student learn about their poor decisions and make better ones in the future. Teachers will use the Pre-Referral Intervention Manual (PRIM) as a reference for appropriate responses to classroom behaviors.

It is the responsibility of the principal to train and support teachers in positive behavior support, and to communicate the school's policies and practices including how to file a complaint with families.

IN-SCHOOL SUSPENSION

As stated above we believe that it is important for students to remain in class as much as possible. It is the intention of the Charter School to keep students on campus. In-school suspensions would primarily occur in cases where student safety is at risk. If a student were assigned to in-school suspension he/she would be provided with work to complete from his/her classroom teacher and would check in with that teacher at the beginning and end of the day be caught up on what was missed. Any student serving an in-school suspension will be appropriately supervised at all times during the school day. Students with disabilities will be provided all applicable services required to access the general education curriculum. In addition the student would be expected to complete a reflection about his/her behavior and set goals for future behavior. When appropriate, the student would receive counseling support either from a school administrator or school counselor. Any time a student is placed on an in-school suspension the parent will be contacted and fully informed of the incident and consequences and would be invited to a parent conference. In-school suspension would be limited to 1 day per incident and 5 days in one academic school year. If parents/guardians are unable to attend the conference, attempts will be made by the principal to contact the parents/guardians by phone and email. If those attempts are unsuccessful, a letter documenting the process will be mailed to the address on file.

GROUNDINGS FOR SUSPENSION AND EXPULSION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the School or at any other school or a 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.

Suspension

At New LA, we believe in the goals of the District's Discipline Foundation Policy: School-Wide Positive Behavior Intervention and Support. We believe that it is the right of all students to attend schools with climates that focus on safety, teaching, learning and interpersonal relationships that enhance student learning and well-being. Every student has the right to be educated in a safe, respectful, and welcoming environment. Every educator has the right to teach in an atmosphere free from disruption and obstacles that impede learning. New LA will develop a culture of discipline built on positive behavior support and interventions.

There are situations that may require suspension in response to student misconduct; however, suspension, including supervised suspension (such as in-school suspension and class suspension), will be utilized for adjustment purpose only when other means of correction have failed to bring about proper conduct and/or safety is at risk. Prior to issuing a student suspension, school administrators will implement a system of positive behavior support and strategic intervention that are age appropriate and designed to progressively and effectively address and correct the student's specific misconduct.

Whenever possible, the School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues.

Discretionary Out-of-School Suspension Offenses

The following list may change, and the School will review and update the list annually to comply with proper laws and policies subject to the District's material revision process. Students may be suspended for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.
- 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.
- 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.
- 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.
- 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.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- 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).

Non- Discretionary Suspension Offenses

Students must be suspended for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

Expulsion

Discretionary Expellable Offenses

Students may be expelled for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force of violence upon the person of another, except self-defense.

- 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.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- Committed or attempted to commit a sexual assault as defined in Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- 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.
- 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.
- 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.
- 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.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261 of the Education Code, directed specifically toward a pupil or school personnel.
- A pupil who aids or abets, as defined in Section 31 of the Penal Code 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).

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:

- Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil had obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if the possession is verified by an employee of a school district. The act of possessing an imitation firearm, as defined in subdivision (m) of Section 48900, is not an offense for which suspension or expulsion is mandatory pursuant to this subdivision and subdivision (d), but it is an offense for which suspension, or expulsion pursuant to subdivision (e), may be imposed.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

If it is determined by the Governing Board that a student has brought a fire arm 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.

Suspension Procedure

The principal or assistant principal are authorized to suspend a student. Suspensions shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the principal with the student and his or her parent and, whenever practical, the teacher or school employee who referred the student to the principal. 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 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 school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the principal or assistant principal 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 shall also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

Suspension Appeal

A student may appeal a suspension to the Executive Director in writing within 3 (three) school days following the suspension. The Executive Director shall make a determination on the appeal within two (2) school days following receipt of the appeal. The Decision of the Executive Director is final.

Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. A student can be suspended a maximum of ten (10) days within an academic year.

Upon a recommendation of Expulsion by the principal or 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. A decision to expel a pupil for any of those acts shall be based on a finding of one or both of the following:

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

Expulsion

Authority to Expel

A student may be expelled either by the Administrative Panel following a hearing before it or by the Board upon hearing an appeal 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 School's governing board. The Administrative Panel makes the expulsion decision of any student found to have committed an expellable offense.

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.

The Administrative Panel conducts the hearing and makes the 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 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.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The School may, upon a finding of good cause, determine that the disclosure of either the identity of the complaining witness or the testimony of that complaining witness at the hearing, or both, would subject the complaining witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the complaining witness may be presented at the hearing in the form of sworn declarations which shall be examined only by the School or Panel Chair. Copies of these sworn declarations, edited to delete the name and identity of the complaining 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 or non-attorney advocate, and (c) elect to have the hearing closed while testifying.
2. The School must also provide the complaining witness 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 administrative 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 panel 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 panel 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 panel presiding over the hearing from removing a support person whom the presiding panel finds is disrupting the hearing. The panel 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 School must present evidence that the witness' presence is both desired by the witness and will be helpful to the School. The panel 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 panel shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the panel from exercising 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.

Record of Hearing

A record of all hearings 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. The records will be kept on campus in a secure location.

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 decision 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. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel 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 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.

Expulsion Appeal

The decision of the Administrative Panel shall be in the form of written findings of fact and will serve as a determination of expulsion. A student appeal to the Board in writing shall be made within ten (10) school days following the conclusion of the hearing. The board shall make a determination on the appeal within ten (10) school days following receipt of the appeal. The Decision of the Board is final.

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

Written Notice to Expel

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

- Notice of the specific offense committed by the student
- 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 the School.
- Rehabilitation Plan

The Director or designee shall send a copy of the written notice of the decision to expel to the District and the County. This notice shall include the following:

- The student's name
- The specific expellable offense committed by the student

Disciplinary Records

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

Rehabilitation Plans

Students who are expelled from the School are given a rehabilitation plan as developed by the Board at the time of the expulsion order. The Charter School's plans may include periodic review as well as assessment at the time of review for readmission. Often, the school will include counseling (individual and family), student self-reflection documents, and a plan for making amends to the community for the harm the student's action caused. The student's advisor, if appropriate, would work closely with the student and family on the plan.

The Charter School will provide post-expulsion support for expelled students and their families to facilitate continued access to education by working with the family to determine positive school placement. It is important for the Charter School to provide this support so as to help create a situation where the student can succeed at rehabilitation and possible readmission.

Readmission

Following a maximum term of one year, a student may seek readmission. The decision to readmit a pupil is the sole discretion of the Board. A meeting with the principal and the pupil and guardian or representative, will be held to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The principal shall make a recommendation to the Board following the meeting regarding his or her determination. The pupil's readmission will be contingent upon the School's capacity at the time the student seeks readmission. The student will have the right to appeal to the board for a second review.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code if mandated by applicable legal and retirement plan requirements.

For certificated staff members, the School participates in the California State Teachers Retirement System (STRS). The operations director is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained. The School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

For classified staff members, the School offers a 401(k) plan. The operations director is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained.

For any other staff position(s) not included in the above two categories, the school will comply with all legal obligations to offer participation in the 401(k) plan. The operations director is responsible for ensuring that appropriate arrangements for the coverage to be made and sustained.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Parents and students will be informed of their public school attendance alternatives by information posted in the School's office.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

“The rights of an 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.” (Ed. Code § 47605(b)(5)(M).)

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Principal
New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail,

upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Principal
New Los Angeles Charter School
1919 S. Burnside Ave.
Los Angeles, CA 90016

- 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) 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.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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 provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

Charter School shall ensure completion of an independent final audit within six months after the closure of 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 Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit. Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

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

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those

extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

- (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools 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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District 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 District facilities with another user, the District shall provide the operations and maintenance services for the District 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 District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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 Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 calendar 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:

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time.

The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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 its 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 the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)

ADDENDUM

Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “[short form of school name]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance

with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

“The educational program of the charter school, designed, among other things, to identify those whom the charter 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.” (Ed. Code § 47605(b)(5)(A)(i).)

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

“If the proposed charter 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.” (Ed. Code § 47605(b)(5)(A)(iii).)

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Division (CSD) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the local control and accountability plan and annual update to the local control and accountability plan.” (Ed. Code § 47606.5(e).)

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

Charter School shall comply with all applicable requirements of the California Mathematics Placement Act of 2015.

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at Charter School shall be considered existing students of Charter School for purposes of Charter School's admissions, enrollment, and lottery.

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

WASC ACCREDITATION

If Charter School serves students in grades 9-12, before Charter School graduates its first class of students, Charter School shall obtain, and thereafter maintain, Western Association of Schools and Colleges (WASC) accreditation.

ENGLISH LEARNERS

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic 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, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD English Learner Master Plan *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

Each year, Charter School shall provide to the CSD a report on its annual evaluation of the effectiveness of its EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD.

Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

Charter School shall reclassify English Learners in accordance with federal and state requirements.

Charter School shall provide parent outreach services and meaningfully inform parents with limited English proficiency of important information regarding Charter School matters to the same extent as other parents.

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter School shall ensure that no student otherwise eligible to enroll in Charter School shall be denied, directly or indirectly, admission due to a disability or to Charter School's inability to provide necessary services. Charter School acknowledges that policies and procedures are in place to ensure the recruitment, enrollment, service, and retention of students with disabilities at LAUSD-authorized charter schools, including Charter School.

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved

by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data

The standard file including District ID.

- Norm day

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS

- All Students enrolled as of December 1 of each school year

District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Element 2 – Measurable Pupil Outcomes and 3 – Method by which Pupil Progress Toward Outcomes will be Measured	Element
--	----------------

“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 schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(c)(1), 60605.)

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

Charter School agrees to comply with state requirements for participation and administration of all state-mandated tests, including computer-based assessments. Charter School shall submit and maintain complete, accurate, and up-to-date California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

Charter School shall send to the CSD copies of all governing board meeting agendas at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSD copies of all board meeting minutes within one week of governing board approval of the minutes. Timely posting of agendas and minutes on Charter School’s website will satisfy this requirement.

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

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

Charter School and all employees and representatives of Charter School, including members of Charter School's governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD charter school policy, regarding ethics and conflicts of interest. Charter School shall enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

Charter School shall notify parents, guardians, and teachers in writing within 72 hours of the issuance of a Notice of Violation, Notice of Intent to Revoke, Final Decision to Revoke, Notice of Non-Renewal, or equivalent notice, by the LAUSD Board of Education.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

Charter School shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including but not limited to all applicable requirements of California Code of Regulations, title 5, section 4600 et seq.

Charter School shall adhere to all applicable federal and state laws and regulations regarding pupil fees, including Education Code sections 49010 - 49013, and extend its uniform complaint procedure to complaints filed pursuant to Education Code section 49013.

Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the Local Control Funding Formula legislation provisions set forth in Education Code section 52075.

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all reasonable inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School acknowledges that Charter School, including but not limited to its nonprofit corporation, is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current, complete, and accurate contact information for Charter School, Charter School administrators, and Board members.

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees, and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

Charter School acknowledges and agrees that persons and entities that directly exercise control over the expenditure of Charter School's public funds shall be subject to all necessary and appropriate District charter school oversight.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child's admission, continued enrollment, attendance, or participation in the school's educational activities, or otherwise discriminate against a

student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the charter school.” (Ed. Code § 47605(b)(5)(E).)

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, 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 but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District's Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan ("Plan"), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person's employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees, officers, and representatives, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.

SUICIDE PREVENTION POLICY

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school's pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

Charter School has set forth below its initial plan for achieving and maintaining the LAUSD’s Racial and Ethnic Balance goal of a 70:30 or 60:40 ratio. (*Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW)*). The written plan lists specific dates and locations of recruitment activities that Charter School will undertake in order to achieve the District’s Racial and Ethnic Balance goal. Charter School shall monitor the implementation and outcomes of the initial plan, and modify it as necessary throughout the term of the Charter to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

Element 8 – Admission Requirements

“Admission requirements, if applicable.” (Ed. Code § 47605(b)(5)(H).)

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal 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. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

NON-DISCRIMINATION

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

Charter School shall not request or require submission of a student's IEP, Section 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

- k. Provisional Budget – Spring prior to operating fiscal year
 - l. Final Budget – July of the budget fiscal year
 - m. First Interim Projections – November of operating fiscal year
 - n. Second Interim Projections – February of operating fiscal year
 - o. Unaudited Actuals – July following the end of the fiscal year
 - p. Audited Actuals – December 15 following the end of the fiscal year
 - q. Classification Report – monthly according to Charter School’s Calendar
 - r. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- s. Instructional Calendar – annually five weeks prior to first day of instruction
 - t. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

GENERAL PROVISIONS

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

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

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

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

STUDENTS WITH DISABILITIES

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student

is recommended for expulsion and the student receives or is eligible for special education, pending the completion of the expulsion process, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement determined in coordination with the LAUSD Division of Special Education.

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

- C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
- D. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

NOTIFICATION OF THE DISTRICT

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
 - D. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

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

OUTCOME DATA

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code

section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

Element 12 – Public School Attendance Alternatives

"The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools." (Ed. Code § 47605(b)(5)(L).)

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

"The rights of an 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." (Ed. Code § 47605(b)(5)(M).)

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

Element 14 – Mandatory Dispute Resolution

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

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
New Los Angeles Charter
1919 South Burnside Avenue
Los Angeles, CA 90016

- 7) 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been resolved by mutual agreement from the Written Response, 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 on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
New Los Angeles Charter
1919 South Burnside Avenue
Los Angeles, CA 90016

- 7) 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, 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 communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 8) If the Dispute has not been otherwise resolved by mutual agreement, 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 from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 9) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 10) 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.

Element 15 – Charter School Closure Procedures

“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter 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.” (Ed. Code § 47605(b)(5)(O).)

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give 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 provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised

08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

3. A description of the circumstances of the closure
4. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

4. The effective date of the closure of Charter School
5. The name(s) and contact information for the person(s) handling inquiries regarding the closure
6. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

4. 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.
5. 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.
6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of 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 Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. 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 Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. 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 identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

5. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
6. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
7. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
8. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 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.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District 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 District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District 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 District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District 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 District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District 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 District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii)Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv)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 the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii)Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District 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.
 - (iv)Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it 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 requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. 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.

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies 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 Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

Pest Management: Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a

minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

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

The following insurance policies are required:

5. 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 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect 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.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
8. Crime Insurance or Fidelity Bond coverage shall be maintained by 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 \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
10. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 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.
13. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.

14. Excess/Umbrella Liability 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 Its Board of Education 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 Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

"Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed."

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

Third Party Contracts

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

Special Education Revenue Adjustment/Payment for Services

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, 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.

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

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 its 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 the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

Charter School shall cooperate fully with such audits and 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.

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These expenditures shall be "classified using the California School Accounting Manual pursuant to Section 41010." (Ed. Code § 47606.5(b).)