LAUSD
BOARD-APPROVED
PETITION RENEWAL
DATE: 11/17/2025
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TERM: 2026 – 2031

City Language Immersion Charter

Charter Petition Renewal

For the term JULY 1, 2026 – JUNE 30, 2031

Submitted to

Los Angeles Unified School District

Table of Contents

Assurances, Affirmations, and Declarations **4**

ELEMENT 1: The Educational Program **6**

ELEMENT 2: Measurable Pupil Outcomes and **133**

ELEMENT 3: Method by which Pupil Progress Toward Outcomes will be Measured **133**

ELEMENT 4: Governance **139**

ELEMENT 5: Employee Qualifications **153**

ELEMENT 6: Health and Safety Procedures **173**

ELEMENT 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance **180**

Element 8 – Admission Policies and Procedures **185**

Element 9 – Annual Financial Audits **194**

Element 10 – Suspension and Expulsion Procedures **196**

Element 11 – Employee Retirement Systems **221**

Element 12 – Public School Attendance Alternatives **223**

Element 13 – Rights of District Employees **224**

Element 14 – Mandatory Dispute Resolution **225**

Element 15 – Charter School Closure Procedures **229**

Additional Provisions **237**

Addendum **246**

Assurances, Affirmations, and Declarations

City Language Immersion Charter (also referred to herein as "CLIC" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)
- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(e)(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(e)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)
- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)
- 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(e)(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(d)(1).)
- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard English Learners *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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web-based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data.

GENERAL INFORMATION	
• The contact person for Charter School is:	Brooke Rios, Ed.D.
• The contact address for Charter School is:	4001 Venice Blvd. Los Angeles, CA 90019
• The contact phone number for Charter School is:	323.737.3013
• The current address of the Charter School is:	4001 Venice Blvd. Los Angeles, CA 90019
• Location is in LAUSD Board District:	1
• Location is in LAUSD Region:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	432
• The grade level(s) are:	TK-5
• The enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School.)	432
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The regular bell schedule will be:	TK - 2nd: 8:30 a.m. – 3:00 p.m. M, W, Th, F 8:30 a.m. – 1:30 p.m., Tu 3rd – 5th: 8:10 a.m. – 2:40 p.m. M, W, Th, F 8:10 a.m. – 1:30 p.m., Tu
• The term of this Charter for Middle and High performing Schols (ensure term consistency throughout the document, e.g., rollout plan, LCFF, etc.)	July 1, 2026 - June 30, 2031

Community Need for Charter School

City Language Immersion Charter is a Spanish language immersion elementary school located in West Adams, Los Angeles. Through our progressive, constructivist and language immersion program, our Transitional Kindergarten ("TK") through 5th grade students become creative and curious thinkers who ask questions and express ideas fearlessly in two languages, and are prepared for a lifetime of critical thinking, meaningful work, and ongoing service to causes greater than themselves.

City Language Immersion Charter delivers a standards-aligned dual language immersion educational program that is both academically rigorous and culturally relevant, ensuring that all students see themselves reflected in their learning while meeting high academic expectations.

Dual Language Immersion Program

The 90/10 Model

We use a "90/10" immersion model, meaning that in kindergarten 90% of the day is taught in Spanish by a well qualified, credentialed teacher, fluent in both Spanish and English. Children may speak or respond in either language, but the teacher will speak only Spanish 90% of the day. Teachers guide students to correct vocabulary, pronunciation, and sentence structure by modeling and creating authentic opportunities for students to use the target language. Spanish instruction decreases and English instruction increases by 10% percent each year, until the program is 50-50 by 4th grade.

Research-Based Benefits

The dual language immersion model integrates the best of bilingual education for all students. Native Spanish speakers develop literacy in their first language before acquiring their second, resulting in higher proficiency in both. Non-Spanish speakers are immersed in learning Spanish beginning in kindergarten when their brains are most suited to learn a second language. Teachers adjust instruction for children at different levels of language fluency and literacy, and all students emerge from 5th grade fully bilingual and biliterate in Spanish and English. Research has consistently shown that students who develop two languages early on exhibit elevated levels of academic and cognitive functioning, including enhanced problem solving, reasoning, and communication.

Notably, CLIC provides an option for families seeking a dual-immersion program and a diverse student population in a community where high-quality educational options are in demand, and the existing schools are failing to meet the needs of every child.

CLIC implements evidence-based frameworks that include a Multi-tiered System of Supports ("MTSS") to address diverse learning needs, Positive Behavioral Intervention and Support ("PBIS") to create a positive learning environment, and the Four Pillars of Community Schools as outlined in Local Control and Accountability Plan ("LCAP") Goal #1. Using the California Community Schools Framework and a whole child approach to education, City Language Immersion Charter strategically partners with community-based organizations that align with our mission, vision, and the needs of our educational community—students, teachers, and

families. Our PBIS team actively participates in the Los Angeles County Office of Education ("LACOE" or the "County") PBIS Community of Practice, which has enabled us to create a positive schoolwide learning environment. We combine restorative justice and restorative practices with the evidence-based Social Emotional Learning ("SEL") to build community and address conflicts constructively.

We recognize families as essential partners in education through intentional communication, collaboration, and shared decision-making. Our approach fosters strong relationships that extend beyond the Charter School walls into the broader community. City Language Immersion Charter is committed to strengthening relationship-centered student, family, and community engagement (LCAP Goal #3). We build a positive and nurturing school environment through meaningful shared decision-making processes, participatory practices that give voice to all stakeholders, and collaborative approaches that honor the expertise families bring to their children's education.

This comprehensive approach addresses the community's need for an educational institution that goes beyond traditional academics to support the whole child, engage families as partners, and build lasting connections with community organizations. City Language Immersion Charter serves as a hub that strengthens not just individual student achievement, but the entire community's educational ecosystem.

The following chart reflects CLIC's annual enrollment by grade level for the past term. Due to the Covid pandemic, Education Code Section 47607.4 extended the Charter School's current term to June 30, 2026.

Evidence of Meeting Charter Renewal Criteria Pursuant to:

Education Code Section 47607.2(b) (middle tier)

Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported the California School Dashboard ("Dashboard"), and, in some circumstances, the performance of the charter school on assessments deemed to be verified data.

In addition to the shift toward assessing Dashboard data, Assembly Bill 1505 also created a three- tiered system of evaluating charter schools' performance, plus a separate category for Dashboard Alternative School Status schools. Each of the three tiers has unique qualifying criteria.

The Charter School fits into the middle tier, as determined by law and the California Department of Education ("CDE"), and is eligible for charter renewal, as demonstrated below.

Education Code Section 47607.2(b) states:

> *(1) For all charter schools for which [top tier and bottom tier] do not apply, the chartering authority shall consider the schoolwide performance and performance of all subgroups of pupils served by the charter school on the state indicators included in the [Dashboard] and the performance of the charter school on the local indicators included in the [Dashboard].*
>
> *(2) The chartering authority shall provide greater weight to performance on measurements of academic performance in determining whether to grant a charter renewal.*
>
> *(3) In addition to the state and local indicators, the chartering authority shall consider clear and convincing evidence showing either of the following:*
>
> > *(A) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.*
> >
> > *(B) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.*
>
> *(4) Subparagraphs (A) and (B) of paragraph (3) shall be demonstrated by verified data . . .*

"Verified data" is defined in statute as "data derived from nationally recognized, valid, peer-reviewed, and reliable sources that are externally produced." (Education Code Section 47607.2(c)(1).)

"Measurements of academic performance" are defined in statute as "statewide assessments in the California Assessment of Student Performance and Progress system ("CAASPP"), or any successor system, the English Language Proficiency Assessments for California ("ELPAC"), or any

successor system, and the college and career readiness indicator." (Education Code Section 47607(c)(3).

To document middle-performing status, we focus on City Language Immersion Charter (CLIC) schoolwide and numerically significant student group performance on the Dashboard, with "greater weight" focused on academic indicators (CAASPP and ELPI); and then focus on the clear and convincing evidence demonstrated by "verified data," namely CAASPP results as well as i-Ready Assessments, that demonstrate at least one year's progress for each year in school, equal to similar peers.

Dual Immersion Model Overview

CLIC implements a 90/10 dual immersion model where students receive 90% Spanish instruction and 10% English instruction beginning in kindergarten, gradually transitioning to 50% Spanish and 50% English instruction by fourth grade. The academic performance data reflects grades 3-5 student achievement, representing students who received predominantly Spanish instruction during their foundational learning years and are now demonstrating academic knowledge primarily in their second language on English standardized assessments.

DASHBOARD PERFORMANCE

The following tables display the Charter School's schoolwide Dashboard state indicators and, for comparison purposes, Los Angeles Unified School District (authorizer), and the State's, for the 2019, 2022, 2023 and 2024 Dashboards.

CLIC's Commitment to Students with Disabilities: While Students with Disabilities ("SWD") typically face academic challenges, CLIC's educational program is designed to support all students effectively. Although SWD is not a numerically significant student group for CLIC's ELA & Math Academic Indicators, we have chosen to include this data to demonstrate two key points: (1) our commitment to providing an outstanding educational program for all students, and (2) the high quality of our program, as evidenced by our SWD students' strong academic performance compared to both District and State averages.

English Learner Progress Indicator ("ELPI") Performance

English Learner ("EL") progress Trajectory: 2019-2024

CLIC's ELPI performance demonstrates a mixed trajectory with exceptional early performance followed by recent challenges in English Language Proficiency progress:

- **Strong Foundation (2019)**: Established excellent baseline with 50.0% progress rate (Medium level), outperforming LAUSD by +5.0 percentage points
- **Peak Performance (2022)**: Achieved outstanding 57.7% progress rate (High level), dramatically outperforming both LAUSD and State
- **Performance Challenges (2023-2024)**: Experienced significant decline requiring focused intervention and strategic improvement

Schoolwide ELPI Performance Analysis

CLIC demonstrates variable English Learner progress performance with notable peaks and recent areas for improvement:

Performance Timeline:

- **2019**: (Pre-pandemic) Medium performance level (50.0%), **outperforming both** LAUSD Medium (45.0%) by +5.0 percentage points and State Medium (48.3%) by +1.7 points - establishing strong baseline advantage in English proficiency development
- **2022**: High performance level (57.7%), **outperforming both** LAUSD Medium (51.4%) by +6.3 percentage points and State Medium (50.3%) by +7.4 points - achieving exceptional English learner progress results
- **2023**: Red performance level (40.8% underperforming LAUSD Orange (48.4%) by -7.6 percentage points and State Yellow (48.7%) by -7.9 points - indicating need for targeted intervention
- **2024**: Red performance level (30.2%), significantly underperforming LAUSD Yellow (47.5%) by -17.3 percentage points and State Orange (45.7%) by -15.5 points - requiring immediate strategic focus

This trajectory demonstrates CLIC's proven capacity for exceptional English Learner progress achievement, while highlighting recent performance challenges that require focused intervention strategies.

ELPI Performance Analysis Summary

English Learner progress Assessment: CLIC's ELPI performance reflects both demonstrated excellence and current improvement opportunities:

Historical Strengths (2019-2022):

- **Peak Excellence**: Achieved High performance level (57.7%) in 2022, demonstrating exceptional capability for English learner progress

- **Consistent Early Outperformance**: Outperformed both LAUSD and State in 2019 and 2022
- **Proven Capacity**: Demonstrated ability to achieve outstanding English proficiency development results

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ELPI Performance in Language Immersion Context:

CLIC's ELPI results should be considered within the context of its specialized dual-language immersion model:

- **Dual-Language Complexity**: Students develop proficiency in both English and heritage languages, which may affect traditional English progress measures during certain developmental phases
- **Program Maturation**: The recent decline may reflect programmatic adjustments needed in the dual-language instruction model
- **Intervention Opportunity**: CLIC's 2022 High performance demonstrates the program's capacity for exceptional results when properly implemented

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ELPI Renewal Justification and Strategic Focus:

CLIC's ELPI performance requires targeted attention while supporting charter renewal through:

Demonstrated Capacity:

- **Proven Excellence**: 2022 High performance level (57.7%) demonstrates program's capability for outstanding English learner progress
- **Historical Success**: Consistent outperformance in 2019-2022 shows sustainable capacity for excellence
- **Specialized Expertise**: Language immersion model provides unique benefits

Commitment to Improvement: As outlined in CLIC's LCAP, our goal is to increase English Learner progress toward proficiency from 30.2% to 45% (state average) by the end of 2025-26 school year.

Key Actions for the 2025-26 School Year:

- **Strengthen ELD Instruction:** Implement protected daily 30-minute designated ELD blocks grouped by proficiency level, develop ELD scope and sequence aligned with California Common Core State Standards ("CCSS"), provide integrated ELD professional development, and reintroduce Kagan cooperative learning structures.
- **Enhanced Assessment Systems:** Fully implement interim ELPAC assessments three (3) times yearly, maintain individual EL progress monitoring documentation, establish regular data analysis cycles, create clear reclassification criteria, and administer practice ELPAC assessments.

- **Dual Immersion Alignment:** Audit 90/10 model implementation for appropriate language allocation, develop clear language objectives for both languages, create cross-linguistic connections, implement bridging strategies, and refine curriculum language allocation.
- **Family Engagement:** Conduct parent workshops on home English development support, provide bilingual reclassification resources, establish EL parent advisory committee (EL-PAC), and ELAC, to create academic language development resources, and implement regular progress communication.

This comprehensive approach addresses organizational gaps, instructional quality, assessment systems, and family support to achieve measurable improvement in English Learner outcomes. CLIC's demonstrated capacity for exceptional English Learner progress (evidenced by 2022 High performance) combined with its specialized dual-language mission supports renewal with focused improvement commitments. CLIC's proven ability to achieve outstanding results provides confidence in its capacity to address current challenges through targeted interventions and program refinements.

English Language Arts ("ELA") Academic Performance

The following charts compare ELA academic performance between CLIC, LAUSD, and the State for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The charts display Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at CLIC.

While ***(SWD)*** at CLIC do not meet the minimum group size requirements for numerically significant reporting on academic indicators across the past four dashboards, the following charts demonstrate this student group's strong performance. The data demonstrates that SWD consistently outperform both LAUSD averages and state averages, providing additional evidence of our high-quality educational program.

For the **2023 and 2024 Dashboards**, the ***African American*** student group no longer met the minimum enrollment threshold required for numerically significant reporting on the ELA Academic Indicator.

CLIC demonstrates **consistent academic performance that meets or exceeds district benchmarks** across multiple years and student groups in ELA. CLIC's performance trajectory strongly supports charter renewal based on LAUSD's established benchmarking criteria, showing strength in serving diverse student populations compared to both the authorizing District and state averages.

Academic Performance Trajectory: 2019-2024

CLIC's ELA performance demonstrates sustained excellence and consistent outperformance of the authorizing District and State, across the past four Dashboards:

- **Strong Foundation (2019)**: Established solid baseline performance significantly outperforming LAUSD
- **Peak Performance (2022)**: Achieved above-standard performance (Medium level, +6.0 Distance From Standard ("DFS")) while maintaining substantial district advantage
- **Sustained Excellence (2023-2024)**: Continued consistent outperformance of authorizing district despite system-wide challenges.

Schoolwide ELA Performance Analysis

CLIC consistently demonstrates strong ELA performance at the schoolwide level with sustained outperformance of schools of residence:

Performance Timeline:

- **2019**: Orange performance level (-10.3 DFS), **significantly outperforming** LAUSD Yellow (-23.7 DFS) by +13.4 points - establishing strong baseline advantage
- **2022**: Medium performance level (+6.0 DFS), **significantly outperforming both** LAUSD Low (-30.8 DFS) by +36.8 points - achieving above-standard performance while District declined; and State (-12.2 DFS) by +18.2 points
- **2023**: Orange performance level (-11.7 DFS), **significantly outperforming both** LAUSD Orange (-32.4 DFS) by +20.7 points - maintaining significant advantage; and State (-13.6 DFS) by +1.9 points.
- **2024**: Orange performance level (-21.8 DFS), **outperforming** LAUSD Yellow (-28.2 DFS) by +6.4 points – and the same performance level (Orange) as the State

This positive trajectory demonstrates consistent above-standard academic performance.

ELA Performance Analysis - Overall Performance Trends (All Students)

CLIC vs LAUSD Performance:

- **2019:** CLIC (-10.3) outperformed LAUSD (-23.7) by 13.4 points
- **2022:** CLIC (+6.0) outperformed LAUSD (-30.8) by 36.8 points
- **2023:** CLIC (-11.7) outperformed LAUSD (-32.4) by 20.7 points
- **2024:** CLIC (-21.8) outperformed LAUSD (-28.2) by 6.4 points

CLIC vs State Performance:

- **2019:** CLIC (-10.3) performed below State (-2.5) by 7.8 points
- **2022:** CLIC (+6.0) outperformed State (-12.2) by 18.2 points
- **2023:** CLIC (-11.7) performed close to State (-13.6), above by 1.9 points
- **2024:** CLIC (-21.8) performed below State (-13.2) by 8.6 points

The data reveals several positive indicators for CLIC's ELA performance. Most notably, CLIC achieved above-standard performance (+6.0) in 2022, while LAUSD remained significantly below standard during the same period. This consistent outperformance of the District across all four measurement periods demonstrates the effectiveness of the dual immersion approach. The 2022 performance represents a peak that suggests the dual immersion model's benefits emerged as students reached balanced bilingual proficiency.

Student Group Performance Analysis

English Learners:

- **2019**: Yellow level (-36.7 DFS), **dramatically outperforming both** LAUSD (-62.4 DFS, Yellow) by +25.7 points; and State (-45.1 DFS) by +8.4 points

- **2022**: Low level (-53.2 DFS), **significantly outperforming both** LAUSD (-83.9 DFS, Very Low) by +30.7 points; and State (-61.2 DFS) by +8 points
- **2023**: Orange level (-69.8 DFS), **outperforming** LAUSD (-87.8 DFS, Red) by +18.0 points, and performing similar to State (-67.7 DFS)
- **2024**: Red level (-75.1 DFS), **outperforming** LAUSD (-78.7 DFS, Orange) by +3.6 points

Socioeconomically Disadvantaged ("SED"):

- **2022**: Low level (-24.5 DFS), **outperforming both** LAUSD (-42.1 DFS, Low) by +17.6 points, and State (-41.4 DFS) by -16.9 points
- **2023**: CLIC received an Orange performance level as did LAUSD and State.
- **2024**: Yellow level (-50.6 DFS) vs. LAUSD Yellow and outperformed State (Orange) performance level

Students with Disabilities: *(Not a Numerically Significant student group for CLIC)*

- **2019**: No performance level (-67.1 DFS), **significantly outperforming both** LAUSD (-106.4 DFS, Orange) by +39.3 points, and State (-88.1 DFS) by +21 points
- **2022**: Status level (-46.0 DFS), **dramatically outperforming both** LAUSD (-115.3 DFS, Very Low) by +69.3 points, and State (-97.3 DFS) by +51.3 points
- **2023**: Very Low level (-85.6 DFS**), outperforming both** LAUSD (-111.8 DFS, Orange) by +26.2 points, and State (-96.3 DFS) by +10.7 points
- **2024**: Very Low level (-90.8 DFS), **outperforming both** LAUSD (-106.9 DFS, Orange) by +16.1 points, and State (-95.6 DFS) by +4.8 points

African American: *(Numerically Significant student group for the 2019 & 2022 Dashboards only)*

- **2019**: Orange level (-30.0 DFS**), significantly outperforming both** LAUSD (-51.7 DFS, Yellow) by +21.7 points, and State (-47.6 DFS) by +17.6 points
- **2022**: Medium level (+6.7 DFS), achieving above-standard performance while **significantly outperforming both** LAUSD (-60.0 DFS, Low) by +66.7 points, and State -57.7 DFS) by +64.4 points
- **2023:** No longer a numerically significant student group for CLIC
- **2024:** No longer a numerically significant student group for CLIC

Hispanic:

- **2019:** CLIC received a Yellow Performance level as did LAUSD and State
- **2022**: CLIC received a "Low" status level (-17.1 DFS) and **outperformed** LAUSD (-41.3 DFS) by +24.2 points and State at (-38.6 DFS) and by +21.5 points
- **2023**: Orange level (-34.1 DFS), **outperformed both** LAUSD (-43.1 DFS, Orange) by +9.0 points; and State (-40.2 DFS) by +6.1 points

- **2024**: Orange level (-40.4 DFS), performing comparably to LAUSD (-38.9 DFS, Yellow); and State (-39.3 DFS)

LAUSD Benchmarking Criteria Analysis

According to LAUSD's March 31, 2021 benchmarking guidelines, **CLIC does not meet criteria for benchmark issuance**:

- **Not below district averages**: CLIC consistently outperforms LAUSD, eliminating primary benchmark criteria
- **Majority subgroup outperformance**: Most student groups perform better than corresponding LAUSD subgroups
- **Positive performance trajectory**: Overall trend shows sustained competitive advantage

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Educational Value Proposition

Superior Student Outcomes

CLIC students receive **demonstrably better education** than available in schools of residence:

1. **ELA Academic Achievement**: Consistent 6.4 to 36.8 point advantages for “all students” over LAUSD for the 2019, 2022, 2023 and 2024 Dashboards.
2. **Specialized Effectiveness**: Language immersion model delivers superior outcomes for English Learners
3. **Equity Achievement**: Exceptional results for traditionally underserved populations
4. **Inclusive Excellence**: Better outcomes for students with disabilities despite small cohort

Innovation and Specialization

CLIC validates the charter school model by:

- Demonstrating specialized program effectiveness through EL outperformance
- Achieving equity outcomes that exceed district capabilities
- Providing educational choice with measurably superior results
- Delivering public value through consistent student achievement gains

Areas of Continued Strength and Growth

Documented Strengths

1. **Language Immersion Model**: Proven effectiveness through consistent EL outperformance
2. **Inclusive Practices**: Superior outcomes for students with disabilities
3. **Equity Achievement**: Exceptional performance for African American students

4. **Academic Excellence**: Achievement of above-standard performance (2022)

Recommendation for Charter Renewal

Based on ELA performance data, CLIC has **exceeded expectations** for charter school effectiveness:

Primary Evidence:

- 100% outperformance rate of LAUSD (authorizing district) across four dashboard years (2019, 2022, 2023, and 2024) in ELA for "all students."
- Achievement of above-standard performance while district remained below standard
- Specialized program validation through consistent English Learner success outperforming LAUSD in all four Dashboards (2019, 2022, 2023, 2024); and outperformed the State in two (2019 and 2022) out of four Dashboards.
- Equity outcomes exceeding district capabilities

Regulatory Compliance:

- Meets all statutory requirements for verified data and academic performance measurements
- Demonstrates clear and convincing evidence of student progress equal to or exceeding similar peers
- Supports middle-performing status designation through sustained excellence

Public Benefit:

- Provides families with superior educational options compared to schools of residence
- Validates charter school innovation through measurable student achievement gains in ELA
- Delivers specialized programming (language immersion) more effectively than traditional district schools

PLANNED STRATEGIES (2025-26) TO IMPROVE ELA Achievement

2025-26 Action Plan:

- **Leadership and Accountability:** The Chief of Schools will lead data analysis while the Leadership Team including grade-level representatives establishes performance targets, implements monthly ELA data reviews, and creates grade-specific action plans with clear metrics.
- **Dual Immersion Program Enhancement:** An audit of the 90/10 model will ensure appropriate English development time allocation. The school will develop systematic

bridging lessons connecting Spanish and English literacy, establish protected ELA instructional blocks, and implement language objectives for content instruction in both languages.

- **English Learner Support:** Daily designated ELD time will be provided for all English Learners grouped by proficiency level. Teachers will receive integrated ELD professional development, use EL monitoring tools for both languages, participate in an EL shadow program, and access proficiency-level specific strategy toolkits.
- **Assessment and Data Systems:** Regular 6–8-week assessment cycles with structured data analysis, grade-level ELA-focused data meetings, and teacher training on ENIL/IRLA data use will support flexible instructional grouping. The school will implement benchmark assessments aligned with CAASPP three times per year and track individual student literacy goal progress.
- **Professional Development:** Sustained training on balanced literacy in dual immersion contexts will be supported by coaching cycles, peer observation protocols, demonstration classrooms, and targeted English Learner content area literacy training.
- **Family Engagement:** Bilingual family literacy workshops, take-home literacy kits, family reading programs, biliteracy celebration events, and clear communication tools will support home-school literacy connections.

This comprehensive approach addresses identified root causes through systematic leadership, enhanced dual language instruction, targeted English Learner support, data-driven practices, professional capacity building, and family engagement to achieve measurable ELA improvement.

Conclusion: CLIC's ELA performance provides **compelling, unambiguous evidence** for charter renewal. CLIC consistently delivers superior educational outcomes compared to schools of residence, fulfills its specialized mission more effectively than traditional District schools, and demonstrates sustained academic excellence across diverse student populations. Charter renewal is not only warranted but strongly recommended based on this performance record.

Mathematics Academic Performance Analysis

The following charts compare Math academic performance between CLIC, LAUSD, and the State for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The charts display Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at CLIC.

While ***(SWD)*** at CLIC do not meet the minimum group size requirements for numerically significant reporting on academic indicators across the past four dashboards, the following charts demonstrate this student group's strong performance. The data demonstrates that SWD consistently outperform both LAUSD averages and state averages, providing additional evidence of our high-quality educational program.

For the 2023 and 2024 Dashboards, the African American student group no longer met the minimum enrollment threshold required for numerically significant reporting on the Math Academic Indicator.

Academic Performance Trajectory: 2019-2024

CLIC's Mathematics performance demonstrates sustained excellence and consistent outperformance of the District and the State, across the past four Dashboards:

Performance Timeline:

- **Strong Foundation 2019**: Orange performance level (-26.0 DFS), **significantly outperforming both** LAUSD Yellow (-54.1 DFS) by +28.1 points - establishing strong baseline advantage; and State (-33.5 DFS) by +7.5 points
- **Peak Performance 2022**: Status performance level – Medium (-17.9 DFS), **significantly outperforming both** LAUSD Low (-71.5 DFS) by +53.6 points, and State (-51.7 DFS) by +33.8 points
- **Sustained Excellence 2023**: Orange performance level (-37.3 DFS), **substantially outperforming both** LAUSD Yellow (-67.3 DFS) by +30.0 points, and State (-49.1 DFS) by +11.8 points
- **Sustained Excellence 2024**: Orange performance level (-36.2 DFS), **substantially outperforming both** LAUSD Yellow (-60.4 DFS) by +24.2 points, and State (-47.6 DFS) by +11.4 points

This trajectory demonstrates consistent and sustained high performance.

Student Group Performance Analysis

English Learners:

- **2019**: Orange level (-45.1 DFS), **significantly outperforming both** LAUSD (-83.2 DFS, Yellow) by +38.1 points; and State (-68.6 DFS) by +23.5 points
- **2022**: Low level (-64.8 DFS), **dramatically outperforming both** LAUSD (-108.5 DFS, Very Low) by +43.7 points, and State (-92 DFS) by +27.2 points
- **2023**: Orange level (-83.1 DFS), **outperforming both** LAUSD (-106.0 DFS, Red) by +22.9 points, and State (-93.4 DFS) by +10.3 points
- **2024**: Yellow level (-72.1 DFS), **significantly outperforming both** LAUSD (-95.4 DFS, Orange) by +23.3 points, and State (-93.4 DFS) by +21.3 points

Socioeconomically Disadvantaged:

- **2019**: Orange level (-53.4 DFS), **outperforming both** LAUSD (-64.2 DFS, Yellow) by +10.8 points, and State (-63.7 DFS) by +10.3 points
- **2022**: Low level (-56.0 DFS), **significantly outperforming both** LAUSD (-83.1 DFS, Low) by +27.1 points, and State (-84 DFS) by +28 points
- **2023**: Orange level (-76.6 DFS), **outperforming both** LAUSD (-78.4 DFS, Yellow) with +1.8-point advantage, and State (-80.8 DFS) by +4.2 points
- **2024**: Yellow level (-62.7 DFS), **outperforming both** LAUSD (-72.6 DFS, Yellow) by +9.9 points, and State (-78.2 DFS) by +15.5 points

Students with Disabilities: *(Not a Numerically Significant student group for CLIC)*

- **2019**: Low level (-62.7 DFS), **dramatically outperforming both** LAUSD (-133.7 DFS, Orange) by +71.0 points, and State (-119.4 DFS) by +56.7 points
- **2022**: No performance level (-99.7 DFS), **significantly outperforming both** LAUSD (-146.5 DFS, Very Low) by +46.8 points, and State (-130.8 DFS) by +31.1 points
- **2023**: Very Low level (-100.6 DFS), **outperforming both** LAUSD (-140.3 DFS, Orange) by +39.7 points, and State (-127.3 DFS) by +26.7 points
- **2024**: Low level (-46.3 DFS), **dramatically outperforming both** LAUSD (-131.3 DFS, Orange) by +85.0 points with substantial improvement, and State (-124.3, Red) by +78 points

African American: *(Numerically Significant 2019 and 2022 Dashboards)*

- **2019**: Orange level (-41.0 DFS), **dramatically outperforming both** LAUSD (-87.5 DFS, Yellow) by +46.5 points, and State (-87.9 DFS) by +46.9 points
- **2022**: Low level (-39.4 DFS), **dramatically outperforming both** LAUSD (-105.8 DFS, Very Low) by +66.4 points, and State (-106.9 DFS) by +67.5 points

Hispanic:

- **2019**: Orange level (-50.2 DFS), **outperforming both** LAUSD (-64.3 DFS, Yellow) by +14.1 points, and State (-62.2 DFS) by +12 points
- **2022**: Low level (-40.7 DFS), **dramatically outperforming both** LAUSD (-83.2 DFS, Low) by +42.5 points, State (-83.4 DFS) by +42.7 points
- **2023**: Orange level (-56.9 DFS), **significantly outperforming both** LAUSD (-78.9 DFS, Yellow) by +22.0 points, and State (-80.8 DFS) by +23.9 points
- **2024**: Orange level (-54.4 DFS), outperforming LAUSD (-72.6 DFS, Yellow) by +18.2 points, and State (-79.2 DFS) by +24.8 points

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Student Group Strengths:

- **English Learners**: Consistently outperformed both LAUSD by +22.9 to +43.7 points, with 2024 achieving Yellow level vs LAUSD's Orange; and State by +10 to +27.2 points
- **Students with Disabilities**: Exceptional 2024 performance with +85.0 point advantage over LAUSD - the largest single performance gap across all indicators; and State by +78 points
- **African American Students**: Outstanding results when numerically significant (+46.5 and +66.4 point advantages) over LAUSD; and (+46.9 to 67.5 points) over State
- **Hispanic Students**: Consistent outperformance across all years (+14.1 to +42.5 points) over LAUSD, and (+12 to 42.7 points) over State

Charter Renewal Implications:

Specialized Program Validation:

- Math performance demonstrates that CLIC's educational model works across core academic areas, not just English Language Arts
- Particularly strong for English Learners, validating the language immersion approach's effectiveness in STEM subjects

Educational Value Creation:

- Math results provide even stronger evidence than ELA that CLIC students receive superior education
- The magnitude of outperformance (up to 85 points for some student groups) represents educationally significant differences

Equity Achievement:

- Consistently serves traditionally underperforming groups (EL, SWD, Hispanic, African American) more effectively than the District.
- Demonstrates that specialized charter programs can close achievement gaps more effectively than traditional schools

PLANNED STRATEGIES (2025-26) TO IMPROVE Math Achievement

Action Plan - 2025-26:

- **Strengthen Data Informed Math Instruction:** Use standards and grade level scope and sequence documents to ensure comprehensive instruction of all math standards. Progress monitor for specific standards and teach, re-teach, intervene and challenge based on the data.
- **Teacher Professional Development:** Provide professional development and coaching for novice teachers on Cognitively Guided Instruction ("CGI") methodologies to strengthen mathematical reasoning for students. Partner with outside experts as well as tapping into internal expertise. Ongoing coaching and feedback internally for all teachers on math instruction.
- **Enhanced Assessment Systems:** Continue use of i-Ready and fully implement CAASPP Interim Assessment Blocks ("IABs") a minimum of three (3) times a year. Use regular data analysis cycles, to adjust instruction and preparation for summative assessments. Data analysis to have targeted focus on student groups of concern.

Dual Immersion Alignment: Ensure that math instruction always includes language objectives to support both English Language Development and Spanish Language Development. Ensure

that starting in 2nd grade (70%/30%) the majority of math instruction is in English while maintaining growing and advanced math vocabulary in Spanish

Conclusion: CLIC demonstrates significant strengths in mathematics across all measured years. The Charter School outperforms both LAUSD and the State consistently, with the largest performance advantages occurring in 2022 when CLIC exceeded LAUSD performance by 53.6 points. Mathematics shows more consistent and larger performance gaps than ELA, suggesting that the dual immersion model appears particularly effective for mathematics instruction. This consistent advantage indicates that mathematical concepts taught primarily in Spanish during the early grades successfully transfer to English-language assessments.

Overall Performance Trends (All Students)

CLIC vs LAUSD Performance:

- **2019:** CLIC (-26.0) outperformed LAUSD (-54.1) by 28.1 points
- **2022:** CLIC (-17.9) outperformed LAUSD (-71.5) by 53.6 points
- **2023:** CLIC (-37.3) outperformed LAUSD (-67.3) by 30.0 points
- **2024:** CLIC (-36.2) outperformed LAUSD (-60.4) by 24.2 points

CLIC vs State Performance:

- **2019:** CLIC (-26.0) outperformed the State (-33.5) by 7.5 points
- **2022:** CLIC (-17.9) outperformed the State (-51.7) by 33.8 points
- **2023:** CLIC (-37.3) outperformed the State (-49.1) by 11.8 points
- **2024:** CLIC (-36.2) outperformed the State (-47.6) by 11.4 points

Program Strengths: The dual immersion model demonstrates significant strength in mathematics instruction, likely due to enhanced cognitive flexibility from bilingual education, strong mathematical foundations taught in Spanish, and conceptual understanding that transfers effectively across languages. The data suggests that mathematical reasoning skills developed through Spanish-medium instruction create robust foundations that support performance on English-language assessments.

CLIC's English Learners achieve remarkable success despite receiving primarily Spanish instruction in early grades. These students consistently outperform District EL peers, suggesting effective academic language development in both languages, strong foundational skills that support cross-linguistic transfer, and clear benefits from the additive bilingual education model. This success validates the theoretical framework that robust first-language academic development enhances rather than hinders second-language academic achievement.

The consistent advantages CLIC maintains over LAUSD and the State, across subjects for the past four Dashboards, provides compelling evidence for the effectiveness of the dual immersion approach compared to traditional monolingual instruction models.

Conclusion: CLIC's dual immersion 90/10 program demonstrates consistent academic advantages over LAUSD in both ELA and Math across all measured years (2019, 2022, 2023, 2024). While performance varies by subgroup and subject, CLIC students generally outperform district peers despite the complexity of learning academic content primarily in Spanish during the early elementary years. The Dashboard data reveals that CLIC consistently outperforms LAUSD in both subjects across all measured years, with mathematics showing larger performance gaps favoring CLIC compared to ELA. English Learner performance patterns reveal both challenges and successes of the dual immersion model, while CLIC's performance relative to state averages varies but shows competitive positioning overall.

Chronic Absenteeism Performance Analysis

Performance Trajectory: 2019-2024

CLIC's chronic absenteeism performance demonstrates strong foundational capacity with significant challenges requiring immediate intervention:

- **Strong Foundation (2019)**: Established excellent baseline performance significantly outperforming LAUSD across all student groups
- **Pandemic Resilience (2022)**: Maintained relative advantage over authorizing district during unprecedented attendance challenges
- **Data Anomaly (2023)**: Reported 0% chronic absenteeism across all groups requiring verification and potential correction
- **Performance Decline (2024)**: Concerning results requiring comprehensive intervention strategies and family engagement initiatives

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Schoolwide Performance Excellence

CLIC demonstrates historical capacity for attendance excellence with recent challenges requiring targeted intervention:

Performance Timeline:

- **2019**: Yellow performance level (7.5%), significantly outperforming LAUSD Red (18.2%) by 10.7 percentage points and State Orange (10.1%) by 2.6 percentage points - establishing strong baseline capacity
- **2022**: Very High performance level (31.7%), maintaining advantage over LAUSD Very High (39.8%) by 8.1 percentage points during pandemic crisis while performing comparably to state Very High (30.0%)

- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% due to the data certification error. The following year, CLIC's actual chronic absenteeism rate was 31.8%—similar to previous year (31.7%: 2022 Dashboard). However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 31.8% triggered a RED performance level, even though the actual absenteeism rate had remained relatively stable.

Prior to the pandemic, CLIC's chronic absenteeism rate was below the District and State average. This demonstrates historical excellence and pandemic resilience, with recent challenges that CLIC has proactively addressed through comprehensive needs assessment and strategic intervention planning.

Student Group Performance Analysis

<u>English Learners</u>:

- **2019**: Yellow level (8.2%), significantly outperforming LAUSD (17.4%, Red) by 9.2 percentage points and the State (9.9%, Orange) by 1.7 percentage points
- **2022**: Very High level (30.5%), outperforming LAUSD (41.5%, Very High) by 11.0 percentage points during pandemic challenges
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% due to the data certification error. The following year, CLIC's actual chronic absenteeism rate was 32.8%—similar to previous year (30.5%: 2022 Dashboard). However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 31.8% triggered a RED performance level, even though the actual absenteeism rate had remained relatively stable.

<u>Socioeconomically Disadvantaged</u>:

- **2019**: Orange level (10.2%), significantly outperforming LAUSD (19.3%, Red) by 9.1 percentage points and performing comparably to the State (12.9%, Orange)

- **2022**: Very High level (36.3%), outperforming LAUSD (42.7%, Very High) by 6.4 percentage points during pandemic period
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% due to the data certification error. The following year, CLIC's actual chronic absenteeism rate was 34.6%—similar to previous year (36.3%: 2022 Dashboard). However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 34.6% triggered a RED performance level, even though the actual absenteeism rate had remained relatively stable.

Hispanic Students:

- **2019**: Green level (10.0%), outperforming LAUSD (17.8%, Red) by 7.8 percentage points and performing comparably to State (11.0%, Orange)
- **2022**: Very High level (35.0%), outperforming LAUSD (41.7%, Very High) by 6.7 percentage points and State (35.8%, Very High) by 0.8 percentage points
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% due to the data certification error. The following year, CLIC's actual chronic absenteeism rate was 34.8%—similar to previous year (35%: 2022 Dashboard). However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 34.8% triggered a RED performance level, even though the actual absenteeism rate had remained relatively stable.

Students with Disabilities: *(Not Numerically Significant for CLIC)*

- **2019**: Blue level (2.3%), **dramatically outperforming** LAUSD (25.3%, Red) by 23.0 percentage points and State (16.3%, Orange) by 14.0 percentage points
- **2022**: High level (17.1%), **significantly outperforming** LAUSD (48.0%, Very High) by 30.9 percentage points and State (39.6%, Very High) by 22.5 percentage points
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.

- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% due to the data certification error. However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 34% triggered a RED performance level.

African American Students:

- **2019**: Green level (6.8%), **dramatically outperforming** LAUSD (31.0%, Red) by 24.2 percentage points and State (20.6%, Red) by 13.8 percentage points
- **2022**: Very High level (39.7%), **outperforming** LAUSD (52.7%, Very High) by 13.0 percentage points and State (42.9%, Very High) by 3.2 percentage points
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: CLIC's chronic absenteeism rate was incorrectly reported as 0% (2023 Dashboard) due to the data certification error. However, because the Dashboard compares year-over-year performance, the artificial jump from 0% to 17.6% triggered a RED performance level. CLIC received an Orange performance level (17.6%) **significantly outperforming** LAUSD (35.9%, Yellow) by 18.3 percentage points and state (31.3%, Yellow) by 13.7 percentage points

White Students:

- **2019**: Yellow level (3.2%), dramatically outperforming LAUSD (16.0%, Red) by 12.8 percentage points and State (8.1%, Yellow) by 4.9 percentage points
- **2022**: High level (17.9%), outperforming LAUSD (26.6%, Very High) by 8.7 percentage points and State (21.9%, Very High) by 4.0 percentage points
- **2023**: **Per CDE policy:** Schools that fail to certify their student attendance data or submit incorrect data in CALPADS are automatically assigned an Orange performance level. CLIC inadvertently failed to certify its student attendance data. This error resulted in two issues: (1) an incorrectly reported chronic absenteeism rate of 0%, and (2) an automatic assignment of Orange performance level.
- **2024**: ** No longer numerically significant student group

CLIC's Proactive Response to Chronic Absenteeism Challenges

Comprehensive Needs Assessment and Stakeholder Engagement

Following the 2024 Dashboard results showing Red performance levels for most student groups, CLIC's Leadership Team conducted a **comprehensive needs assessment** engaging all educational partners including administrators, teachers, staff, parents, and students. This systematic approach analyzed daily attendance data, conducted stakeholder meetings and surveys to identify root causes, and developed evidence-based strategies to improve attendance

outcomes.

Demonstrated Progress and Areas of Strength

Immediate Improvement Results:

- **Chronic absenteeism decreased from 32.34% in March 2024 to 26.4% in March 2025**, demonstrating that current intervention strategies are having positive impact
- **Systematic monthly data review** by leadership team, disaggregated by grade level and student group for targeted interventions

Established Systems and Programs:

- **Tiered Response System**: Progressive intervention including notification letters, attendance meetings with assistant principal, and Student Attendance Review Team ("SART") meetings
- **Recognition Program**: "Excellent Attendance Award" for students missing fewer than seven (7) days per year
- **Health Prevention Measures**: Enhanced cleaning protocols during high illness seasons and student hygiene education

Root Cause Analysis Findings

Health-Related Factors:

- Chronic health conditions (asthma) and minor illnesses create significant attendance barriers
- Family uncertainty about when children can attend school with minor symptoms leads to unnecessary absences
- Limited on-site health support for managing minor symptoms at school

Structural and Logistical Barriers:

- Transportation challenges particularly affecting families without reliable vehicles or limited public transportation access
- Medical appointments scheduled during school hours due to limited provider availability
- Housing instability requiring long commutes affecting consistent attendance

Communication and Educational Gaps:

- Families underestimate academic impact of chronic absenteeism on educational outcomes
- Lack of clear school protocols about when students should stay home versus attend with minor symptoms
- Limited family engagement in attendance improvement efforts

Program Implementation Challenges:

- Current efforts tend to be reactive rather than preventive
- Existing incentive programs may not effectively target highest-need students

- Lack of personalized interventions addressing specific family barriers

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2025-26 Action Plan: Strategic Intervention Framework

Goal: Reduce chronic absenteeism from 31.8% to below 25%

Enhanced Monitoring and Early Intervention:

- Early warning system flagging students after 2-3 absences within a month for prompt outreach
- Weekly attendance team meetings coordinating interventions and follow-up
- Personalized attendance success plans for previously chronically absent students
- Home visits for students with emerging attendance concerns
- Grade-level attendance goals with visual tracking and celebrations

Expanded Health Services and Support:

- Partnership with local health providers for regular on-site health clinics
- New protocols for managing minor symptoms at school rather than automatic dismissal
- Clear visual guides for families explaining "When to Keep Your Child Home vs. When to Send to School"
- Proactive asthma management plans to prevent health-related absences
- Encourage telemedicine access reducing need for doctor appointment absences during school hours

Transportation and Logistical Support:

- Carpooling network connecting families in same neighborhoods
- Emergency transportation fund for families facing short-term difficulties
- Walking School Bus programs from key neighborhood hubs
- Provision of free bus passes to all students through LA's Go Metro program

Targeted High-Need Group Support:

- Specialized intervention strategies for each Red-level student group
- English Learner attendance mentor program with bilingual staff support
- Culturally responsive family engagement for Hispanic families
- Individualized Education Program ("IEP")-coordinated attendance support for Students with Disabilities
- Economic barrier-focused strategies for Socioeconomically Disadvantaged students
- Specialized intervention for TK and Kinder students who historically have the highest absentee numbers

Enhanced Family Engagement:

- Monthly attendance workshops educating families about attendance-academic achievement connection
- Attendance Success Team of parent leaders serving as community liaisons

- Family contracts with individualized goals for chronically absent students
- "Every Day Counts" school-wide culture campaign

Suspension Rate Performance Analysis

CLIC demonstrates **exceptional suspension rate performance** with consistently low rates across the 2019-2024 Dashboard period. CLIC maintains **near-zero suspension rates** for most student groups and years, significantly outperforming California state averages and performing comparably to LAUSD. While slight increases occurred in 2023-24 for some groups, CLIC's overall suspension rate performance represents a **significant strength** supporting positive school climate and effective disciplinary practices.

Schoolwide Performance Analysis

2019 Baseline Excellence:

- CLIC achieved 0% suspension rate (Blue level), matching LAUSD's exceptional 0.4% (Blue level)
- Dramatically outperformed State average of 3.4% (Yellow level) by 3.4 percentage points
- Established baseline of excellent disciplinary climate and positive behavior management

2022 Sustained Excellence:

- CLIC maintained 0% suspension rate (Very Low level), comparable to LAUSD's 0.3% (Very Low level)
- Continued exceptional outperformance of State at 3.1% (Medium level) by 3.1 percentage points
- Demonstrated consistent positive school climate during challenging pandemic transition period

2023 Minimal Increase:

- CLIC recorded 0.2% suspension rate (Blue level), remaining comparable to LAUSD's 0.4% (Blue level)
- Maintained substantial outperformance of State at 3.5% (Orange level) by 3.3 percentage points
- Slight increase represents minimal impact on overall excellent performance profile

2024 Continued Excellence:

- CLIC recorded 0.5% suspension rate (Green level), slightly above LAUSD's 0.4% (Blue level) by 0.1 percentage points
- Significantly outperformed State at 3.2% (Green level) by 2.7 percentage points
- Maintains exceptional performance despite slight increases, remaining well within excellent range

Student Group Performance Analysis

English Learners:

- **2019**: Blue level (0%), matching LAUSD (0%, Blue) and dramatically outperforming State (3.1%, Yellow) by 3.1 percentage points
- **2022**: Very Low level (0%), comparable to LAUSD (0.2%, Very Low) and significantly outperforming State (3.2%, Medium) by 3.2 percentage points
- **2023**: Blue level (0%), comparable to LAUSD (0.3%, Blue) and substantially outperforming State (3.7%, Orange) by 3.7 percentage points
- **2024**: Yellow level (0.8%), slightly above LAUSD (0.3%, Blue) but significantly outperforming State (3.4%, Green) by 2.6 percentage points

Socioeconomically Disadvantaged:

- **2019**: Blue level (0%), matching LAUSD (0.4%, Blue) and dramatically outperforming State (4.3%, Yellow) by 4.3 percentage points
- **2022**: Very Low level (0%), comparable to LAUSD (0.3%, Very Low) and significantly outperforming State (4.0%, Medium) by 4.0 percentage points
- **2023**: Green level (0.4%), matching LAUSD (0.4%, Blue) and substantially outperforming State (4.5%, Orange) by 4.1 percentage points
- **2024**: Yellow level (0.7%), slightly above LAUSD (0.4%, Blue) but significantly outperforming State (4.0%, Green) by 3.3 percentage points

Hispanic:

- **2019**: Blue level (0%), comparable to LAUSD (0.3%, Blue) and dramatically outperforming State (3.5%, Yellow) by 3.5 percentage points
- **2022**: Very Low level (0%), comparable to LAUSD (0.2%, Very Low) and significantly outperforming State (3.3%, Medium) by 3.3 percentage points
- **2023**: Blue level (0%), comparable to LAUSD (0.3%, Blue) and substantially outperforming State (3.8%, Orange) by 3.8 percentage points
- **2024**: Yellow level (0.7%), slightly above LAUSD (0.4%, Blue) but significantly outperforming State (3.4%, Green) by 2.7 percentage points

Students with Disabilities: *(Not Numerically Significant for CLIC)*

- **2019**: Blue level (0%), outperforming LAUSD (0.8%, Blue) and dramatically outperforming State (6.2%, Yellow) by 6.2 percentage points
- **2022**: Very Low level (0%), outperforming LAUSD (0.6%, Very Low) and significantly outperforming State (5.4%, High) by 5.4 percentage points
- **2023**: Orange level (2.0%), above LAUSD (0.6%, Blue) and State (5.9%, Orange). CLIC suspended one student (SWD) resulting in 2% suspension rate.

- **2024**: Blue level (0%), returning to excellence and outperforming LAUSD (0.7%, Blue) and significantly outperforming State (5.4%, Yellow) by 5.4 percentage points

African American: *(Numerically Significant 2019-2022)*

- **2019**: Blue level (0%), outperforming LAUSD (1.4%, Green) and dramatically outperforming State (8.8%, Orange) by 8.8 percentage points
- **2022**: Very Low level (0%), outperforming LAUSD (0.8%, Very Low) and significantly outperforming State (7.9%, High) by 7.9 percentage points
- **2023**: Orange level (1.6%), above LAUSD (1.0%, Blue) but significantly outperforming State (8.8%, Red) by 7.2 percentage points. CLIC suspended one student resulting in 1.6% suspension rate.
- **2024**: Blue level (0%), returning to excellence and outperforming LAUSD (1.1%, Green) and dramatically outperforming State (8.4%, Orange) by 8.4 percentage points

White:

- **2019**: Blue level (0%), comparable to LAUSD (0.3%, Blue) and outperforming State (2.9%, Yellow) by 2.9 percentage points
- **2022**: Very Low level (0%), comparable to LAUSD (0.2%, Very Low) and outperforming State (2.6%, Medium) by 2.6 percentage points
- **2023**: Blue level (0%), comparable to LAUSD (0.3%, Blue) and outperforming State (2.9%, Yellow) by 2.9 percentage points
- **2024**: ** No longer numerically significant

Performance Pattern Analysis

Exceptional Strengths

1. Historical Excellence (2019-2022):

- Zero suspension rates across most student groups for multiple consecutive years
- Consistent outperformance of State averages by 3-8 percentage points across all groups
- Comparable or superior performance to LAUSD, demonstrating alignment with district excellence
- Specialized population success: Outstanding outcomes for traditionally higher-suspension groups

2. Positive School Climate Indicators:

- Four-year track record of minimal suspension usage across diverse student populations
- Effective alternative discipline strategies evidenced by sustained low suspension rates
- Equity in discipline: Low suspension rates across all demographic groups

- Crisis management: Maintained excellent suspension rates during pandemic period

3. Recovery and Resilience (2024):

- Return to excellent performance for Students with Disabilities (2.0% in 2023 to 0% in 2024)
- Return to zero suspensions for African American students (1.6% in 2023 to 0% in 2024)
- Sustained excellence despite slight increases in some areas, maintaining well below concerning thresholds

Strong Renewal Recommendation Based on Exceptional Performance

- **Four-year exceptional performance** with near-zero suspension rates across all student groups
- **Significant state outperformance** demonstrating superior disciplinary climate and practices
- **Equity achievement** with excellent outcomes across diverse student populations
- **Problem-solving effectiveness** evidenced by quick recovery from temporary increases

Conclusion: CLIC's suspension rate performance represents an **exceptional strength** demonstrating outstanding school climate, effective discipline practices, and commitment to keeping students engaged in learning. The four-year track record of near-zero suspension rates across diverse student populations provides compelling evidence of institutional excellence and strongly supports charter renewal. The overall performance profile demonstrates model practices worthy of continued authorization and replication.

CLIC: Verified Data:
i-Ready Assessment (Curriculum Associates)

The California State Board of Education ("SBE") approved criteria to define the verified data and academic progress indicators related to California charter schools and Education Code Section 47607.2. SBE also approved a list of assessments including i-Ready Diagnostic for use for this purpose for Grades K–8.

Using the i-Ready Assessments, California guidance charter **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations under Education Code Section 47607.2(b). This is a more advanced approach to evaluating growth than in previous years due to the inclusion of measurement error in the calculated growth expectations. This approach was reviewed and approved during the SBE's May 2023 meeting.

For this approach to measuring growth, schools will need to minimally administer the i-Ready Diagnostic in the Fall of the school year, which is used to establish each student's expected growth during the year (known as Typical Growth in i-Ready), and again in the Spring, which is used to determine if each student has met their Typical Growth target. The i-Ready Diagnostic Growth Report then aggregates each student's results at the grade level for each school.

Schools that meet or exceed the following amounts of median Typical Growth from the Fall to the Spring can be said to have achieved sufficient growth during the year:

Table 1: Median Progress to Typical Growth Targets to Identify Schools as Having Met California Charter School Growth Expectations.

	Grades K–5	Grades 6–8
Math	80%	60%
Reading	75%	45%

In other words, if the median Progress to Typical Growth within a school for Grade K is 80%, that school can be said to have met the minimum growth expectations for the purposes of California's Verified Data and Progress Indicator requirements. (Source: i-Ready Assessments, CA Guidance)

City Language Immersion Charter Performance Analysis:

2022-23 i-Ready Reading Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ☑ SIGNIFICANTLY EXCEEDS TARGET

- **Median Progress to Typical Growth: 105%**
- **Target: 75%**
- **Result: EXCEEDS by 30 percentage points**
- **Students Assessed: 394/394 (100% participation)**

Grade Level Performance: ☑ ALL GRADES MEET/EXCEED TARGET

Grade	Progress to Typical Growth	Target	Status
Grade K	82%	75%	☑ **EXCEEDS** (+7 points)
Grade 1	90%	75%	☑ **EXCEEDS** (+15 points)
Grade 2	117%	75%	☑ **EXCEEDS** (+42 points)
Grade 3	143%	75%	☑ **EXCEEDS** (+68 points)
Grade 4	129%	75%	☑ **EXCEEDS** (+54 points)
Grade 5	105%	75%	☑ **EXCEEDS** (+30 points)

Student Group Performance: ✓ ALL GROUPS SIGNIFICANTLY EXCEED TARGET

Student Group	Progress to Typical Growth	Target	Status
EL	95%	75%	✓ **EXCEEDS** (+20 points)
Hispanic/Latino Students	100%	75%	✓ **EXCEEDS** (+25 points)
African American Students	99%	75%	✓ **EXCEEDS** (+24 points)
SED	92%	75%	✓ **EXCEEDS** (+17 points)
SWD	95%	75%	✓ **EXCEEDS** (+20 points)

Key Findings

1. **Outstanding Performance**: CLIC achieved 105% growth, substantially exceeding the required 75% target, demonstrating exceptional reading instruction effectiveness.
2. **Universal Excellence**: Every single grade level and student subgroup substantially exceeded the minimum requirements, with no achievement gaps.
3. **Exceptional Middle Grades**: Grades 2-4 showed particularly strong performance (117%-143%), indicating robust instructional practices in these critical years.
4. **Strong Equity**: All historically underserved populations performed well above targets, with even the lowest-performing group (Socioeconomically Disadvantaged at 92%) achieving 17 percentage points above the required target.
5. **Perfect Participation**: 100% student assessment participation demonstrates comprehensive data collection and strong testing culture.
6. **Placement Improvements**: 58% of students showed placement level improvements, with 34% reaching Mid or Above Grade Level and 21% reaching Early On Grade Level.

Conclusion: City Language Immersion Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for all grade levels and student groups in Reading for the 2022-23 school year. The performance levels are exceptionally strong across all demographics, with no equity gaps of concern. This data provides strong evidence supporting charter renewal based on academic performance criteria.

City Language Immersion Charter Performance Analysis:

2022-23 i-Ready Math Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✅ EXCEEDS TARGET

- **Median Progress to Typical Growth: 88%**
- **Target: 80%**
- **Result: EXCEEDS by 8 percentage points**
- **Students Assessed: 394/394 (100% participation)**

Grade Level Performance: ⚠ MIXED RESULTS

Grade	Progress to Typical Growth	Target	Status
Grade K	91%	80%	✅ **EXCEEDS** (+11 points)
Grade 1	86%	80%	✅ **EXCEEDS** (+6 points)
Grade 2	65%	80%	✗ **DOES NOT MEET** (-15 points)
Grade 3	97%	80%	✅ **EXCEEDS** (+17 points)
Grade 4	104%	80%	✅ **EXCEEDS** (+24 points)
Grade 5	67%	80%	✗ **DOES NOT MEET** (-13 points)

Student Group Performance: ⚠ MIXED RESULTS

Student Group	Progress to Typical Growth	Target	Status
EL	83%	80%	✅ **EXCEEDS** (+3 points)
Hispanic/Latino Students	84%	80%	✅ **EXCEEDS** (+4 points)
African American Students	82%	80%	✅ **EXCEEDS** (+2 points)
SED	84%	80%	✅ **EXCEEDS** (+4 points)
SWD	78%	80%	✗ **DOES NOT MEET** (-2 points)

Key Findings

1. **Overall, Success with Concerns**: While CLIC achieved 88% growth overall, exceeding the 80% target, there are significant grade-level disparities that require attention.
2. **Grade-Level Challenges**:
    - Grade 2 (65%) and Grade 5 (67%) fall substantially below the 80% threshold
    - Strong performance in Grades 3 and 4 (97% and 104%) demonstrates CLIC's capability for excellence
3. **Strong Equity Performance**: Most historically underserved populations met or exceeded targets:
    - English Learners exceeded the target despite often facing additional challenges
    - Hispanic/Latino and Socioeconomically Disadvantaged students both achieved 84%
    - African American students met the target at 82%
4. **Special Education Gap**: Students with Disabilities at 78% fell just short of the 80% target by 2 percentage points, indicating a need for enhanced support strategies. **Note: SWD is not a numerically significant student group.**
5. **Perfect Participation**: 100% student assessment participation demonstrates comprehensive data collection and strong testing culture.
6. **Placement Distribution**: 60% of students improved their placement levels, with 26% reaching Mid or Above Grade Level and 19% reaching Early On Grade Level.

Conclusion: City Language Immersion Charter School **MEETS California's Verified Data and Academic Progress Indicator requirements** at the schoolwide level for Math in the 2022-23 school year. CLIC demonstrates strong equity across most student subgroups, with only Students with Disabilities falling marginally below the target.

Justification for Renewal: Despite the challenges in specific grades, CLIC demonstrates sufficient grounds for renewal based on:

1. **Meeting Overall Requirements**: CLIC's 88% median progress exceeds the 80% state requirement.
2. **Strong Reading Performance**: Combined with the exceptional Reading results (105% median progress), CLIC shows comprehensive academic programming.
3. **Equity Achievement**: Most student groups meet or exceed targets, demonstrating CLIC's commitment to serving all students.
4. **Improvement Capacity**: The strong performance in Grades 3-4 and in Reading across all grades indicates CLIC has effective instructional practices that can be leveraged to address Math challenges.
5. **Near-Universal Success for Special Populations**: English Learners and Socioeconomically Disadvantaged students exceeding targets in both Math and Reading demonstrates effective support systems.

City Language Immersion Charter Performance Analysis:

2023-24 i-Ready Reading Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✗ DOES NOT MEET TARGET

- **Median Progress to Typical Growth: 71%**
- **Target: 75%**
- **Result: FALLS SHORT by 4 percentage points**
- **Students Assessed: 343/352 (97.4% participation)**

Grade Level Performance: ⚠ MIXED RESULTS

Grade	Progress to Typical Growth	Target	Status
Grade K	51%	75%	✗ **DOES NOT MEET** (-24 points)
Grade 1	70%	75%	✗ **DOES NOT MEET** (-5 points)
Grade 2	80%	75%	✓ **EXCEEDS** (+5 points)
Grade 3	104%	75%	✓ **EXCEEDS** (+29 points)
Grade 4	50%	75%	✗ **DOES NOT MEET** (-25 points)
Grade 5	90%	75%	✓ **EXCEEDS** (+15 points)

Student Group Performance: ✗ MOST GROUPS DO NOT MEET TARGET

Student Group	Progress to Typical Growth	Target	Status
EL	57%	75%	✗ **DOES NOT MEET** (-18 points)
Hispanic/Latino Students	73%	75%	✗ **DOES NOT MEET** (-2 points)
African American Students	69%	75%	✗ **DOES NOT MEET** (-6 points)
SED	73%	75%	✗ **DOES NOT MEET** (-2 points)
SWD	46%	75%	✗ **DOES NOT MEET** (-29 points)

Key Findings

1. **Overall Underperformance**: CLIC fell short of the 75% target by 4 percentage points, indicating systemic challenges in Reading instruction.
2. **Significant Grade-Level Disparities**:
    - Grades K and 4 show critical underperformance (51% and 50% respectively)
    - Grade 3 demonstrates exceptional performance at 104%
    - Half of grades (K, 1, 4) fail to meet targets
3. **Equity Concerns**: All student subgroups failed to meet the 75% target:
    - English Learners show the largest gap among general education groups (-18 points)
    - Students with Disabilities face the most significant challenges (-29 points)
    - Hispanic/Latino and Socioeconomically Disadvantaged students are close but still below target
4. **Decline from Previous Year**: Compared to 2022-23 when Reading achieved 105%, this represents a significant 34 percentage point decline.
5. **High Participation**: 97.4% assessment participation demonstrates strong testing culture.

Conclusion: City Language Immersion Charter School **DOES NOT MEET California's Verified Data and Academic Progress Indicator requirements** for Reading in the 2023-24 school year. CLIC shows systemic challenges across most grade levels and all student subgroups.

Strengths Supporting Renewal:

1. **Historical Strong Performance**: CLIC demonstrated exceptional Reading performance in 2022-23 (105%), showing capability for high achievement.
2. **Math Improvement Trajectory**: Math performance remains above target (data would need to be reviewed for 2023-24).
3. **Some Grade-Level Excellence**: Grades 2, 3, and 5 exceed targets, demonstrating pockets of effective instruction.
4. **Near-Target Performance for Some Groups**: Hispanic/Latino and Socioeconomically Disadvantaged students are within 2 points of target.

City Language Immersion Charter Performance Analysis:

2023-24 i-Ready Math Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✗ DOES NOT MEET TARGET

- **Median Progress to Typical Growth: 75%**
- **Target: 80%**
- **Result: FALLS SHORT by 5 percentage points**
- **Students Assessed: 342/352 (97.2% participation)**

Grade Level Performance: ✗ MAJORITY DO NOT MEET TARGET

Grade	Progress to Typical Growth	Target	Status
Grade K	69%	80%	✗ **DOES NOT MEET** (-11 points)
Grade 1	86%	80%	☑ **EXCEEDS** (+6 points)
Grade 2	54%	80%	✗ **DOES NOT MEET** (-26 points)
Grade 3	81%	80%	☑ **EXCEEDS** (+1 point)
Grade 4	78%	80%	✗ **DOES NOT MEET** (-2 points)
Grade 5	50%	80%	✗ **DOES NOT MEET** (-30 points)

Student Group Performance: ✕ ALL GROUPS DO NOT MEET TARGET

Student Group	Progress to Typical Growth	Target	Status
EL	69%	80%	✕ **DOES NOT MEET** (-11 points)
Hispanic/Latino Students	70%	80%	✕ **DOES NOT MEET** (-10 points)
African American Students	77%	80%	✕ **DOES NOT MEET** (-3 points)
SED	69%	80%	✕ **DOES NOT MEET** (-11 points)
SWD	75%	80%	✕ **DOES NOT MEET** (-5 points)

Key Findings

1. **Systemic Underperformance**: CLIC fell short of the 80% target across the board, with only 2 of 6 grade levels meeting expectations.
2. **Critical Grade-Level Concerns**:
    - Grade 5 shows alarming underperformance at 50% (-30 points from target)
    - Grade 2 also critically underperforms at 54% (-26 points from target)
    - Four of six grades fail to meet the 80% threshold
3. **Universal Equity Gaps**: No student subgroup met the 80% target:
    - English Learners and Socioeconomically Disadvantaged students show the largest gaps (-11 points)
    - Even the highest-performing subgroup (African American students at 77%) falls short
    - This represents a significant decline from 2022-23 when all groups met or exceeded targets
4. **Decline from Previous Year**: This represents a 13-percentage point decline from 2022-23's 88% performance.
5. **High Participation**: 97.2% assessment participation demonstrates strong testing culture.

Conclusion: City Language Immersion Charter School **DOES NOT MEET California's Verified Data and Academic Progress Indicator requirements** for Math in the 2023-24 school year. CLIC shows systemic challenges across most grade levels and all student subgroups, representing a significant decline from prior year performance.

Factors Supporting Renewal:

1. **Prior Success**: Strong 2022-23 performance demonstrates capability (105% Reading, 88% Math).
2. **Near-Target Performance**: Schoolwide Math at 75% is within 5 points of target.
3. **High Participation**: Strong testing culture with 97%+ participation rates.

City Language Immersion Charter Performance Analysis:

2024-25 i-Ready Reading Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 75% median Progress to Annual Typical Growth in Reading** to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✅ SIGNIFICANTLY EXCEEDS TARGET

- **Median Progress to Typical Growth: 94%**
- **Target: 75%**
- **Result: EXCEEDS by 19 percentage points**
- **Students Assessed: 338/349 (96.8% participation)**

Grade Level Performance: ✅ ALL GRADES EXCEED TARGET

Grade	Progress to Typical Growth	Target	Status
Grade K	82%	75%	✅ **EXCEEDS** (+7 points)
Grade 1	85%	75%	✅ **EXCEEDS** (+10 points)
Grade 2	86%	75%	✅ **EXCEEDS** (+11 points)
Grade 3	88%	75%	✅ **EXCEEDS** (+13 points)
Grade 4	135%	75%	✅ **EXCEEDS** (+60 points)
Grade 5	113%	75%	✅ **EXCEEDS** (+38 points)

Student Group Performance: ⚠ MOST GROUPS EXCEED TARGET

Student Group	Progress to Typical Growth	Target	Status
EL	80%	75%	✅ **EXCEEDS** (+5 points)
Hispanic/Latino Students	95%	75%	✅ **EXCEEDS** (+20 points)
African American Students	84%	75%	✅ **EXCEEDS** (+9 points)
SED	88%	75%	✅ **EXCEEDS** (+13 points)
SWD	64%	75%	❌ **DOES NOT MEET** (-11 points)

Key Findings

1. **Remarkable Turnaround**: CLIC achieved a 23-percentage point improvement from 2023-24's 71% to 94% in 2024-25, demonstrating successful implementation of improvement strategies.
2. **Universal Grade-Level Success**: All six grade levels exceed the 75% target, with Grade 4 showing exceptional performance at 135%.
3. **Strong Equity Progress**: Four of five student subgroups exceed targets:
    - English Learners improved from 57% to 80% (+23 points year-over-year)
    - Hispanic/Latino students improved from 73% to 95% (+22 points)
    - African American students improved from 69% to 84% (+15 points)
    - Socioeconomically Disadvantaged improved from 73% to 88% (+15 points)
4. **Persistent Special Education Gap**: Students with Disabilities remain below target at 64%, though this represents an 18-point improvement from 2023-24's 46%. Note: SWD is not a numerically significant student group for CLIC.
5. **Effective Intervention Implementation**: The dramatic improvement suggests successful execution of targeted interventions, particularly in previously struggling grades (K and 4).

Areas of Continued Focus

- **Grade 4 Excellence**: Understanding and replicating the factors behind Grade 4's exceptional 135% performance

Conclusion: City Language Immersion Charter School **SIGNIFICANTLY EXCEEDS California's Verified Data and Academic Progress Indicator requirements** for Reading in the 2024-25 school year (mid-year data). CLIC has demonstrated a remarkable turnaround from the previous year's underperformance.

Justification for Renewal - STRONGLY RECOMMENDED

Based on the dramatic improvement in Reading performance, CLIC presents a **compelling case for charter renewal**:

Strengths Supporting Renewal:

1. **Successful Turnaround**: The 23-point improvement from 71% to 94% demonstrates CLIC's capacity to identify problems, implement solutions, and achieve results.
2. **Universal Grade-Level Achievement**: All grades exceed state requirements, eliminating the critical grade-level failures seen in 2023-24.
3. **Equity Improvements**: Four of five student subgroups now exceed targets, showing CLIC's commitment to serving all students effectively.
4. **Responsive Leadership**: The rapid improvement indicates effective school leadership and instructional management.
5. **High Participation**: 96.8% assessment participation demonstrates strong school culture and family engagement.

The transformation from 2023-24's failure to meet standards (71%) to 2024-25's strong performance (94%) represents one of the most significant single-year improvements possible, validating CLIC's educational model and leadership. CLIC has demonstrated it can identify challenges, implement effective solutions, and deliver results for students.

City Language Immersion Charter Performance Analysis:

2024-25 i-Ready Math Growth (Verified Data)

According to the i-Ready Assessments California guidance, charter **elementary schools (Grades K-5) need to achieve a minimum of 80% median Progress to Annual Typical Growth in Math** to meet sufficient growth expectations under Education Code Section 47607.2(b).

Schoolwide Performance: ✗ DOES NOT MEET TARGET

- **Median Progress to Typical Growth: 70%**
- **Target: 80%**
- **Result: FALLS SHORT by 10 percentage points**
- **Students Assessed: 344/349 (98.6% participation)**

Grade Level Performance: ✗ MAJORITY DO NOT MEET TARGET

Grade	Progress to Typical Growth	Target	Status
Grade K	78%	80%	✗ **DOES NOT MEET** (-2 points)
Grade 1	90%	80%	☑ **EXCEEDS** (+10 points)
Grade 2	58%	80%	✗ **DOES NOT MEET** (-22 points)
Grade 3	65%	80%	✗ **DOES NOT MEET** (-15 points)
Grade 4	43%	80%	✗ **DOES NOT MEET** (-37 points)
Grade 5	74%	80%	✗ **DOES NOT MEET** (-6 points)

Student Group Performance: ✕ ALL GROUPS DO NOT MEET TARGET

Student Group	Progress to Typical Growth	Target	Status
EL	58%	80%	✕ **DOES NOT MEET** (-22 points)
Hispanic/Latino Students	69%	80%	✕ **DOES NOT MEET** (-11 points)
African American Students	78%	80%	✕ **DOES NOT MEET** (-2 points)
SED	63%	80%	✕ **DOES NOT MEET** (-17 points)
Students with Disabilities (SWD)	58%	80%	✕ **DOES NOT MEET** (-22 points)

Key Findings

1. **Persistent Math Challenges**: Despite Reading improvements, Math performance remains below target at 70%, showing a 5-point decline from 2023-24's 75%.
2. **Critical Grade-Level Failures**:
    - Grade 4 shows alarming underperformance at 43% (-37 points from target)
    - Grade 2 continues to struggle at 58% (-22 points)
    - Only Grade 1 meets the target at 90%
3. **Universal Equity Gaps**: No student subgroup meets the 80% target:
    - English Learners and Students with Disabilities face the largest gaps (-22 points each)
    - Even the highest-performing subgroup (African American at 78%) falls short
4. **Limited Progress from Prior Year**: The 70% performance represents minimal improvement from 2023-24's 75%, suggesting interventions have not been effective.
5. **Contrast with Reading Success**: While Reading showed dramatic improvement to 94%, Math continues to lag significantly.

Key Actions for the 2025-26 School Year:

- **Strengthen Data Informed Math Instruction:** Use standards and grade level scope and sequence documents to ensure comprehensive instruction of all math standards. Progress monitor for specific standards and teach, re-teach, intervene and challenge based on the data.

- **Teacher Professional Development:** Provide professional development and coaching for novice teachers on Cognitively Guided Instruction ("CGI") methodologies to strengthen mathematical reasoning for students. Partner with outside experts as well as tapping into internal expertise. Ongoing coaching and feedback internally for all teachers on math instruction.
- **Enhanced Assessment Systems:** Continue use of i-Ready and fully implement CAASPP Interim Assessment Blocks ("IABs") a minimum of three (3) times a year. Use regular data analysis cycles, to adjust instruction and preparation for summative assessments. Data analysis to have targeted focus on student groups of concern.
- **Dual Immersion Alignment:** Ensure that math instruction always includes language objectives to support both English Language Development and Spanish Language Development. Ensure that starting in 2nd grade (70%/30%) the majority of math instruction is in English while maintaining growing and advanced math vocabulary in Spanish.

CLIC's ELA CAASPP PERFORMANCE ANALYSIS – COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024 Dashboards)

The following analysis compares ELA academic performance between CLIC and its schools of residence for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The comparison includes Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at CLIC. (Source: PowerSchool Student Information System)

Using the three-percent guidance as reported by CDE's California Charter Authorizer Support Initiative Monthly Charter Chats hosted by the Los Angeles County Office of Education (Office of Charter Schools) the following are the Schools of Residence analyzed: (Source: California School Dashboard)

Schools of Residence Analyzed:

- 24th Street Elementary: (7% of CLIC enrollment)
- 6th Avenue Elementary: (5.4% of CLIC enrollment)
- Alta Loma Elementary: (10.2% of CLIC enrollment)
- Arlington Heights Elementary: (19% of CLIC enrollment)
- Carson-Gore Academy of Environmental Studies: (15% of CLIC enrollment)
- Foshay Learning Center: (4.6% of CLIC enrollment)

While ***SWD*** at CLIC do not meet the minimum group size requirements for numerically significant reporting on academic indicators across the past four dashboards, the following charts demonstrate this student group's strong performance. The data demonstrates that SWD consistently outperform the Schools of Residence, providing additional evidence of our high-quality educational program.

For the 2023 and 2024 Dashboards, the African American Student group was no longer numerically significant for CLIC, therefore results were not reported in the following charts.

Comprehensive Performance Analysis

Key Finding: CLIC outperforms schools of residence in 280 out of 361 comparisons (77.6% success rate)

Performance by Student Group

All Students

- **2019**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -10.3 (Orange) vs. school range: -12.6 to -65.3
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: +6.0 (Medium) vs. school range: -37.2 to -76.9
- **2023**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -11.7 (Orange) vs. school range: -36.9 to -74.1
- **2024**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -21.8 (Orange) vs. school range: -28.7 to -52.0

English Learners

- **2019**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -36.7 (Yellow) vs. school range: -21.4 to -93.2
- **2022**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -53.2 (Low) vs. school range: -51.6 to -104.7
- **2023**: CLIC outperformed 3 out of 6 schools (50.0%)
    - CLIC: -69.8 (Orange) vs. school range: -50.6 to -100.7
- **2024**: CLIC outperformed 1 out of 6 schools (16.7%)
    - CLIC: -75.1 (Red) vs. school range: -38.1 to -90.4

Socioeconomically Disadvantaged

- **2019**: CLIC outperformed 4 out of 6 schools (66.7%)
    - CLIC: -42.3 (Orange) vs. school range: -12.0 to -68.5
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -24.5 (Low) vs. school range: -39.0 to -76.6
- **2023**: CLIC outperformed 2 out of 6 schools (33.3%)
    - CLIC: -55.1 (Orange) vs. school range: -40.5 to -71.6
- **2024**: CLIC outperformed 2 out of 6 schools (33.3%)
    - CLIC: -50.6 (Yellow) vs. school range: -32.8 to -54.5

Students with Disabilities

- **Exceptional Performance**: CLIC outperformed ALL 6 schools of residence in 3 out of 4 Dashboards, and 5 out of 6 schools in 2024
- **2019**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -67.1 (Low) vs. school range: -86.3 to -133.4
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -46.0 (No Level) vs. school range: -97.6 to -151.1
- **2023**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -85.6 (Very Low) vs. school range: -104.0 to -148.4
- **2024**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -90.8 (Very Low) vs. school range: -90.2 to -147.5

African American

- **2019**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -30.0 (Orange) vs. school range: +24.2 to -84.7
- **2022**: CLIC significantly outperformed 5 out of 6 schools (83.3%)
    - CLIC: +6.7 (Medium) vs. school range: -64.3 to -86.4
- **2023**: No longer numerically significant student group (**)
- **2024**: No longer numerically significant student group (**)

Hispanic

- **2019**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -37.9 (Yellow) vs. school range: -15.5 to -64.3
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -17.1 (Low) vs. school range: -33.0 to -76.5
- **2023**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -34.1 (Orange) vs. school range: -33.6 to -73.3
- **2024**: CLIC outperformed 3 out of 6 schools (50.0%)
    - CLIC: -40.4 (Orange) vs. school range: -26.8 to -52.5

Performance Trends and Improvements

CLIC Shows Mixed Performance Trends:

- **All Students**: Maintained superior performance across all years, with exceptional 2022 results (+6.0)

- **English Learners**: Declined from strong performance (-36.7 in 2019) to challenges (-75.1 in 2024)
- **SED Students**: Peak performance in 2022 (-24.5), requiring strategic focus in recent years
- **Students with Disabilities**: Consistently exceptional performance with sustained outperformance
- **Hispanic Students**: Strong overall performance with 2022 peak (-17.1)

Justification for Superior Performance

1. **Exceptional All-Student Performance Consistency** CLIC demonstrates superior ELA performance for all students across every dashboard year with 100% outperformance rates, including being the only school to achieve above-standard performance (+6.0) in 2022.
2. **Outstanding Special Education Excellence** CLIC shows remarkable effectiveness in serving Students with Disabilities, with near-exceptional outperformance records and substantial performance gaps of 20-105 points above schools of residence across all four years.
3. **Strong Performance with Hispanic Student Population** CLIC significantly outperforms schools of residence in serving Hispanic students in 3 out of 4 years, with exceptional outperformance (100%) in 2022, demonstrating the effectiveness of the dual-language immersion model.
4. **Historical Peak Performance Demonstration** The 2022 dashboard results show CLIC's exceptional capacity, with 94.4% outperformance rate across all student groups, including multiple groups achieving above-standard scores - proof that the educational model can deliver outstanding results.
5. **Sustained Competitive Advantage Despite Challenges** Even during years of decline in specific areas, CLIC maintains competitive positioning relative to schools of residence, with an overall 77.6% outperformance rate across 361 total comparisons.
6. **Equity Focus with Vulnerable Populations** CLIC demonstrates particular strength in serving high-need student populations, with Students with Disabilities showing consistent excellence and strong historical performance with African American students when numerically significant.
7. **Proven Capacity for English Learner Success** Despite recent challenges, CLIC's historical strong performance with English Learners (83.3% outperformance in 2019 and 2022) demonstrates the potential of the dual-language model when optimally implemented.

Conclusion: The data provides compelling evidence that City Language Immersion Charter School consistently outperforms the schools of residence where its students would otherwise attend. With a 77.6% overall outperformance rate and stellar performance records for All

Students and Students with Disabilities, CLIC demonstrates substantial educational effectiveness in English Language Arts instruction and student achievement.

While recent performance in English Learner outcomes requires strategic attention, CLIC's proven track record of excellence, particularly its sustained All-Student outperformance and exceptional special education results, combined with historical evidence of English Learner success, strongly supports the value proposition of the charter school for families in the West Adams community. The Charter School's dual-language immersion model, when optimally implemented, has demonstrated the capacity to deliver superior educational outcomes across diverse student populations.

CLIC's MATH CAASPP PERFORMANCE ANALYSIS – COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024 Dashboards)

The following analysis compares Math academic performance between CLIC and its schools of residence for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The comparison includes Distance from Standard metrics and performance levels (indicated by colors, except for 2022) as reported by the CDE for each numerically significant student group at CLIC.

Schools of Residence Analyzed:

- 24th Street Elementary: (7% of CLIC enrollment)
- 6th Avenue Elementary: (5.4% of CLIC enrollment)
- Alta Loma Elementary: (10.2% of CLIC enrollment)
- Arlington Heights Elementary: (19% of CLIC enrollment)
- Carson-Gore Academy of Environmental Studies: (15% of CLIC enrollment)
- Foshay Learning Center: (4.6% of CLIC enrollment)

* Note: SWD is not a numerically significant student group for CLIC.

For the 2023 and 2024 Dashboards, the African American Student group was no longer numerically significant for CLIC, therefore results were not reported in the following charts.

Comprehensive Performance Analysis

Key Finding: CLIC outperforms schools of residence in 100 out of 131 comparisons (76.3% success rate)

Performance by Student Group

All Students

- **2019**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -26.0 (Orange) vs. school range: -36.2 to -81.6
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -17.9 (Medium) vs. school range: -47.5 to -106.8
- **2023**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -37.3 (Orange) vs. school range: -25.6 to -108.3
- **2024**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -36.2 (Orange) vs. school range: -23.7 to -91.0

English Learners

- **2019**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -45.1 (Orange) vs. school range: -42.1 to -121.9
- **2022**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -64.8 (Low) vs. school range: -58.5 to -151.3
- **2023**: CLIC outperformed 2 out of 6 schools (33.3%)
    - CLIC: -83.1 (Orange) vs. school range: -44.5 to -157.9
- **2024**: CLIC outperformed 1 out of 6 schools (16.7%)
    - CLIC: -72.1 (Yellow) vs. school range: -24.8 to -136.6

Socioeconomically Disadvantaged

- **2019**: CLIC outperformed 4 out of 6 schools (66.7%)
    - CLIC: -53.4 (Orange) vs. school range: -35.5 to -82.0
- **2022**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -56.0 (Low) vs. school range: -48.2 to -108.7
- **2023**: CLIC outperformed 2 out of 6 schools (33.3%)
    - CLIC: -76.6 (Orange) vs. school range: -27.1 to -113.8
- **2024**: CLIC outperformed 3 out of 6 schools (50.0%)
    - CLIC: -62.7 (Yellow) vs. school range: -27.4 to -97.1

Students with Disabilities

- **Perfect Performance**: CLIC outperformed ALL 6 schools of residence in all 4 Dashboards (100.0%)
- **2019**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -62.7 (Low) vs. school range: -81.2 to -144.8
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -99.7 (No Level) vs. school range: -100.2 to -159.6
- **2023**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -100.6 (Very Low) vs. school range: -107.0 to -162.4
- **2024**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -46.3 (Low) vs. school range: -67.4 to -153.5

African American Students

- **2019**: CLIC outperformed 5 out of 6 schools (83.3%)
    - CLIC: -41.0 (Orange) vs. school range: -25.7 to -100.2
- **2022**: CLIC outperformed 5 out of 5 schools (100.0%)
    - CLIC: -39.4 (Low) vs. school range: -69.8 to -139.8
- **2023**: No longer numerically significant (**)
- **2024**: No longer numerically significant (**)

Hispanic Students

- **2019**: CLIC outperformed 4 out of 6 schools (66.7%)
    - CLIC: -50.2 (Orange) vs. school range: -36.7 to -80.0
- **2022**: CLIC outperformed 6 out of 6 schools (100.0%)
    - CLIC: -40.7 (Low) vs. school range: -43.3 to -102.4
- **2023**: CLIC outperformed 4 out of 6 schools (66.7%)
    - CLIC: -56.9 (Orange) vs. school range: -22.0 to -105.2
- **2024**: CLIC outperformed 3 out of 6 schools (50.0%)
    - CLIC: -54.4 (Orange) vs. school range: -21.4 to -86.3

CLIC Shows Strong Overall Performance with Mixed Recent Trends:

- **All Students**: Sustained excellence with 100% outperformance in 2019 and 2022, maintaining strong 83.3% in 2023-2024

- **Students with Disabilities**: Outstanding 100% outperformance across all four years - exceptional consistency
- **English Learners**: Strong early performance (83.3% in 2019 and 2022) declining to challenges in 2023-2024
- **SED Students**: Peak performance in 2022 (83.3%), requiring strategic focus in recent years
- **Hispanic Students**: Excellent 2022 results (100%), maintaining competitive performance
- **African American Students**: Strong performance when numerically significant (83.3% and 100%)

Year-by-Year Success Rates:

- **2019**: 83.3% outperformance rate (30/36 comparisons)
- **2022**: 94.3% outperformance rate (33/35 comparisons) - Peak performance
- **2023**: 63.3% outperformance rate (19/30 comparisons)
- **2024**: 60.0% outperformance rate (18/30 comparisons)

Justification for Superior Performance

1. **Exceptional All-Student Mathematics Achievement** CLIC demonstrates superior math performance for all students across every dashboard year, including exceptional 100% outperformance rates in 2019 and 2022, and maintaining strong 83.3% outperformance in 2023-2024.
2. **Outstanding Special Education Excellence in Mathematics** CLIC shows exceptional 100% outperformance for Students with Disabilities across all four dashboard years, with substantial performance gaps of 18-107 points above schools of residence, demonstrating exceptional mathematics instruction for special needs students.
3. **Strong Performance with Diverse Student Populations** CLIC significantly outperforms schools of residence in serving Hispanic students with 100% outperformance in 2022 and sustained competitiveness. African American students achieved exceptional results (83.3% and 100% outperformance) when numerically significant.
4. **Peak Performance Demonstration (2022)** The 2022 dashboard results show CLIC's exceptional capacity in mathematics with 94.3% outperformance rate, including exceptional outperformance for All Students, SWD, and Hispanic students, proving the educational model's effectiveness in mathematics instruction.
5. **Sustained Competitive Advantage** Even during years of relative decline in specific areas, CLIC maintains strong positioning relative to schools of residence, with an overall 76.3% outperformance rate across 131 total comparisons in mathematics.

6. **Mathematics Leadership in Special Populations** CLIC demonstrates particular strength in mathematics instruction for high-need student populations, with Students with Disabilities showing exceptional consistency and strong historical performance across all demographic groups.
7. **Proven Capacity for Mathematics Excellence** CLIC's sustained All-Student outperformance (83.3% to 100% across all years) and exceptional 2022 results demonstrate the dual-language immersion model's effectiveness in mathematics education, providing strong evidence of instructional quality.

Conclusion: The Math (CAASPP) Academic indicator data as reported on the Dashboard provides compelling evidence that City Language Immersion Charter School consistently outperforms its schools of residence in mathematics achievement. With a 76.3% overall outperformance rate and exceptional performance records for All Students and Students with Disabilities, CLIC demonstrates substantial educational effectiveness in mathematics instruction and student achievement.

CLIC's mathematics performance demonstrates exceptional strength in serving vulnerable populations, with Students with Disabilities achieving significant outperformance across all four years and strong results for diverse student groups. CLIC's proven track record of excellence, particularly its sustained All-Student outperformance and exceptional special education results, strongly supports the value proposition of the charter school for families seeking superior mathematics education in the West Adams community.

CLIC's ELPI PERFORMANCE ANALYSIS – COMPARISON WITH SCHOOLS OF RESIDENCE (2019-2024 Dashboards)

The following analysis compares ELPI performance between CLIC and its schools of residence for the 2019, 2022, 2023, and 2024 California School Dashboard reports. The ELPI measures the percentage of English Learner students making progress toward English language proficiency, with higher percentages indicating better performance. The analysis includes performance levels (indicated by colors) as reported by the CDE for English Learners EL.

Schools of Residence Analyzed:

- 24th Street Elementary: (7% of CLIC enrollment)
- 6th Avenue Elementary: (5.4% of CLIC enrollment)
- Alta Loma Elementary: (10.2% of CLIC enrollment)
- Arlington Heights Elementary: (19% of CLIC enrollment)
- Carson-Gore Academy of Environmental Studies: (15% of CLIC enrollment)
- Foshay Learning Center: (4.6% of CLIC enrollment)

Comprehensive ELPI Performance Analysis

Key Finding: CLIC outperforms schools of residence in 13 out of 24 comparisons (54.2% success rate)

ELPI Performance by Dashboard Year

2019 Dashboard

- **CLIC outperformed 6 out of 6 schools (100%)**
    - **CLIC**: 50.0% (Medium)
    - **Schools of Residence Performance Range**: 31.6% (Very Low) to 48.5% (Medium)
    - **Schools CLIC Outperformed**:
        - 24th Street: 31.6% (Very Low) - CLIC advantage: +18.4 percentage points
        - 6th Avenue: 41.0% (Low) - CLIC advantage: +9.0 percentage points
        - Alta Loma: 48.5% (Medium) - CLIC advantage: +1.5 percentage points
        - Arlington Heights: 42.3% (Low) - CLIC advantage: +7.7 percentage points
        - Environmental: 47.1% (Medium) - CLIC advantage: +2.9 percentage points
        - Foshay: 46.2% (Medium) - CLIC advantage: +3.8 percentage points

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2022 Dashboard

- **CLIC outperformed 6 out of 6 schools (100%)**
    - **CLIC**: 57.7% (High)
    - **Schools of Residence Performance Range**: 43.4% (Low) to 55.3% (Low)
    - **Schools CLIC Outperformed**:
        - 6th Avenue: 43.4% (Low) - CLIC advantage: +14.3 percentage points
        - 24th Street: 45.2% (Medium) - CLIC advantage: +12.5 percentage points
        - Alta Loma: 53.7% (Medium) - CLIC advantage: +4.0 percentage points
        - Arlington Heights: 53.1% (Medium) - CLIC advantage: +4.6 percentage points
        - Environmental: 53.9% (Medium) - CLIC advantage: +3.8 percentage points
        - Foshay: 55.3% (Low) - CLIC advantage: +2.4 percentage points

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2023 Dashboard

- **CLIC outperformed 1 out of 6 schools (16.7%)**
    - **CLIC**: 40.8% (Red)
    - **Schools of Residence Performance Range**: 27.9% (Red) to 60.6% (Green)
    - **Schools CLIC Outperformed**:
        - 24th Street: 27.9% (Red) - CLIC advantage: +12.9 percentage points

- **Schools that Outperformed CLIC**:
  - Arlington Heights: 46.2% (Orange) - Deficit: -5.4 percentage points
  - Environmental: 45.3% (Orange) - Deficit: -4.5 percentage points
  - 6th Avenue: 51.4% (Green) - Deficit: -10.6 percentage points
  - Alta Loma: 60.6% (Green) - Deficit: -19.8 percentage points
  - Foshay: 52.6% (Yellow) - Deficit: -11.8 percentage points

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2024 Dashboard

- **CLIC outperformed 0 out of 6 schools (0.0%)**
  - **CLIC**: 30.2% (Red)
  - **Schools of Residence Performance Range**: 56.1% (Green) to 64.6% (Blue)
  - **All Schools Outperformed CLIC**:
    - Arlington Heights: 56.1% (Green) - Deficit: -25.9 percentage points
    - Environmental: 58.2% (Blue) - Deficit: -28.0 percentage points
    - Alta Loma: 58.4% (Yellow) - Deficit: -28.2 percentage points
    - 6th Avenue: 60.2% (Green) - Deficit: -30.0 percentage points
    - 24th Street: 62.7% (Blue) - Deficit: -32.5 percentage points
    - Foshay: 64.6% (Blue) - Deficit: -34.4 percentage points

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ELPI Performance Trends and Analysis

CLIC ELPI Trajectory:

- **2019**: 50.0% (Medium) - Baseline competitive performance
- **2022**: 57.7% (High) - **Peak performance period**
- **2023**: 40.8% (Red) - Significant decline requiring intervention
- **2024**: 30.2% (Red) - **Critical performance area needing immediate attention**

Schools of Residence Trends:

- **Foshay Learning Center**: Consistent improvement from 46.2% (2019) to 64.6% (2024)
- **24th Street Elementary**: Strong improvement from 31.6% (2019) to 62.7% (2024)
- **6th Avenue Elementary**: Steady growth from 41.0% (2019) to 60.2% (2024)
- **Alta Loma Elementary**: Maintained strong performance, reaching 58.4% (2024)
- **Arlington Heights**: Solid improvement to 56.1% (2024)

- **Environmental**: Maintained competitive performance at 58.2% (2024)

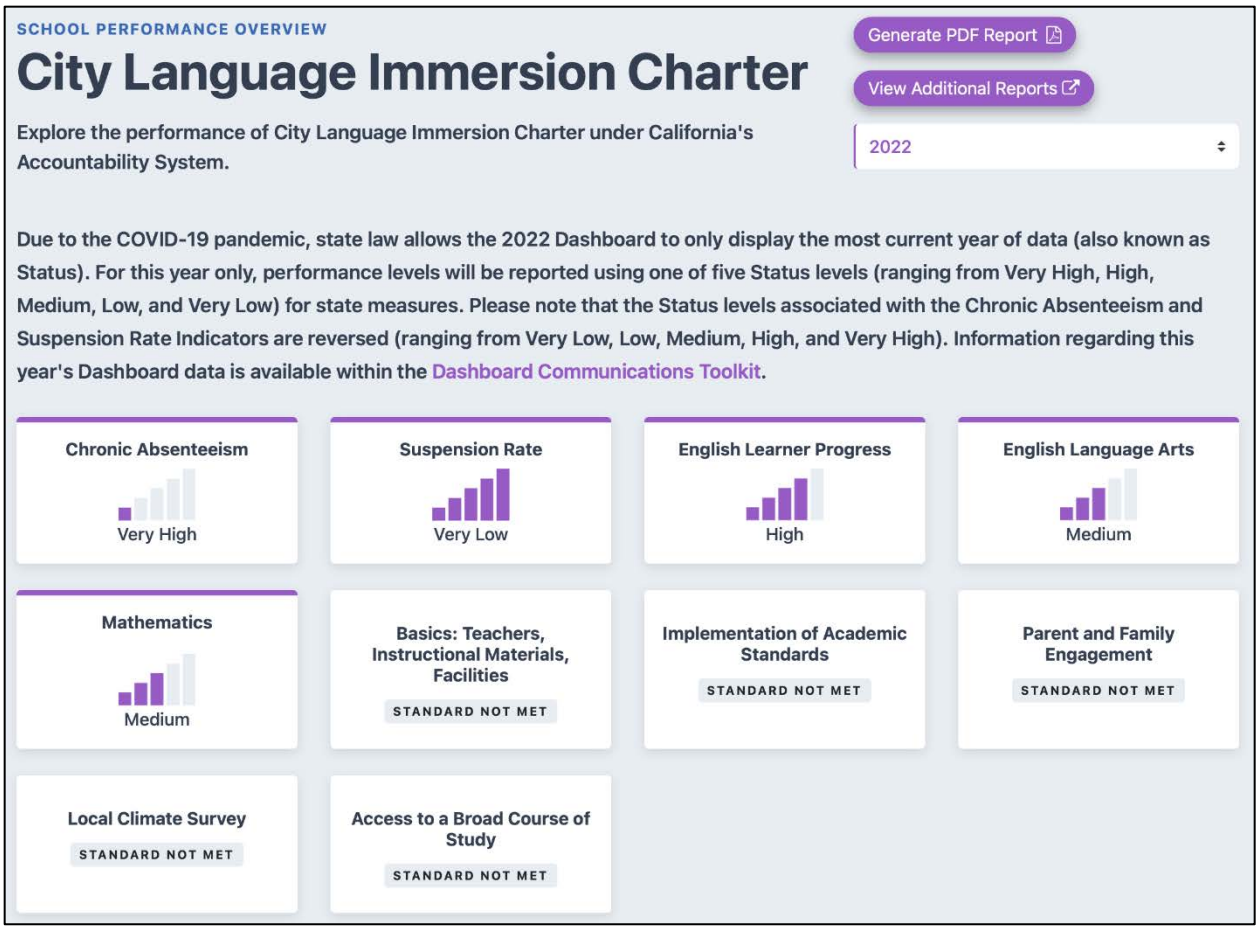
Conclusion: While CLIC demonstrated the capacity for strong English Learner progress with its 2022 peak performance (57.7% High), the subsequent decline to 30.2% (Red) in 2024 represents a significant challenge that is currently being addressed it the educational program. The contrast between CLIC's historical success and current underperformance relative to all schools of residence indicates the potential of the dual-language immersion model in supporting English Learner progress. The 2022 results prove that CLIC's educational model can deliver strong outcomes for English Learners.

CLIC'S LOCAL INDICATORS

LOCAL INDICATORS

CLIC received a "standard met" for all local indicators as reported on the 2019, 2023 and 2024 Dashboards (as evidenced in the following charts). The California Department of Education suspended the 2020 and 2021 CA School Dashboard due to the Covid pandemic. CLIC missed the deadline to submit the local indicators on the CDE 2022 Dashboard, resulting in "standard not met."

The following are screenshots of CLIC performance on the Dashboard and Local Indicator status for the 2019, 2022, 2023 and 2024 CA School Dashboard.


SCHOOL PERFORMANCE OVERVIEW
City Language Immersion Charter
Generate PDF Report
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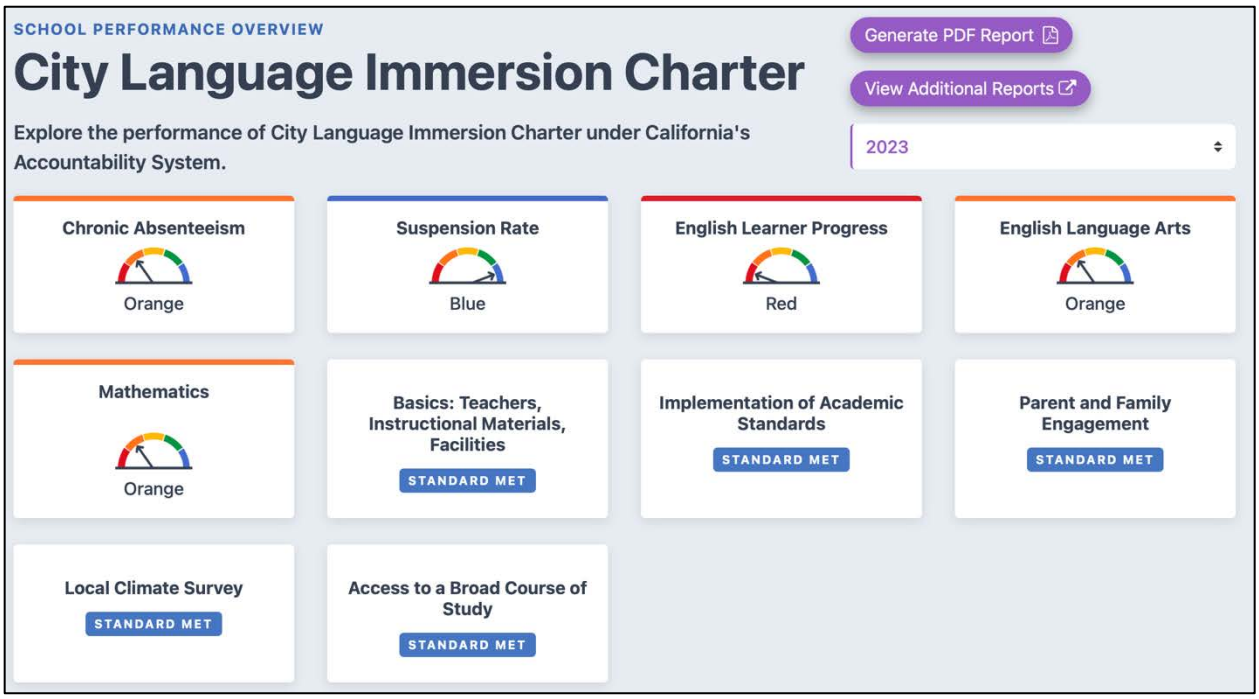
Explore the performance of City Language Immersion Charter under California's Accountability System.
2022
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
Chronic Absenteeism
Very High
Suspension Rate
Very Low
English Learner Progress
High
English Language Arts
Medium
Mathematics
Medium
Basics: Teachers, Instructional Materials, Facilities
STANDARD NOT MET
Implementation of Academic Standards
STANDARD NOT MET
Parent and Family Engagement
STANDARD NOT MET
Local Climate Survey
STANDARD NOT MET
Access to a Broad Course of Study
STANDARD NOT MET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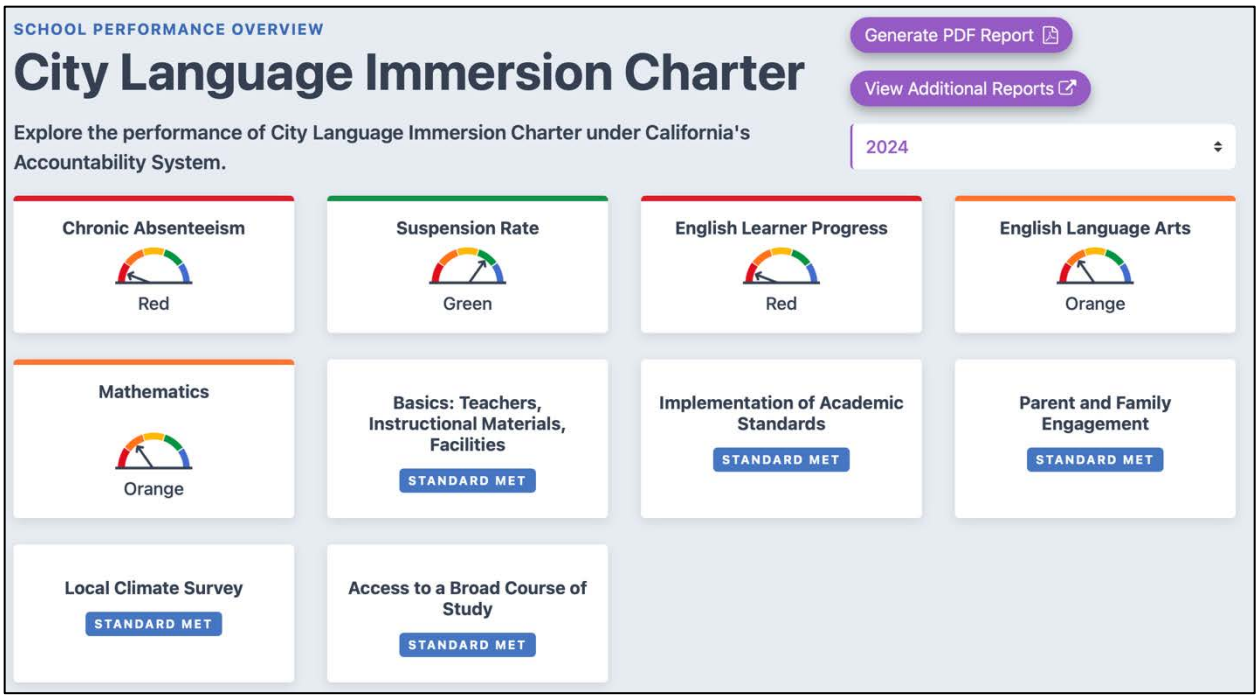
2023
Chronic Absenteeism
Orange
Suspension Rate
Blue
English Learner Progress
Red
English Language Arts
Orange
Mathematics
Orange
Basics: Teachers, Instructional Materials, Facilities
STANDARD MET
Implementation of Academic Standards
STANDARD MET
Parent and Family Engagement
STANDARD MET
Local Climate Survey
STANDARD MET
Access to a Broad Course of Study
STANDARD MET



City Language Immersion Charter (CLIC) respectfully requests a five-year renewal of its charter petition pursuant to Education Code Section 47607.2(b)(7). As clearly demonstrated by the evidence in this section, City Language Immersion Charter meets the renewal criteria for a "middle tier" charter school and should be granted a renewal term of five (5) years from July 1, 2026, to June 30, 2031.

City Language Immersion Charter (CLIC) - Six Innovative Educational Features

1. 90/10 Dual Immersion: CLIC implements a dual language immersion model where kindergarten students receive 90% of instruction in Spanish from credentialed, bilingual teachers. The Spanish instruction decreases by 10% each year while English instruction increases proportionally, reaching a 50-50 balance by 4th grade. Students may respond in either language, but teachers speak only Spanish during designated periods. Research demonstrates that students in dual immersion programs, particularly Latino students, eventually outperform their English-only peers both academically and linguistically, with enhanced problem-solving, reasoning, and communication skills.

2. Data Driven Instruction: The Principal facilitates monthly data conferences where teachers engage in reflection and planning based on student achievement data. The school systematically collects demographic, behavioral, and proficiency data through PowerSchool and implements robust diagnostic and benchmark assessments including i-Ready, IRLA, ENIL, and CAASPP interim assessments. This data informs student grouping, intervention needs, and instructional decisions. Leadership tracks student growth on state standards and monitors progress of all subgroups, particularly low-income students, English learners, and students with IEPs and 504 Plans.

3. Backward Design and Multiple Assessments: Teachers collaborate to plan units using Understanding by Design principles, beginning with desired learning outcomes before developing instruction. The three-step process identifies desired results through educational standards, determines acceptable evidence through various assessment forms, and plans appropriate learning experiences. This approach enables effective differentiation for all learners and supports academic language development for English learners through clear content vocabulary and sentence structures related to upcoming lessons.

4. Community and Family Participation: CLIC prioritizes family and community involvement through multiple formal structures. Family education workshops provide socioculturally sensitive, hands-on experiences for parents to support their children's development. The school conducts biannual parent-teacher conferences with student participation for self-reflection, welcomes parent volunteers, and maintains a Caregiver Association for event planning and school representation. All materials and events are provided in English and Spanish with translators available, and required advisory committees meet state and federal guidelines.

5. Constructivism: Teachers implement learning experiences grounded in constructivist theory, incorporating situated learning, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Students engage in hands-on experiences within authentic contexts through real-world activities, multiple representations, metacognition, and critical theory. The approach emphasizes guided problem-solving within students' zone of proximal development, with teachers facilitating rather than directing learning through structured "Investigations" that develop deep conceptual understanding.

6. Problem- and Project-Based Learning: CLIC organizes learning around projects where students engage in planning, problem-solving, decision-making, and investigation over extended periods. Students work autonomously and cooperatively, reflect on their work, receive feedback, and create final products that demonstrate acquired skills and knowledge aligned to state standards. For English learners and socioeconomically disadvantaged students, collaborative project activities provide systematic opportunities to improve English proficiency through authentic peer communication while increasing motivation and developing self-esteem as learners and problem solvers.

STUDENT POPULATION TO BE SERVED

CLIC provides all students with a 90/10 (Spanish/English) language immersion, standards-aligned educational program situated in West Adams and currently serving 380 students in grades TK-5. Our student demographics include 80% Hispanic, 13% African American, 4% White, 1% Asian and 2% Two or More Races, with 36% English Learners, 14% Students with Disabilities, 0.5% Foster Youth and 70% Socioeconomically Disadvantaged. (Source: 2024-25 Dataquest)

Goals and Philosophy

Our Mission

CLIC provides an exceptional bilingual education to a diverse student body, through dynamic hands-on learning and a student-centered, multicultural approach. Our community is diverse in thought, experience, heritage, expression, class, and we see our diversity as our strength. In order to fulfill our mission, we:

- Provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Implement a dual language immersion program that develops bilingual fluency and multi-cultural understanding.
- Establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to succeed.
- Give faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicate regularly with students' families, seeking family involvement in the life of the Charter School, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

Our students emerge as critical thinkers who ask questions, solve problems, and express ideas creatively and thoughtfully. They engage in meaningful leadership and decision-making experiences, as they learn to think, speak, read, and write in two languages: English and Spanish. As members of a caring community, students feel comfortable, safe, and cared for enabling them to take greater academic risks, express concerns and ask for help, develop character, and become leaders in and outside of school.

Our Values

Educational Excellence: Engaging every student in a child-centered, thoughtful, inspired education that challenges them to think critically, create, and problem-solve.

Diversity: Building a caring and inclusive community of diverse families that celebrate differences and learn from each other.

Community: Harnessing the energy and spirit of our community to create a unified community with a strong sense of belonging and responsibility across stakeholders.

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the Charter School to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. At-Risk Students: Reaching and Teaching Them; Pransky, 2002). “To meet your students where they are, first you have to find them.” When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student's progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy’s effectiveness in promoting student learning by examining their practices through action research projects.

An Educated Person in the 21st Century

First and foremost, CLIC defines an educated person in the 21st century as one who graduates fully prepared for college and career. This means developing students who have not only mastered the performance standards in their grade level and completed a challenging course of study, but who are able to think, solve problems, and navigate new situations independently and with initiative and creativity. An educated person also must be technologically literate: it is no longer enough to be able to use the most common application (e.g. Microsoft office suite, email applications, etc.). Technology literacy today means being able to embrace and adapt to the ever-changing technology landscape. The technologies our students will engage with have not yet been imagined, and they will need to be able to adapt to rapid change and new platforms. Even better, we hope that they will be able to leverage programming, coding, and design skills to create new technologies and applications to solve the world's most critical problems.

Whether technology is involved or not, we aspire to develop students who can adapt and solve problems at the speed of innovation. This idea is captured timelessly by Paulo Freire, who said, in the Pedagogy of the Oppressed: "There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

We, therefore, believe an educated person in the 21st century is one who possesses both Academic and Social Intelligence, critical thinking and the interest and capability of contributing positively to the transformation of our world.

We define Academic Intelligence as:

- A mastery of the English and Spanish language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, the arts and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

We define Social Intelligence as:

- Self-regulation;
- Empathy;
- Honest and respectful communication;
- Self-motivation;
- Personal responsibility;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one's own;

How Learning Best Occurs

We believe that relationships precede everything. We need to first know our students and attend to their social and emotional needs so that they can approach learning with low affective filters and a sense of safety and belonging. Only then can they fully engage in the academic curriculum. Thus, our three guiding principles, in order are as follows:

1. Our culture puts relationships first so every student is known and gets what they need
2. Instruction Inspires curiosity and deeper thinking to close achievement gaps
3. We build intentionally diverse and integrated learning communities in which students learn to embrace and navigate differences to build a better world

In keeping with our belief in the backward design[1] approach to developing an educational program, our educational philosophy begins with the end in mind. After reviewing research and schools that share similar learning goals to CLIC, we have concluded that a constructivist approach to teaching and learning is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes in this charter.

While the content of what we teach – following the CCSS, Next Generation Science Standards ("NGSS"), History-Social Science Framework, ELD Standards, and the remaining State Content Standards (collectively referred to herein as "State Standards") -- will be no different than at any other public elementary school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new and are employed with tremendous success at schools serving diverse populations.

In order to ensure that all students have access to, and success in mastering the State Standards, an educational program must begin with the students themselves. The commitment to constructivism and problem-based learning at CLIC resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students' lives and the diverse experiences, they bring with them to school. The notion that there exists a fixed world that the learner must come to know and that students are "empty vessels to fill" with knowledge is inconsistent with what we now know about how learning actually occurs (Brooks and Brooks, 1999). Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective (Donovan and Bransford, 2005). In other words, if what students already know and believe is not engaged, learners may fail to grasp the new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning (Darling-Hammond, 2008).

[1] *Understanding by Design* (Wiggins & McTighe, 2005, 1998) is a theory of curriculum construction that involves the following process: 1) Identify desired results – learning outcomes; 2) Determine acceptable evidence – assessment data; 3) Plan learning experiences and instruction.

For this reason, we believe that learning must "invite students to experience the world's richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world's complexities" (Brooks and Brooks, 1999), through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multi-cultural education and relevant reflection on cultural and individual diversity.
- Is rigorous and demanding, promoting depth of learning and high-level thinking within students' Zone of Proximal Development as determined by ongoing assessments;
- Provides a variety of modalities to learning — visual, auditory, and kinesthetic – to ensure that each student's individual abilities are maximized.
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands students responsibility for their own learning via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where character development is taught, moral standards are high, and parents/families are integral partners in the educational process.

Self-Motivated, Competent, Lifelong Learners

CLIC originated from a dedicated group of parents and educators who were inspired by other schools they researched that were diverse, small, constructivist, and dual-immersion. However, they could not find any schools that offered all of those elements. They believed and found research to support the idea that these four elements in concert would best serve the needs of a diverse group of students. These are the driving elements we have adopted to develop self-motivated, competent, lifelong learners.

- **Developing self-motivated learners**: CLIC believes that self-motivation requires students to internalize the benefits of learning. CLIC therefore, seeks to connect students' personal interests and questions with curricular and extra-curricular opportunities. Students are empowered to choose community service and academic projects that have personal meaning to them. By beginning with each student's interests and questions, CLIC provides students with the means of making connections between their studies, themselves and life beyond the Charter School's walls. Furthermore, CLIC's emphasis on technology-enhanced educational experiences (2:1 student: Chromebook ratio and a class set of iPads for each grade TK-3, interactive white board projectors in every room) engage students in the moment, and establish an intellectual exploration of technology-enhanced learning that will continue to serve students in school and outside, for years to come.
- **Developing competent learners**: Teachers use a "Backward Design" approach to develop curriculum, coupled with Data Driven Instruction efforts that guide teachers in refining

their pedagogy considering student assessment information. In addition, the constructivist and project-based teaching methodologies require students to reflect after formative assessments, a practice considered essential in improving student's understanding of the way they learn best. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.

- **Developing lifelong learners**: A lifelong learner is one who has both the interest in and the ability to continue to learn outside a formal school setting. Our program as described above in the context of developing competent and self-motivated learners is also expected to inspire lifelong learning. As described above, CLIC's thoughtful use of technology serves students well as they will develop as independent learners who can use online and analog resources to teach themselves as older students and well into adulthood.

Requirements of Education Code Section 47605(c)(5)(A)(ii), including a description of City Language Immersion Charter School's annual goals for all students, and each numerically significant student group addressing the eight (8) State Priorities, and local priorities and a description of the specific annual actions the Charter School will implement to achieve each of the identified goals.

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #1

Continue our commitment to implement the CA Community Schools Framework which includes strengthening our MTSS, through PBIS, and integrating the Four Key Conditions for Learning, with the Four Pillars of Community Schools. By strengthening these systems, we can improve school responsiveness and effectively identify and address student barriers to learning.	Related State Priorities: ☐ 1 ☒ 4 ☒ 7 ☐ 2 ☒ 5 ☐ 8 ☐ 3 ☒ 6 Local Priorities: ☐: ☐:

Specific Annual Actions to Achieve Goal

Assessment of Learning:

- Administer i-Ready Reading & Math assessments
- Formative & summative assessments
- State mandated assessments

Data-Driven Instructional Impact The assessment system enables teachers to make informed instructional decisions by providing foundational understanding of each student's academic profile, facilitating targeted intervention strategies, and supporting evidence-based program modifications to maximize student learning outcomes.

Expected Outcomes Through systematic implementation of this comprehensive assessment framework, the Charter School anticipates measurable reduction in achievement gaps, improved student growth trajectories across all subgroups, and enhanced instructional effectiveness through data-informed practice.

In-Class Support Strategies

- **Teacher Assistant Push-In Support:** Teacher Assistants will provide direct push-in support within classrooms to offer individualized assistance to students during core instruction. This model ensures that students receive additional support without being removed from the general education environment, maintaining access to grade-level curriculum while addressing specific learning needs.
- **Evidence-Based Intervention Tools:** Teachers will utilize Intervention Toolkits, which are evidence-based interventions developed by the American Reading Curriculum. These research-backed tools provide systematic approaches to addressing reading difficulties and accelerating literacy development for struggling learners.
- **Dual Language Literature Access:** Students will have access to existing leveled classroom libraries containing literature in both English and Spanish. This bilingual approach supports the dual immersion model while providing appropriate reading materials at various proficiency levels to meet diverse student needs.

Extended Learning Opportunities

- **After-School Tutoring:** Students will have access to after-school tutoring programs led by CLIC teachers through structured 12-week cycles throughout the academic year. This additional instructional time provides targeted support for students who need extra practice and reinforcement of core academic concepts.
- **Intersession Programming:** Academic support will be provided during school breaks through intersession programming, offering intensive intervention opportunities when students can focus on skill development without competing academic demands.

Summer Programming: Extended learning continues through summer programming as part of the Expanded Learning Opportunities Program ("ELOP"), ensuring that students maintain and build upon academic gains during traditional break periods

Multi-Tiered Support Framework

This comprehensive approach implements multiple tiers of academic support:

- Tier 1: Enhanced core instruction with Teacher Assistant push-in support and evidence-based intervention tools
- Tier 2: Targeted after-school tutoring and access to leveled bilingual literature
- Tier 3: Intensive intersession and summer programming for students requiring additional support

This multi-faceted approach to addressing academic needs will accelerate learning by providing targeted support at multiple levels, closing identified achievement gaps among student groups, and ensuring that all students have access to appropriate interventions and extended learning opportunities to reach grade-level proficiency and beyond.

PBIS Implementation: The Assistant Principal will lead the PBIS team and schoolwide PBIS initiative, partnering with LACOE to participate in the PBIS cohort. This collaboration provides training and coaching to the PBIS committee to ensure effective implementation of positive behavioral interventions and supports.

Counseling Services: City Language Immersion Charter has partnered with Her Healing to provide students with professional counseling services, ensuring access to mental health support for students experiencing emotional or behavioral challenges.

Attendance Support System

- **Daily Tracking:** Attendance will be monitored daily with same-day family notification for absences. Families receive monthly updates on tardies and absences along with consistent messaging about attendance importance.
- **Incentive Programs:** School-wide attendance incentive system includes recognition for classrooms with perfect attendance and most improved attendance. Students with perfect attendance also receive individual recognition.
- **Goal Setting:** School-wide attendance goals will be established at milestone days (25th, 50th, 75th, 100th days) with benchmarks for individual absences and school/grade attendance rates.

- **Technology Integration:** Implementation of automated attendance notification systems through DeansList to streamline family communication and tracking processes.
- **SART Meetings:** Student Attendance Review Team meetings will be implemented to improve daily attendance and reduce chronic absenteeism rates through targeted interventions and family support.

Expected Annual Measurable Outcomes

Outcome #1: Increase all students' mastery of the ELA CCSS.

Metric/Method for Measuring:
Annual Dashboard performance ELA Academic Indicator
Measurement: DFS
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-21.8	-19	-17	-15	-13	-11
English Learner Students	-75.1	-73	-71	-69	-67	-65
Long-Term English Learner ("LTEL") Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-50.6	-48	-46	-44	-42	-40
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-40.4	-38	-36	-34	-32	-30
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Annual CA School Dashboard performance Math Academic Indicator
Measurement: DFS

Metric/Method for Measuring:
Annual CA School Dashboard performance Math Academic Indicator
Measurement: DFS
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-36.2	-34	-32	-30	-28	-26
English Learner Students	-72.1	-70	-68	-66	-64	-62
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-62.7	-60	-58	-56	-54	-52
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-54.4	-52	-50	-48	-46	-44
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Increase students' mastery of the NGSS, as measured by the California Science Test ("CAST")

Metric/Method for Measuring:
CAST for grade 8 – DFS (Source: Dashboard)

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	-9.9	-8	-6	-4	-2	+0
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	-16.8	-15	-14	-13	-12	-11
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	-16.5	-15	-14	-13	-12	-11
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Increase the percentage of English Learners who made progress towards English Language Proficiency.

Metric/Method for Measuring: ELPI, reported on the CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
English Learner Students	30.2%	34%	38%	42%	46%	50%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Annual reclassification rates of ELs as measured by ELPAC, in adherence to reclassification criteria.

Metric/Method for Measuring:
Annual reclassification rate.
Source: CALPADS

**** This metric only applies to the English Learner student group.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
English Learner Students	2.44%	6%	10%	14%	18%	22%

Outcome #7: Annual Attendance Rate (ADA)

Metric/Method for Measuring:
ADA (Source: CALPADS)

**** student group is not reported for this indicator***

Note: ADA is not reported by student group but rather as a schoolwide metric.

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	91.1%	92%	92.5%	93%	93.5%	94%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #8: Annually decrease Chronic Absenteeism Rates

Metric/Method for Measuring:
Chronic Absenteeism Rate
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	31.8%	29%	27%	25%	23%	21%
English Learner Students	32.8%	30%	28%	26%	24%	22%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	34.6%	32%	30%	28%	26%	24%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	34.0%	32%	30%	28%	26%	24%
African American Students	17.6%	15%	13%	11%	9%	7%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	34.8%	32%	30%	28%	26%	24%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #9: Annually reduce Suspension Rates

Metric/Method for Measuring:
Suspension Rate
Source: CA School Dashboard

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0.5%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0.8%	<2%	<2%	<2%	<2%	<2%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0.7%	<2%	<2%	<2%	<2%	<2%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<2%	<2%	<2%	<2%	<2%
African American Students	0%	<2%	<2%	<2%	<2%	<2%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0.7%	<1.5%	<1.5%	<1.5%	<1.5%	<1.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Maintain Expulsion Rate <1%

Metric/Method for Measuring:
CALPADS, Dataquest report

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	0%	<1%	<1%	<1%	<1%	<1%
English Learner Students	0%	<1%	<1%	<1%	<1%	<1%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	0%	<1%	<1%	<1%	<1%	<1%

African American Students	0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #11: Ensure all students are participating in a broad course of study

Metric/Method for Measuring:
Percentage of students participating in an elective course.
Source: CALPADS

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	100%	100%	100%	100%	100%	100%
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #13: Continue to ensure all students are participating in all five components of the Physical Fitness Test ("PFT")

Metric/Method for Measuring:
Participation rate – Grade 5 students in PFT (all five components)

**** student group is not reported for this indicator.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term

All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #2

Continue to provide educators and support staff with professional learning opportunities on the academic content standards and evidence-based strategies that supports our dual-immersion educational model, student motivation, competence and self-directed learning through well-scaffolded instruction and use of formative assessments to check for understanding.

Related State Priorities:
☒ 1 ☐ 4 ☐ 7
☒ 2 ☐ 5 ☐ 8
☐ 3 ☐ 6

Local Priorities:
☒: Priority 1
☒: Priority 2

Specific Annual Actions to Achieve Goal

City Language Immersion Charter will continue to strengthen its teacher recruitment process; and training.
City Language Immersion Charter is committed to implementing a comprehensive, evidence-based professional learning program that strengthens instructional practices and supports student achievement. Our multi-tiered approach includes intensive summer programming, ongoing weekly sessions, and targeted professional development ("PD") days throughout the academic year.

Summer Professional Learning: All teachers will participate in 5 days of comprehensive professional learning during the summer, providing intensive training and preparation for the upcoming academic year.

Academic Year Professional Development
Teachers will engage in ongoing professional development throughout the academic school year through:

- **3 Non-Instructional Days:** Dedicated to data analysis and instructional decision-making, allowing teachers to examine student performance data and adjust instruction accordingly
- **Weekly Professional Learning:** Regular professional development sessions during the academic year to ensure continuous improvement and support for dual-immersion instruction

This comprehensive staffing and professional development approach will ensure that all students receive high-quality dual-immersion instruction from credentialed educators who are continuously developing their skills in data-driven instruction and bilingual education practices.

Annually, professional development and instructional coaching identified areas of focus are based on a comprehensive analysis of student assessment data and performance, findings from classroom/student/teacher observations, and feedback from our educational partners.

City Language Immersion Charter will provide all students with access to high-quality, standards-aligned curriculum and instructional materials across all academic disciplines. The Charter School will ensure comprehensive coverage of the State Standards.

Resource Management: Annual assessments will identify curricular gaps and determine necessary updates or replacements. The Charter School will purchase consumable materials such as workbooks, laboratory supplies, art materials, and digital subscriptions as needed throughout the academic year. All materials undergo review by educational leadership and teachers to ensure quality and alignment with instructional goals.

Budget and Planning: Strategic budget planning ensures sustainable funding for ongoing curricular needs while establishing replacement cycles for major adoptions and maintaining adequate inventory of consumable resources. This systematic approach guarantees equitable access to learning materials that support academic achievement and college and career readiness for all students.

Expected Annual Measurable Outcomes

Outcome #1: City Language Immersion Charter will ensure all teachers are appropriately credentialed and assigned, in accordance with Education Code Section 47605(l).

Metric/Method for Measuring:

Annual Teacher Assignment Monitoring Outcome data reported by the CDE; CA School Dashboard (Priority 1).

* ***student group is not reported for this indicator.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	38.9%	60%	70%	80%	85%	>85%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: City Language Immersion Charter will ensure all students (including Unduplicated Pupils) have access to standards aligned materials.

Metric/Method for Measuring:

Curriculum/Textbook inventory

**** student group is not reported for this indicator.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Ensure implementation of the State Standards - measured by the purchase of curriculum & percentage of teachers participating in content specific professional development

Metric/Method for Measuring:

- Priority 2: Local Indicators Self-reflection tool
- Classroom observations

**** student group is not a numerically significant student group at this time.***

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	*	*	*	*	*	*
Long-Term English Learner Students	*	*	*	*	*	*
Socioeconomically Disadvantaged Students	*	*	*	*	*	*
Foster Youth Students	*	*	*	*	*	*
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Hispanic Students	*	*	*	*	*	*
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

LCFF STATE PRIORITIES
Charter Term Commencing July 1, 2026

GOAL #3

Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.

Related State Priorities:

☒ 1 ☐ 4 ☐ 7
☐ 2 ☐ 5 ☐ 8
☒ 3 ☒ 6

Local Priorities:

☒: Priority 1
☒: Priority 3
☒: Priority 6

Specific Annual Actions to Achieve Goal

City Language Immersion Charter will create a comprehensive environment that fosters student engagement through diverse learning opportunities while maintaining the highest standards of safety and security for all community members.

City Language Immersion Charter School will:

- Continue to foster a welcoming school environment that will strengthen home-school relationships

Continue to partner with community-based organizations, Institutes of Higher Education, and local agencies to support student, staff and family needs.

Continue to actively communicate with families using ParentSquare app.

Continue to encourage parent/family participation in decision-making roles through the Parent Advisory Committee (“PAC”); ELAC.

- Continue to provide interpreter services, as needed.
- Annually review and update the School Safety Plan; and provide training for all staff to ensure a safe school environment for all.

The bilingual Family Engagement Manager will establish community partnerships with organizations that support family needs and collaborate individually with identified families to connect them to community resources. This position will also work with leadership to increase family participation in school functions and enhance representation and voice in school committees and decision-making bodies.
This comprehensive approach to family engagement will strengthen parent participation in their children's education, increase representation of diverse families in school governance, and build stronger connections between home, school, and community to support student success.

Expected Annual Measurable Outcomes

Outcome #1: City Language Immersion Charter will maintain clean & safe facilities as measured by an overall score of "Good" or better on the Facilities Inspection Tool ("FIT").

Metric/Method for Measuring:
Annual FIT Score: Good or Better
Source: FIT Report

"N/A"- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	Exemplary	Good	Good	Good	Good	Good

Outcome #2: Encourage parent input in decision-making including families representing Unduplicated Pupils and SWD. (Rating: 5)

Metric/Method for Measuring:
Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 9-12) – Rating scale
Rating Scale:
1 - Exploration & Research Phase;
2 – Beginning Development;
3 – Initial Implementation;
4 – Full Implementation;
5 - Full Implementation & Sustainability

"N/A"- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	3	4	4	5	5	5

Outcome #3:
Increase and solicit parent participation in programs at the Charter School, including families representing Unduplicated Pupils and Students with Disabilities. (Rating: 5)

Metric/Method for Measuring:
Local Indicators - Priority 3 CDE: Self-Reflection Tool (Questions 1-4) – Rating scale
Rating Scale:
1 - Exploration & Research Phase;
2 – Beginning Development;
3 – Initial Implementation;
4 – Full Implementation;
5 – Full Implementation & Sustainability

"N/A"- student group does not apply for this indicator

APPLICABLE STUDENT GROUPS	Baseline	2026-27 Y1 Term	2027-28 Y2 Term	2028-29 Y3 Term	2029-30 Y4 Term	2030-31 Y5 Term
All Students (Schoolwide)	3	4	4	5	5	5

Outcome #4: Continue to increase overall percentage of students who feel a sense of safety and school connectedness. (Goal >70%)

Metric/Method for Measuring:
Annual student survey reporting of the % Sense of safety; and % School connectedness.

**** student group is not reported for this indicator.***						
APPLICABLE STUDENT GROUPS	**Baseline**	**2026-27 Y1 Term**	**2027-28 Y2 Term**	**2028-29 Y3 Term**	**2029-30 Y4 Term**	**2030-31 Y5 Term**
All Students (Schoolwide)	58%/48%	60%/50%	65%/55%	70%/60%	70%/65%	70%/70%
Outcome #5: Increase percentage of parents who feel a sense of safety and school connectedness. (Goal >90%) **Metric/Method for Measuring**: Annual parent survey: % Sense of safety; and % School connectedness **** student group is not reported for this indicator***						
APPLICABLE STUDENT GROUPS	**Baseline**	**2026-27 Y1 Term**	**2027-28 Y2 Term**	**2028-29 Y3 Term**	**2029-30 Y4 Term**	**2030-31 Y5 Term**
All Students (Schoolwide)	81%/97%	85%/90%	>90%	>90%	>90%	>90%
Outcome #6: Maintain overall percentage of staff who feel a sense of safety and school connectedness. (Goal >80%) **Metric/Method for Measuring**: Annual staff survey: Measuring the percentage % Sense of safety; and % School connectedness. **** student group is not reported for this indicator***						
APPLICABLE STUDENT GROUPS	**Baseline**	**2026-27 Y1 Term**	**2027-28 Y2 Term**	**2028-29 Y3 Term**	**2029-30 Y4 Term**	**2030-31 Y5 Term**
All Students (Schoolwide)	75%/35%	80%/40%	80%/50%	80%/60%	80%/70%	>80%

All curriculum designs are directly aligned to the State Standards. The standardized testing and benchmarking required by law will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, and student portfolios. In addition, character development and social responsibility are inherent to our entire program and will be assessed through student and teacher evaluations in the form of a quarterly Citizenship Grade (rubric below in sub-section).

Instructional Design

We utilize a variety of instructional methodologies to ensure all students are achieving academic success and developing the qualities CLIC deems essential for an Educated Person:

1) 90/10 Dual Immersion
2) Data Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices
3) Backward Design and Multiple Assessments
4) Family participation and community involvement in the educational process

5) Constructivism
6) Problem/Project-Based Learning

The six methodologies listed above and described below are critical to effectively serving CLIC's diverse population. The research base for each strategy is described in the corresponding section and establishes the validity of each strategy for maximizing the learning of all students. However, these methodologies are also particularly effective for language learners, who represent 36% of our student population. Karen Carrier in, "Key Issues for Teaching English Language Learners in Academic Classrooms," (Middle School Journal, November 2005) identifies three key issues ELs face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELs – learning content and learning the language
- The need for multiple modes of input and output

The CLIC instructional model addresses all three of these issues directly. The very nature of a constructivist education is designed to be student centered and build on student interests and prior knowledge. This approach will allow the teacher to easily tailor the learning experiences to individual students, and to allow students to acquire new content at a pace that is appropriate for them. Finally, the EL student's need for multiple modes of input and output is directly addressed by problem-based learning, which provides students with real-world applications and built-in visuals and realia to contextualize new learning.

1. 90/10 Dual Immersion

The dual language immersion model integrates the best of bilingual education for all students: Native Spanish speakers develop literacy in their first language before acquiring their second, resulting in higher proficiency in both. Non-Spanish speakers are immersed in learning Spanish beginning in TK/kindergarten, when their brains are most suited to learn a second language. Teachers adjust instruction for children at different levels of language fluency and literacy, and all students emerge from 5th grade fully bilingual and bi-literate in Spanish and English. Research (Callahan & Gandara, 2014) has consistently shown that students who develop two languages early on exhibit elevated levels of academic and cognitive functioning, including enhanced problem solving, reasoning, and communication.

CLIC has implemented a "90/10" immersion model, meaning that in kindergarten 90% of the day is taught in Spanish by a well qualified, credentialed teacher fluent in both Spanish and English. The children may speak or respond in either language, but the teacher will speak only Spanish 90% of the day. The teacher guides students to correct vocabulary, pronunciation, and sentence structure by modeling and by creating authentic opportunities for students to use the target language. Spanish instruction decreases and English instruction increases by 10% percent each year, until the program is 50-50 by 4th grade.

Bilingual kids perform better in both languages: "Spanish dominant students learn English faster and better in classrooms that include Spanish-language instruction" (2006 National Literacy Panel report). Research shows that over the long term, students in classrooms taught in two languages, both English Learners and native English speakers not only catch up to their English-only counterparts, but they eventually surpass them, both academically and linguistically.

According to a Stanford CEP report by Umansky and Reardon, "the big finding is that, by and large, students –particularly Latino students – who start out in the two language programs have very different later trajectories than those starting in English immersion," Reardon said. "A lot of people worry that students in bilingual and dual immersion programs might never catch up, but this study shows convincingly that they do catch up and, in many ways, outperform their peers over time."

- *Reardon & Umansky, 2014 (Stanford CEPA report)*

2. Data Driven Instruction

At least monthly, the Principal facilitates data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the Charter School systematically collects and analyzes student data on key demographic, behavioral, and proficiency indicators. This work will be supported and overseen by the Chief of Schools ("COS"). Demographic and attendance data is collected and reported on our SIS system PowerSchool. We implement a robust set of diagnostic and benchmark assessments that complement the state standardized test data (CAASPP, ELPAC, etc.) and provide continuous information about student progress towards standards. For example, the Charter School implements benchmark assessments such as i-Ready three times a year and diagnostic assessment such as the Independent Reading Level Assessment ("IRLA") (English Reading) and Evaluación del Nivel Independiente de Lectura ("ENIL") (Spanish Reading). CLIC also uses CAASPP interim assessments such as the IABs and Interim Comprehensive Assessment ("ICAs") for both ELA and Math. The selected assessments provide data at least three times per year that informs student grouping, intervention and enrichment needs, and pre-teaching and re-teaching needs. Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Each progress reporting period, the Principal examines grade distributions and engages in reflective conversations with any teacher demonstrating an excessive number of failing students.

Utilizing TOMS/CERS and i-Ready the Charter School leadership are able to track student growth on State Standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

Data-driven conversations are led by the Principals and by grade-level leaders. Grade levels are provided with common planning time that they use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the Principal continues to supervise the use

of data by teachers (through meetings with grade level leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the Principal monitors the progress of all subgroups (particularly low-income students, language learners, and students with IEPs and 504 Plans), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends are directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times, teachers are expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

3. Backward Design and Multiple Assessments

CLIC teachers plan all units of study with other grade-level faculty using the "backward design" guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005, 1998). This strategy advises teachers to "begin with the question, 'What would we accept as evidence that students have attained the desired understandings and proficiencies' – *before* proceeding to plan teaching and learning experiences." There are three steps to this process:

A. Identify desired results: Using educational standards and additional goals, teachers determine a three-tiered hierarchical set of learning expectations:

1) Information and skills worth being familiar with
2) Important knowledge and skills
3) Enduring understandings

B. Determine acceptable evidence: Teachers select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

C. Plan learning experiences and instruction: Once the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Backward design of instructional units is a critical precursor to differentiating instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to the defined standards and develop targeted instruction to help all students meet those expectations. In the backward designed environment, teachers are knowledgeable about their curriculum and "can more effectively support the academic language development of our ELs" by providing them with "the main

ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons." (Carrier, 2005). Furthermore, that intent of Backward Design is to build units that focus on meaningful, real-world, and authentic content. Such content has been shown to better engage middle-level learners as well as students in minority subgroups (Mayday, 2008).

4. Community and family participation

The participation of families and the surrounding community is critical in meeting the needs of the whole child; such participation is therefore a top priority. Per the Brown Act, the public will be given time at pre-announced, publicized meetings to share views, concerns and questions with CLIC's Board of Directors (the "Board"). Parental voice and input is essential to the mission of the Charter School and parent surveys play a significant role in the Board's assessment of the Charter School. Furthermore, in order to maximize participation and create an inviting school environment for all parents, education and outreach materials will be provided in English and Spanish (and any other languages found to be the Home Language of our students), and translators will be available at all Charter School events.

Formal structures include:

- **Family education:** Teachers, Administrators, parents, and community members conduct sociocultural sensitive, hands-on workshops with parents of current students to enable them to help their children develop in mathematics and language arts. Through partnerships with community-based organizations, we offer an adult education component that will serve the needs and desires of parents and community members in reaching their own academic and career goals.
- **Parent-Teacher Conferences**: Teachers conduct conferences two times a year for all students. During this time teachers will share data, work samples and observations about student progress, areas of strength and areas of growth and they will set goals for the next trimester to continue their progress. Students frequently participate in their conferences as an opportunity for self-reflection.
- **Parent volunteers**: Parents will always be welcome and encouraged to volunteer in the classroom, in the office and at Charter School events, as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape Charter School programs and operations. CLIC recognizes that, as communicated through family handbook and parent orientation, parents cannot be mandated to volunteer at the school site. Furthermore, CLIC recognizes that parents do not necessarily have time to give to the Charter School and will never attempt to place a hardship or burden on families.
- **Caregiver Association**: All parents and guardians are considered members of the Caregiver Association. For specific roles and events, the Principal identifies chairpersons who will form the core leadership on the Caregiver Association. The Caregiver Association Chairs are then responsible for working under the direction of the Principal to plan events and fundraising for the Charter School as well as serve as representatives of the parent body when needed. Caregiver Association meetings are posted on the

Charter School calendar (on CLIC's website), and in a weekly newsletter (both digital and sent home with students in hard copy) and are open to all.

- **PAC and ELAC:** As described in Element 4 and outlined in the Charter School's LCAP, CLIC facilitates the meetings of all required Advisory Committees to meet state and federal guidelines.

5. Constructivism

CLIC teachers implement learning experiences grounded in constructivist learning theory, as described in previous sections of this charter. Numerous independent researchers have documented the success of the constructivist model of education with ***historically under-served*** populations, including at such schools as Sanger Academy Charter School in Sanger and Discovery Charter School in Newark, NJ. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELs, are given the opportunity to attend a school like CLIC, their test scores and their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. All of these theories share the belief that students learn best through hands-on experiences in authentic contexts. In order to bring these theories to life, we will support our teachers in developing and implementing curriculum that includes real-world activities, multiple representations, metacognition, and critical theory.

It should be emphasized that CLIC believes that guidance must be provided to students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development is "problem-solving under adult guidance or in collaboration with more capable peers." Student discussion is essential to learning since the mental processes involved in formulating one's thoughts into words contribute to development and concept-formation. However, research has shown that *purely* discussion-based or collaborative learning can be ineffective if no student or teacher acts as a capable guide, if students treat each other with disrespect, or if students are reluctant to share their thoughts (Lewis, C. 1999). CLIC is aware of these potential problems and ensures that appropriate guidance is taking place. One way is to model effective cooperative group and conflict resolution strategies, such as those used in programs such as *Cool Tools (gseis.ucla.edu)*, *Tribes (tribes.com)* and *Council (ojaifoundation.org)*.

Furthermore, the active learning strategies inherent in the constructivist approach are validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S.

Department of Education and the National Science Foundation. The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

In order to implement the active learning described in *How People Learn*, teachers are given time and resources to fill their lessons with student-self-paced "Investigations." These activities are designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students' project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

- Use manipulatives and/or technology
- Analyze both open-ended and specific questions
- Transition from concrete to abstract reasoning at their own pace
- Work individually, or in groups, depending on the specific investigation's design

This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the CLIC understanding of constructivism.

6. Problem- and Project-Based Learning

We define problem- and project-based learning ("PBL") as a curricular and pedagogical strategy that organizes learning around projects. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers' facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has "led to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building" (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For English Learner and socioeconomically disadvantaged students, PBL takes on additional importance. The collaborative activities inherent to PBL provide ELs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty: (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships

between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

Furthermore, PBL aligns well with a standards-based curriculum. Educators in several research studies (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000) have demonstrated that standards can easily be met using the Project Approach.

In order for us to consider a project academically sound, its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to state standards (Bereiter & Scardamalia, 1999). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

Our teachers will use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process will follow two basic steps:

- In the first step, teachers have a broad interdisciplinary topic in mind, with a rubric of learning goals aligned with state standards (for example, history of California for 4th grade). By beginning with discussion, teachers allow students to express their curiosity and interests, as well as their past knowledge. This allows the teacher to tailor projects for multiple points of entry, as some students may already know a great deal about the topic and wish to explore in greater depth while other students may have a very broad question in mind.
- In the second step, students have honed their "driving" question, and begin to work individually or in small groups of students who share the same "driving" question. During the project time of the day, the students experience a variety of lessons, sometimes in whole class instruction and sometimes one-on-one and sometimes in a small group, depending on their needs. This is a time of independent inquiry, supported by scaffolded, differentiated instruction.

Through this form of project-based instruction, we will create a self-directed learning environment in which teachers are facilitators and students are learners and doers.

Curriculum and Instruction

In designing the elementary school curriculum, CLIC educators will utilize a constructivist and project-based "backward design" approach. They will develop experiential learning opportunities based on the State Standards.

What follows are the descriptions of all core and non-core courses.

Spanish Language Arts ("SLA") (core)

In CLIC's 90/10 immersion model Spanish Language Arts is the primary literacy instruction for students in TK-2nd grade. After 2nd grade SLA is paired with English Language Arts allowing literacy skills gained in Spanish to transfer to English language activities. CLIC uses a balanced

literacy approach to Language Arts instruction. A core tenet of this is well stocked classroom libraries and, for SLA instruction this must include a wide variety of books in Spanish. To support our literacy instruction CLIC has adopted a number of curricular tools that teachers can use to plan and direct instruction. The Units of Study in Reading and Writing are a supportive tool for readers and writers workshop. Phonics instruction in Spanish is guided by Estrellitas and Lunitas and Palabras a su Paso and Haggerty Phonemic Awareness. CLIC has also adopted Literacy Labs and Intervention Toolkits from the American Reading Company ("ARC"). These resources provide science of reading based curriculum in Spanish as well as comprehensive assessment tools. Through a print-rich environment, we will provide a balanced literacy program that includes oral language development, reading and writing, decoding and encoding skills (phonics, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references), and comprehension skills in multiple content areas.

In grade-level teams our teachers develop balanced literacy lessons aligned to the Common Core En Español. We have developed leveled classroom reading libraries and continue to build those libraries through partnerships with Mija Books and La Libreria. This balanced literacy approach is designed around key components as follows:

- **Read Aloud**: The teacher reads aloud to the children from a carefully selected body of literature. Students interact through a variety of strategies such as turn and talk, stop and jot, sketch to stretch, and symphony of talk.
- **Shared Reading**: The teacher and children read in unison, usually from an enlarged text. Text is written on the instructional level for most students.
- **Guided Reading**: The teacher guides a small group of readers who are on the same instructional level, to talk, think, and question their way through a book.
- **Mini-lesson:** The mini-lesson is the direct teaching component of reading workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to read with greater accuracy, fluency, and comprehension. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Reading**: Children read self-selected reading material at their independent reading level in Spanish and practice the mini-lesson topics taught. Teachers conference with students and provide individual instruction according to the reading needs of each student.
- **Sharing**: Students talk to one another to share what they have been working on in their own reading in order to process their thoughts and gain insight from each other.

At all grade levels teachers assess individual student reading levels in Spanish using the ENIL reading assessments. This assessment takes place on an ongoing basis throughout the year and supports student decision making when choosing just right books. The data also supports teacher planning as they are able to accurately identify areas of need for individual or group students.

CLIC understands the value of independent writing to develop literacy skills. We use a writer's workshop model which allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre following closely with grade level writing standards. Classrooms utilize word walls and personal dictionaries to develop vocabulary and comprehension skills. Students also focus on the structures of language and study rules for Spanish grammar. The components of writer's workshop are:

- **Mini-lessons:** The mini-lesson is the direct teaching component of writing workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to write with greater focus, content, style, organization and correct conventions. Mentor texts are used to provide professional models of writing. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Writing**: Children write pieces on self-selected topics and practice the mini-lesson topics taught. Students work on the various stages of the writing process including drafting, revising, and editing. Teachers conference with students and provide individual instruction according to the needs of each student.
- **Sharing**: Students talk to one another to share what they have been working on in their own writing in order to process their thoughts and gain insight from each other.

English Language Arts ("ELA") (core)

In CLIC's 90/10 dual immersion model ELA in the primary grades consists mostly of vocabulary development and exposure to the language. As the percent of English is increased each year, students begin to transfer their literacy skills developed in Spanish to their understanding of English. As the ELA instruction increases, CLIC uses a balanced literacy approach to Language Arts instruction. A core tenet of this is well stocked classroom libraries and, in the case of a dual immersion program this must include a wide variety of books in both English and Spanish. To support our literacy instruction CLIC has adopted a number of curricular tools that teachers can use to plan and direct instruction. The Units of Study in Reading and Writing are supportive tools for readers and writers workshop. Phonemic Awareness is taught using Words Their Way and Haggerty Phonemic Awareness. CLIC has also adopted Literacy Labs and Intervention Toolkits from the ARC. These resources provide science of reading based curriculum as well as comprehensive assessment tools. Through a print-rich environment, we will provide a balanced literacy program that includes oral language development, reading and writing, decoding and encoding skills (phonics, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references), and comprehension skills in multiple content areas.

In grade-level teams our teachers develop balanced literacy lessons aligned to the Common Core State Standards. We have developed extensive classroom reading. This balanced literacy approach is designed around key components as follows:

- **Read Aloud**: The teacher reads aloud to the children from a carefully selected body of literature. Students interact through a variety of strategies such as turn and talk, stop and jot, sketch to stretch, and symphony of talk.
- **Shared Reading**: The teacher and children read in unison, usually from an enlarged text. Text is written on the instructional level for most students.
- **Guided Reading**: The teacher guides a small group of readers who are on the same instructional level, to talk, think, and question their way through a book.
- **Mini-lesson:** The mini-lesson is the direct teaching component of reading workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to read with greater accuracy, fluency, and comprehension. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Reading**: Children read self-selected reading material at their independent reading level and practice the mini-lesson topics taught. Teachers conference with students and provide individual instruction according to the reading needs of each student.
- **Sharing**: Students talk to one another to share what they have been working on in their own reading in order to process their thoughts and gain insight from each other.

At all grade levels teachers assess individual student reading levels in English using the IRLA reading assessments. This assessment takes place on an ongoing basis throughout the year and supports student decision making when choosing just right books. The data also supports teacher planning as they are able to accurately identify areas of need for individual or group students.

The main structural framework for balanced literacy is Reader's Workshop: students are able to read leveled books that are —just right for them (in both languages). Beginning in TK and kindergarten and continuing through 5th grade, teachers assess individual student reading levels using the IRLA and ENIL reading assessments. Students choose from a large selection of leveled books according to those results. During reading instruction, teachers provide the whole class with a mini- lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals. Other strategies a teacher will employ during literacy instruction will include:

- Mini-lessons to demonstrate strategies and skills
- Independent reading and writing time
- Reading and writing with partners
- Small group instruction (guided reading, strategy lessons, special interventions)

- Shared reading and interactive writing (teacher engages in reading or writing with students)
- Word study (phonemic awareness, letter representation, pre-fixes and suffixes, word families, spelling and vocabulary)
- Collaborative reading structures (reading clubs, reading centers)

CLIC understands the value of independent writing to develop literacy skills. We use a writer's workshop model which allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre following closely with grade level writing standards. Classrooms utilize word walls and personal dictionaries to develop vocabulary and comprehension skills. Students also focus on the structures of language and study rules for English grammar. The components of writer's workshop are:

- **Mini-lessons:** The mini-lesson is the direct teaching component of writing workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to write with greater focus, content, style, organization and correct conventions. Mentor texts are used to provide professional models of writing. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Writing**: Children write pieces on self-selected topics and practice the mini-lesson topics taught. Students work on the various stages of the writing process including drafting, revising, and editing. Teachers conference with students and provide individual instruction according to the needs of each student.
- **Sharing**: Students talk to one another to share what they have been working on in their own writing in order to process their thoughts and gain insight from each other.

Oral Language Arts: Since a pillar of our definition of an educated person is "effectively communicates", students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension.

English Language Development ("ELD") (core): According to the California ELA/ELD Framework all teachers should be focusing on both the language learning needs of our students and the development of content knowledge in English. At CLIC, we do this in a couple of ways. First, we plan our curriculum by integrating our units of study across content areas. We design these units using the ELA/ELD standards, key concepts and assessments found in state and national

standards and frameworks. When designing these units, we attend to the literacy and language needs of all of our students but paying close attention to the needs of our EL students.

When planning these units, we ensure that the learning experiences are meaningful and relevant, engaging and interactive, and challenging and connected to our students' lives

In addition, we set aside time in the instructional day to address specific language learning needs, in English, for our EL students during Designated English Language development. During this time, our students are focused on English language concepts, skills, knowledge and abilities that are connected to the concepts and knowledge that they are acquiring during integrated learning time. The standards for these lessons are derived from CCSS for ELA and ELD. Students may be grouped across classrooms in a grade level for designated instruction time by proficiency level at least 3-4 times a week for about 30-45 minute sessions. Since all students at CLIC are language learners in either English, Spanish (or in some cases both), CLIC has adopted Biliteracy Para Todos, a comprehensive language development curriculum specifically designed to support language learners in dual immersion settings. This is our main curriculum for the targeted ELD instruction.

Furthermore, at the start of each year teachers will be provided with a roster of EL students and their overall levels and ELPAC score reports as well as the state ELD standards for each level represented in their class. Teachers are expected to integrate ELD standards into their daily lesson planning and to monitor the language development of each student. At designated points in the year (trimester breaks, benchmarking, score release dates) student data will be reviewed to determine eligibility for reclassification.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards will be incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

History/Social Studies (core)

In social studies students pursue answers to their own questions and develop important skills by utilizing a variety of primary resources and by working individually and in small groups. Our engaging curriculum offers many opportunities to integrate all academic content areas as well as the arts, technology, and community service.

Teachers build their yearly curriculum around agreed-upon social studies themes so that learning is integrated and connected. In this way, higher order thinking skills are developed throughout the day as children make connections between what they are learning across all academic subjects, thereby deepening understanding and demonstrating knowledge through the visual and performing arts. In the 2006 Public Employment Relations Board Report, evaluators indicated that higher order thinking skills were most prominent in classrooms utilizing project-based social studies during social studies instruction and less prominent during other subject areas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history

with connections to mathematics, science, visual art, music, dance, and drama. The learning activities engage students in reading rich literature as well as original source documents across all content areas. Our teachers invite experts from the community to speak to students. Students will have access to Chromebooks and/or iPads in a 1:1 ratio and will learn to responsibly surf the web for research and information. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

Science (core)

By participating in early experiences as young scientists, children develop the intellectual habits they need to understand and function within an increasingly scientific and technological society. The NGSS (which our teachers have been using since 2016-17) and various resources such as FOSS kits and Mystery Science form the foundation of CLIC's science curriculum.

CLIC values the study of science for many reasons: the intrinsic value of scientific and technological understanding in our world, scientific process skills are the basis for conducting investigations in any field application, and the honing of scientific inquiry-related skills support students in developing as independent and life-long learners. To support the multi-use of science education, we expect students to use scientific skills in the study of all topics and in producing oral and written reports. Investigative science provides an especially meaningful experience for oral communication, writing, reading, and using numbers. Hands-on experiences also help students construct understanding of the big ideas or concepts of science, as well as practice the scientific skills or processes that enable them to investigate and solve problems both within and outside the realm of science. In addition, our program engages students in interpretive discussions based on their direct experiences both in small groups with peers and in discussions led by the teacher.

Mathematics (core)

CLIC's mathematics program involves an emphasis on problem solving that integrates mathematics with many disciplines, especially science and language arts. The curriculum uses Open Up Resources as the foundation for a standards aligned scope and sequence and relies on CGI instructional methodologies. These tools support our Dual Language program goals by exposing students to language skills used in problem-solving and questioning. Skills, procedures, and concepts emerge and develop as students solve complex problems. Through meaningful investigations, students develop and apply important mathematical skills and concepts and learn to use quantitative tools. As students advance through the curriculum, the investigations progress from simple to complex, building eventually to problems that require proportional reasoning, multiple-step logic, and algebra.

The instructional methodology for mathematics will be varied, in keeping with the constructivist educational philosophy, and will make use of research-based practices such as CGI, that have been shown to increase mathematics proficiency with similar students. The use of multiple representations and manipulatives, (a constructivist foundational approach) when used in the

systematic ways described by experts in the field (Dienes, Lesh, et al), will be major components of mathematics instruction.

Music (non-core)

CLIC partners with the Young Musicians Foundation ("YMF") to provide a comprehensive music program. Students receive weekly instruction for YMF's teaching artists. Students learn musicality, instrumentation, and rhythm in the context of varied cultures. They learn and perform songs chosen to support our community values, reinforce language acquisition, and develop musical skills. Fifth graders begin to learn the ukulele as a first instrument, which can be a jumping off point for ongoing music and instrumental education. Research has discovered significant correlations between academic success and disciplined, consistent study of instrumental music. For example, a number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997).

Visual Arts (non-core)

CLIC has a visual arts teacher on staff that rotates through the classrooms such that each class receives weekly art instruction. Additionally, the visual arts will be an integral part of everyday learning experiences in the classroom and the key to developing literacy in two languages and deepening understanding of academic subjects for our students. To meet our Charter's goal of dual literacy, teachers will implement a California and Common Core standards-based curriculum employing best teaching practices that integrate the visual arts in social studies, language arts, science, math, and technology. Examples of ways students will experience arts-integrated, project-based learning may include a sketch to provide detail for their writing, to pantomime or improvise dialogue to express understanding of stories and historical events, and to explore historical periods, cultures, and themes through music and dance.

In this way, students will engage in hands-on projects that allow them to experience and utilize the arts (and technology) to both facilitate their interdisciplinary and academic learning and demonstrate their learning.

Social Emotional Learning (non-core)

In keeping with our Mission and with research that confirms a student learns best when emotionally/socially/psychologically safe, we will implement a comprehensive (implemented in every course and part of the school day, rather than simply in isolated and discrete curricular units) program to ensure a safe, nurturing, respectful and kind school community. Teachers have several programs at their disposal and receive continued professional development on how to create a safe and supportive learning community. Resources include Second Step (character development conflict resolution), Champions, Tribes Learning Circles, and Mindfulness. Furthermore, our courses of study will incorporate an overarching curricular

emphasis on interpersonal and intrapersonal intelligence as well as civic-mindedness, consideration, and responsibility.

This program occurs primarily during the morning circle and is reinforced throughout the day.

Physical Education ("PE") (non-core)

CLIC is committed to a varied, challenging and standards-aligned physical education program for all students. PE is provided by an in-house PE teacher and students in all grades receive at least 200 minutes every 10 days of physical education. Our philosophy on PE instruction includes a holistic approach to physical wellness including basic skills, sports instruction, team building, nutrition, and the incorporation of Health standards.

Instructional Methods and Curriculum

CLIC embraces a multicultural-constructivist bilingual curriculum that is aligned to State Standards. Each of those elements has been described in detail above, but the key is the seamless integration of those design elements by teachers working in collaborative teams. We expect to see the following core design elements in place in every classroom, and we provide teachers with ample grade-level planning time and professional development to determine how to execute on this vision. On any given day, in every classroom we expect to observe:

- *Language immersion*: The proportion of Spanish and English language instruction prescribed by the 90/10 dual immersion model (with some room for variance – within 10% - based on student achievement and language proficiency data). For example, we would expect to see 80-90% of the instructional day in Spanish in grades TK-1st, and we would expect to see approximately 50% of the day in Spanish in grade 4 and 5.
- *Student-driven (project-based) learning experiences:* We should see students making meaningful choices about what topics to pursue, how they learn and share what they have learned, and engaging in developmentally appropriate learning. Students should have a meaningful voice in the classroom, and opportunities to draw on their prior knowledge as they learn.
- *Clear learning goals aligned to standards:* Lesson and unit learning goals should be visible and/or known to students for any given lesson. The teacher should be able to articulate the alignment of those goals to content standards, and how they fit within the broader scope and sequence of the course. Most importantly, students should be able to articulate, upon request, knowledgeable answers to the questions: "what are you learning about?", "what is the expected outcome of the unit/lesson?", and "how will you know when you have mastered the learning goal(s)?"
- *Cultural relevance and responsiveness:* We expect to see both content and pedagogy that is culturally relevant and responsive to students infused throughout the curriculum. Culturally responsive pedagogy might include, for example, call and response, guided student talk, use of manipulatives, and student-driven inquiry. Culturally relevant

content means texts and classroom realia that reflect the diverse multicultural backgrounds of students, and themes that engage student prior knowledge, experience, and multicultural identity.

- *Intentional SEL and support:* We would expect to see deliberate attention to developing SEL competencies, and to addressing the SEL needs of students. This includes the use of Mindfulness strategies and morning circle activities to build relationships with students, understand their emotional state, and create a supportive community to support their success each day. In CLIC's classrooms, if a student is emotionally unprepared to learn, the teacher or teaching assistant ("TA") will know this and address it immediately.

Within this context, teachers will prioritize using projects and open-ended problems to engage students in the curriculum; while also providing them with the prior knowledge and tools they need to tackle new problems. This also means privileging strategies like inquiry and workshop over direct instruction. We believe when the classroom is safe, supportive, and student-centered, students thrive.

Implementation of State Standards

As described in detail above under "Backward Design Instructional Methodology", CLIC faculty engage in several days of professional development and planning time to create standard-aligned curriculum. Teachers are expected to begin with unpacking the applicable standards, determining how those outcomes will be assessed, and then aligning instructional and learning activities to those outcomes and assessments. Furthermore, we expect teachers to articulate expected learning outcomes to students throughout the day, such that students can articulate what they are learning, and how they will demonstrate mastery of the content.

In order to ensure that all instruction is aligned to, and results in mastery of State Standards, teachers are trained annually to implement the following procedure:

1. Identify desired results: Using educational standards and additional goals, teachers determine a three-tiered hierarchical set of learning expectations:
   a. Information and skills worth being familiar with
   b. Important knowledge and skills
   c. Enduring understandings
2. Determine acceptable evidence: Teachers select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required considering research connecting assessment relevance to student engagement and achievement.
3. Plan learning experiences and instruction: Once the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.
4.

Intervention and Enrichment Programs

Student Identification

Students performing below grade level are identified through teacher observations, formative and summative assessments, school-wide benchmarks, and standardized testing results.

During-School Interventions

Seminar Periods: CLIC provides intervention through small group instruction led by classroom teachers and teacher assistants during designated "workshop" time during the school day. During this time students get targeted instruction individually or in small groups. For ELA teachers will use the ARC Intervention Toolkits for math they will use i-Ready Teacher Toolbox and standards-based interventions. Student groupings in intervention are flexible to allow students to move in and out based on progress and needs.

After-School Interventions

Extended Learning Support: Students at CLIC who need additional support (as determined by the assessments listed above) will be referred to our after-school tutoring program. As part of CLIC's ELOP program we partner with an outside organization to provide on-site after school tutoring in ELA and Math. We also have on-site tutoring in Spanish Language Arts provided by credentialed CLIC teachers. Students in tutoring programs are monitored closely to determine when they can exit the program or if they will need additional support.

Both intervention programs emphasize data-driven instruction, flexible grouping, and targeted skill development to meet individual student needs. CLIC does not offer an Independent Study Program. However, for extenuating circumstances, CLIC offers short-term Independent Study consistent with applicable Education Code 51744.

CLIC may offer independent study to meet the short-term or long-term educational needs of students enrolled in the Charter School. Independent study is an optional educational alternative in which no student may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable students to complete their independent study successfully. Independent study is an option for any student who will be absent for a minimum of three (3) school days. The following summarizes the policy, details can be found in the full, board approved policy:

A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
c. The specific resources, including materials and personnel, that will be made available to the student.
d. A statement of the policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an

evaluation of whether or not the student should be allowed to continue in independent study.

e. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.
f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.

Students with a signed master agreement will be supervised by a credentialed staff member (teacher or administrator) who will serve as the main contact and will track student work completion and participation in required activities (remote, synchronous or asynchronous). Students on independent study will be marked ISA (independent study absent) initially. Once required activities are completed and assessed by the supervising staff member the attendance code will be changed to ISC (Independent study Complete) which is the equivalent of present and counted toward ADA.

The supervising staff member will provide and track educational activities. If it is determined together with the administration and that a student is not meeting the requirements of independent study tiered reengagement strategies will be implemented. If no improvement is seen and/or it is determined that the educational benefit of the program is not meeting the needs of the student the school will convene a meeting to discuss returning to the in school program.

Use of Technology

Technology can facilitate learning in remarkable ways, but not all technology actually improves upon non-technological methods of teaching and learning. CLIC educators believe it is important to be critical consumers, always questioning what technology is bringing to the classroom. When technology has been proven to improve student understanding, CLIC will utilize it. CLIC has a 1:1 student to Chromebook ratio in grades 2-5, and class sets of iPads available in grades TK-1. Students have multiple opportunities to practice keyboarding and mousing skills when they take our online interim assessments in preparation for the online

CAASPP Assessments. Teachers also incorporate technology outcomes and lessons into every project so that students are developing computer skills through authentic applications.

Teachers are strongly encouraged to incorporate technology in the classroom where it can enhance learning, and grade level teams devise technology goals for their students at the beginning of each year. Ultimately, the specific applications of technology in classroom instruction are largely at teacher discretion, with the exception of some school-wide curriculum resources. Students are taught to be critical consumers of information and will be guided in researching appropriately on the Internet and on school-purchased databases and in general "media literacy."

While a multitude of tools exist online (Reading A-Z, ABC Mouse, Study Island, Newsela, etc.) that facilitate learning in all core courses CLIC's philosophy is that technology is used as a support and supplement to high quality instructional practices that encourage face to face interaction with teachers and peers. Students at CLIC do not gain primary instruction through online platforms.

Transitional Kindergarten

Children who will have their fourth birthday by September 1st are eligible for Transitional Kindergarten. Transitional Kindergarten enrollment is voluntary for qualifying children. TK eligible students are entered in the lottery for the TK grade level. CLIC adheres to the legal requirements for classroom size and adult to student ratio of 1:10 for TK classes, as set forth in Education Code Section 48000(g), and has adopted a comprehensive TK curriculum – Get Set for School – which is available in Spanish. Very young learners need specialized attention to support their transition to the elementary school setting, so more time is spent on routines, structures, social emotional learning and self-management while also incorporating academic standards. The TK schedule allows for increased structured play time which is a valuable teaching opportunity as well as an afternoon rest time which is gradually shortened or eliminated as the year draws to a close.

Upon completion of TK, students will matriculate to kindergarten as the intention is to provide young students with a two-year kindergarten program. In rare cases a student may be demonstrating mastery of kindergarten standards by the end of TK. In this case the Charter School will initiate the TK Promotion Policy, which takes a close look at the student's readiness from an academic, social, behavioral and physical viewpoint. If it is determined to be in the best interest of the student, the Charter School may offer the student's parents/guardians the choice to matriculate directly to 1st grade. In the rare cases where this does happen the Charter School will schedule a check in with the student's family during the first month or two of the following school year to discuss the student's experience. If the student is not thriving, they may be placed back in the kindergarten class. All decisions are made in consultation with parents/guardians.

Instructional Minutes

City Language Immersion Charter provides all students with a total of 175 instructional days, in compliance with Title 5, California Code of Regulations, Section 11960 and the required number

of annual instructional minutes (Education Code Section 47612.5), as evidenced in the following chart.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissa l 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 Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	137	330	28	240	10	205	0	0	175	36000	53980	17980
1	Yes	137	330	28	240	10	205	0	0	175	50400	53980	3580
2	Yes	137	330	28	240	10	205	0	0	175	50400	53980	3580
3	Yes	137	330	28	260	10	225	0	0	175	50400	54740	4340
4	Yes	137	330	28	260	10	225	0	0	175	54000	54740	740
5	Yes	137	330	28	260	10	225	0	0	175	54000	54740	740

Academic Calendar and Schedules

The school year starts in August and ends in June. The Charter School runs on a traditional school year calendar and provides all students with at least 175 instructional days. The following is the anticipated Calendar for the 2026-27 school year.

Daily Schedules 2026-27

Note that CLIC has a staggered school day schedule in order to meet traffic requirements imposed by the City of Los Angeles for our school site. TK-2nd grade students begin at 8:30AM and are dismissed at 3:00PM, and 3rd through 5th graders begin at 8:10AM and are dismissed at 2:40PM. On early release days (Tuesdays), all students are dismissed at 1:30PM and on minimum days (first Tuesday of the month), all students are dismissed at 12:35PM. Designated ELD takes place during the instruction blocks four to five times per week across all grades. "Instruction" refers to ELA, SLA, Math, Science, Social Studies, Physical Education, Music, Art, and Gardening. The timing of subject matter instruction is at the discretion of the classroom teacher.

Professional Development

Teacher Recruitment

The hiring goals for faculty and staff are diversity, commitment to the Charter School's mission, bilingual fluency, and excellent training and experience. Teachers are responsible for carrying out the Charter School's educational program, teaching the core academic classes, overseeing students' academic progress, advising, and monitoring assessment. In order to ensure implementation of the Charter 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.

CLIC teachers:

- Are dedicated to the 90/10 Dual Immersion Model
- 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.

NLACS implements a comprehensive recruitment plan to seek teachers to work at CLIC 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. New LA has developed a recruitment pipeline through effective use of Teacher Residency Programs. In Partnership with Avance Residency Program, New LA can provide a learning space for pre-service teachers who upon completion of their program are eligible to be hired. This supports New LA's goals of elevating existing staff in classified positions who are ready for a career in teaching and developing new teachers who meet the qualities listed above. CLIC joined Avance when they implemented a bilingual pathway producing new teachers with specific training to work in bilingual settings and with Bilingual, Cross-cultural, Language and Academic Development ("BCLAD") certification. Specifically, the main sources for teacher recruitment will be though the UCLA and USC schools of education, EdJoin.org, Avance Teacher Residency, and the California Charter Schools Association.

Professional Development

CLIC 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 CLIC. This work includes team building, planning time, and training over various aspects of our program, including:

- School mission and vision
- Project-based learning and Backwards Design
- Dual Language Instructional Philosophy
- Strategic plan for equity and social justice
- Data driven instruction
- Authentic assessment
- MTSS and Tiered Supports
- PBIS
- Inquiry-Based instruction and constructivism
- State Standards
- ELD instruction
- Inclusive classrooms and co-teaching and co-planning
- Universal Design for Learning

Throughout the school year, staff members participate in weekly professional development meetings. These meetings are on Tuesdays from 1:30-3:30pm and on early release Tuesdays from 1:00-4:00 pm. Additionally, each grade has a grade level meeting built into the school day during which time grade level teams meet to plan for instruction and other 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
- Exceptional Education
- Team building
- Critical program reflections
- All topics listed above

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

- Culturally responsive teaching and learning
- PBIS
- Data Driven Instruction
- Bilingualism and Bilingual Instruction
- MTSS
- Exceptional Education
- Universal Design for Learning

- English Language Development
- Gifted and Talented Education ("GATE")

In addition, after each trimester benchmark assessment, teachers have a day of professional development to analyze data, plan for intervention and re-teach, and work with grade level clusters to reflect on effective strategies and methods for teaching State Standards.

Professional development is planned and led by the Principal and teacher leaders, as well as our "home office" staff including the Chief of Schools, Director of Exceptional Education and Director of Diversity, Equity, Inclusion, and Justice ("DEIJ"). PD sessions are also conducted by outside experts when resources permit.

Meeting the Needs of All Students

English Learners

"Students achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly- interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

CLIC identifies English Learners through a multi-step process outlined in the LAUSD Master Plan for English Learners and Standard English Learners, which the Charter School has adopted. The Charter School first considers the answers submitted on the home language survey (for students who are enrolling in a California public school for the first time) to determine a home language status (English Only or Possible English Learner - TBD). Any new student who is TBD and has not attended school in CA will take the initial ELPAC within 30 days of enrollment. New students who attended another elementary school in CA will have records requested or will be accessed in CALPADS to determine their language status. CLIC communicates with parents at the start of the year regarding the supports in place for English Learners and the process for conducting ELPAC testing. All English Learners take the summative ELPAC annually until they meet the criteria for reclassification. Additionally, parents are informed of student ELPAC results within 30 days of receipt of those results. The Charter School hosts general meetings for parents to help them understand the results of the ELPAC testing and the reclassification criteria. Parents are invited to participate in the reclassification process when it applies to their child.

We address the needs of ELs and LTELs by strengthening their native language. We know that students who have a strong foundation in their native language do better acquiring a new language. Therefore, in TK-3 the focus is on providing Spanish Intervention to those students who are struggling in Spanish. If students enter 4th grade and are still struggling to progress in English, we will provide similar support in ELA. In all grades there is a structured ELD portion of the day scheduled in. During ELD time students are placed in groups according to their ELD proficiency level (Emerging, Expanding, Bridging) and instruction targets the specific needs and

level of that group. Designated ELD is provided with the support of the Biliteracy Para Todos curriculum. All teachers are expected to meet the needs of English Learners in their classrooms providing integrated ELD in all content areas. Grade level teams coordinate and plan with each other throughout the year using ELPAC results, benchmark assessments, informal assessments to determine the individual needs of each student and provide instruction at their level. At trimester breaks when progress reports become available and also at the 3 academic benchmarking periods grade level teams and administrators assess students' progress with regard to the ELD standards and reclassification criteria. 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 to fluent English Proficient ("RFEP").

We also provide our faculty ELD professional development to create a shared understanding of target literacy skills. Teachers also learn about effective language development practices focused on language generation such as (jigsaw, expert groups, turn and talk, etc.). Lastly, they learn about addressing the social-emotional needs of ELs and LTELs. Throughout the school year, we also hold data meetings with teachers to analyze data (i.e. Smarter Balanced Assessment Consortium, ELPAC, internal assessments, etc.). Our Special Education ("SPED") coordinator is present during data meetings to help coordinate and address issues with students who are ELs and SPED.

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 as well as initial, interim and summative ELPAC results.

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

- Proficiency on state mandated standardized tests (CAASPP) - At/Near Standard OR Proficiency on internal standardized assessment benchmarking (i-Ready) – publisher guidance
- Proficiency on the ELPAC: Overall score of 4
- Teacher evaluation based on student progress report marks
- Parent consultation and approval

On a yearly basis CLIC 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 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.

CLIC utilizes two critical bodies to monitor and evaluate the effectiveness of the EL program. The first is the Charter School's Grade Level Leads who meet weekly to review data on the success of all programs in the Charter School, including the Charter School's intervention programs and ELD programs. Specific to ELD, CLIC has an 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 Principal and Assistant Principal ("AP"), hold primary responsibility for monitoring the progress of all ELs and RFEP students, including LTELs and students "At-Risk" of Becoming LTELs. The AP and classroom teachers administer the ELPAC and based on the previous year's results collaborate on learning plans appropriate to each student. Interventions include small group instruction, intervention in target languages and, co-planning, and coordination with the exceptional education department due the significant number of ELs who are dually identified EL and SWD.

Gifted and Talented Students and Students Achieving Above Grade Level

CLIC 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, CLIC 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 have been previously identified as 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 CLIC 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 Charter School administration and teachers will monitor the progress of students in this subgroup through classroom assessments (including novel, project-based learning products) and benchmark assessments.

Administrators and teachers look at benchmark data 3 times a year. This data is disaggregated so the school can assess overall performance and progress as well as the performance and progress of specific student groups. GATE students are considered a student group and their progress will be monitored through this process. School staff will make adjustments to the educational program according to the data. Additionally, this data analysis process will contribute to the identification of students who may qualify as gifted and will result in referral for assessment.

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. 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)[2].

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). The Principal is the designee for questions and/or referral for GATE identification.

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. CLIC uses variety formal assessments in English and Spanish, including IRLA and ENIL, i-Ready, and CAASPP Interim Assessments (IABs, Focused Interim Assessment Blocks and the ICA) to get a thorough picture of where students are academically. Assessments are given at the beginning of each year, as well as periodically throughout the year. Teachers also use teacher-created writing prompts, which are aligned to State Standards and use rubrics to

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

determine mastery. On the spot academic monitoring happens constantly in the classroom and teachers use a variety of tools to check for understanding and determine mastery before moving on to new topics. Quantitative and qualitative data from these assessments are used to monitor all students and inform instruction. Based on the data described above, teachers respond with whole group, small group or individual re-teaching or intervention in the classroom.

When students are not responding to interventions as described above they are referred to the Student Success and Progress Team ("SSPT"). Through this process a detailed action plan is put in place to support the specific areas of need for each student and they are closely monitored for progress. The plan is adjusted as time goes on. The Assistant Principal oversees this process and the classroom teacher, education specialist, parent/guardian and in some cases student are all members of the team. In certain cases, after Charter School staff, the counselor or other relevant parties will also participate on the team.

Students at CLIC who need additional support (as determined by the assessments listed above) will be referred to our after-school tutoring program. As part of CLIC's ELOP program we partner with an outside organization to provide on-site after school tutoring in ELA and Math. We also have on-site tutoring in Spanish Language Arts provided by credentialed CLIC teachers. Students in tutoring programs are monitored closely to determine when they can exit the program or if they will need additional support.

Socioeconomically Disadvantaged Students

CLIC uses the CDE required process to systematically identify socioeconomically disadvantaged students: After July 1st each year, we request that all families, regardless of income status, submit a completed Free and Reduced Priced Meal form provided each year by CDE. We then certify eligibility using the guidelines and eligibility rates set by the National School Lunch Program. Additionally, we directly certify students monthly via CALPADS and adjust their eligibility status accordingly. CLIC partners with a variety of organizations to provide the best learning environment for these students as outlined below:

- *Her Healing:* CLIC partners with Her Healing to provide as needed counseling to individual students as well as social skills groups.
- *Think Together:* Provides before and after school programming for leveraging ELOP funding and the 21st Century Grant. Think Together also provides High Dose Tutoring as described in other areas of this petition.
- *LA Metro:* Through the LA Metro's Go Pass program, CLIC provides metro cards free to all students.
- *LACOE PBIS Cohort:* Ongoing coaching and training for CLIC staff to focus on MTSS, school culture and effective PBIS.

In addition to these partnerships CLIC students are required to adhere to a dress code that includes a branded polo or t-shirt, thus reducing the stress that low-income students often feel

when trying to conform to certain expectations of dress and materialism amongst their peers. CLIC works with vendors to keep uniform costs affordable. Additionally, CLIC collects donations of gently used uniform shirts, jackets and sweatshirts that students have outgrown and offers them free of cost to families who cannot afford to purchase new uniforms. CLIC covers the cost of uniform shirts 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 CLIC due to lack of funds for uniform purchase.

Regular communication in the form of regular one on one meetings between CLIC's partners (as listed above) and the Principal or Assistant Principal serves to monitor the progress of socioeconomically disadvantaged students. At each trimester mark the principal creates reports of student progress to share with partners, the grade level leads, teachers and caregivers.

Students with Disabilities

NOTE: The FSDRL contains the provisions necessary to address matters related to students with disabilities including special education and other federal requirements.

Students in Other Student Groups

Foster and Homeless Youth

As described in Element 8, CLIC shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act. CLIC defines foster youth as it is defined under LCFF as:

- Any child who is the subject of a juvenile dependency court (Cal. Welf. & Inst. Code § 300) petition, whether or not the child has been removed from their home;
- Any child who is the subject of a juvenile delinquency court (Cal. Welf. & Inst. Code § 602) petition **and** who has been removed from his or her home by the court and placed into foster care under a "suitable placement" order. This includes youth who have been placed in a foster home, relative home, or group home. It does not include youth who have been placed in a juvenile detention facility, such as a juvenile hall or camp.

In addition to generating a CALPADS report to identify foster youth, CLIC also identifies students through enrollment forms, court documents and family contact. Students will be closely monitored by the foster youth liaison with particular attention when doing the weekly attendance audits. Foster youth will benefit from many of the services provided for the socio-economically disadvantaged students such as PBIS, Her Healing, GoPass, Think Together After School and uniforms. Additionally, the Assistant Principal is designated to serve as the liaison between the Charter School and the foster family or home, caseworker and any others working with the child.

ELEMENT 2: Measurable Pupil Outcomes and 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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

Measurable Goals of the Educational Program

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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.

Measurable Goals of the Educational Program

City Language Immersion Charter's annual goals for all pupils (i.e., schoolwide) and for each pupil student group identified pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), and pursuant to Education Code Section 47605(c)(5)(A)(ii), and specific annual actions to achieve those goals are in the

completed “LCFF State Priorities” Table provided in Element 1 of this petition which meets the above requirements.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

See Element 1, "LCFF State Priorities" Chart that identifies and describes specific performance targets (pupil outcomes), for all pupils (i.e., all students) and for each significant pupil group identified pursuant to Education Code Section 52052, that aligns with the eight (8) state priorities identified in Education Code Section 52060(d). The LCFF State Priorities Chart in Element 1, incorporates all of the specific metrics set forth in Education Code section 52060(d) that are applicable to the grade levels served by the Charter School. Therefore, the completed LCFF State Priorities” Chart provided in Element 1 meets this requirement and can be incorporated herein by reference.

Other Performance Targets

See “LCFF State Priorities” chart in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

The chart below provides an overview of the types of local and state-mandated assessments administered by subject area and frequency. These types of assessments are used to systematically address learning gaps and reduce achievement disparities among all student groups; the Charter School implements a comprehensive assessment system utilizing universal screeners and internal benchmark assessments. This multi-tiered approach enables educators to identify learning gaps, close achievement gaps among student groups, establish annual student growth targets, continuously monitor academic progress, and evaluate program effectiveness across all instructional areas.

City Language Immersion Charter has designed an Assessment Implementation Framework that includes universal screeners used for progress monitoring, formative and summative assessments and ICA.

i-Ready Assessment System Integration The California State Board of Education has designated Curriculum Associates i-Ready Assessments as an approved verified data source, ensuring alignment with state accountability requirements. i-Ready functions as a comprehensive assessment and instructional platform that provides educators with research-based resources to support all student populations.

Key System Features:

- **Diagnostic Integration:** Seamless connection between assessment data and personalized instruction delivery
- **Differentiated Instruction Support:** Reduces instructional complexity while making individualized learning achievable in every classroom

- **Actionable Data Dashboards:** User-friendly reporting systems that provide educators with clear understanding of individual student strengths and growth areas
- **Adaptive Online Instruction:** Tailored lessons and practice opportunities designed to accelerate student academic growth

Data-Driven Instructional Impact The assessment system enables teachers to make informed instructional decisions by providing foundational understanding of each student's academic profile, facilitating targeted intervention strategies, and supporting evidence-based program modifications to maximize student learning outcomes.

Expected Outcomes Through systematic implementation of this comprehensive assessment framework, the Charter School anticipates measurable reduction in achievement gaps, improved student growth trajectories across all student groups, and enhanced instructional effectiveness through data-informed practice.

Data Analysis and Reporting

CLIC employs various methods to inform all stakeholders about the Charter School's performance. These include the development of an annual School Accountability Report Card ("SARC"), the distribution of progress reports, and consultations with our educational partners where we analyze data and solicit input for the development of the LCAP. These channels ensure that parents and the broader community are well-informed and actively engaged in the Charter School's educational program.

At the end of every testing window, our school engages in a thorough data analysis process that involves administrators, and teachers. This collaborative effort allows us to review student performance, identify trends, and make informed decisions to enhance instructional practices

and support student growth. Through these regular analyses, we ensure that our strategies are data-driven and responsive to the needs of our students

As a Tier 1 practice, we have implemented regular Progress Monitoring. This process involves convening MTSS meetings that include administrators, and teachers. These teams meet regularly to review and analyze data for all students, making support determinations as needed. This comprehensive approach ensures that every student's progress is closely monitored, allowing for timely and targeted interventions when necessary.

Parents are encouraged to participate and provide input on the Charter School's educational initiatives, fostering a collaborative environment where feedback is valued. CLIC uses accountability data, including the information gathered through LCAP Consultation process, to evaluate the effectiveness of existing programs and identify areas of need.

At each governing board meeting, the Principal presents updates on key areas such as enrollment, attendance, student achievement, professional development, and any issues relevant to the Charter School. This consistent reporting now includes insights from the Progress Monitoring process, providing a more comprehensive view of overall student performance and support needs across all tiers of instruction. This approach ensures transparency and allows for informed decision-making that supports the Charter School's ongoing success and the individual growth of each student.

Grading, Progress Reporting, and Promotion/Retention

Progress Reporting and Grading Scale

CLIC reports student progress on a trimester system. The reports are aligned to the State Standards and reflect student progress in meeting the standards set by the State of California. The goal is that all students are meeting State Standards in each academic course by the end of the school year. Standards for each course are communicated on the progress report and indicated by the following letters:

E—Excelling at standards

M—Meeting standards

A—Approaching standards

D—Does not meet standards

CLIC issues school-designed report cards three times a year. At the end of the 1st and 2nd trimesters teachers schedule parent conferences to discuss these reports. Grades on report cards are aligned with California State Common Core Standards for content skills and English Language development.

Student Promotion/Retention

It is the Charter School's intent to meet the academic needs of all students throughout the school year with on-going intervention support. Social/emotional needs will be met through social/emotional curriculum implemented in the classroom. It is assumed that with these resources students will promote to the next grade annually.

In some cases, a student may need additional time. The decision to retain a student will involve a series of collaborative meetings with the teacher, grade level leaders, assistant principal, principal, and the student's caregivers. The decision will be up to the caregiver. Factors impacting this decision will include grades, test scores, teacher feedback, student retention history, age, emotional maturity, physical maturity, Resource Specialist ("RSP"), and support provided during the year.

Retention Process

Trimester 1: At the end of Trimester 1, a team consisting of the Principal and teacher leaders will use data to determine if there are students who might be in danger of failing, including previous year's benchmark or standardized test scores, progress report grades and skill assessments, and teacher feedback.

The lead teacher will submit an SSPT referral for all at-risk students. After the child's conference, the Principal will meet with the child's parents/guardians to express concern and schedule the SSPT meeting. During the SSPT process, the child's parents/guardians, teachers, and administrator will create a support plan. This plan will include classroom accommodations and intervention support.

Trimester 2: At the end of Trimester 2, the Principal will meet with teacher leaders to review progress for at-risk students. The Principal will then review the child's case and consider all retention factors. If the child would benefit from retention, the teachers and Principal will hold a meeting with the child's parents/guardians to discuss a plan for Trimester 3. The possibility of retention will be addressed at the meeting, and the decision will be entirely up to the caregiver(s). If not already implemented the student will be entered into the Tier 2 intervention program at this point.

Trimester 3: Within 4 weeks of the end of the school year the Principal and teachers will review the student progress. If they feel the child will benefit from retention, they will meet with the child's parents/guardians to conduct the retention referral process, a final determination will be made by the child's and recorded at this meeting.

Transitional Kindergarten Promotion Policy

In rare cases, a Transitional Kindergarten student may master the kindergarten curriculum in just one year rather than the typical two-year TK program and may be eligible for promotion to 1st grade at the end of the year. Factors impacting this decision will include grades, test scores, teacher feedback, age, emotional maturity, physical maturity, RSP, and supports provided during the year. The policy and procedures used to promote a student from Transitional Kindergarten directly to 1st grade are outlined below:

Academic readiness will be determined based on a variety of assessments. The initial recommendation to promote a TK student will come from the Charter School. It will involve a series of collaborative meetings with the teacher, grade level leaders, Principal, and the student's parents/guardians. The final decision will be up to the parents.

1. No later than 6 weeks before the end of the school year teachers will submit a recommendation for student promotion that includes teacher observations, student test scores and reading level assessments, all of which must show evidence that that student has mastered the kindergarten standards. In addition to academic progress the teacher will include information about the student's emotional and social maturity.
2. A meeting with the teacher, Principal and parents will be convened to discuss the teacher recommendation, the student's academic readiness and the student's emotional readiness. In addition, the team will review the kindergarten and 1st grade standards and samples of kindergarten and first grade work and reading books.
3. Parents will make a final decision to either promote the child to 1st grade or opt to continue the two-year kindergarten program, they will submit their decision in writing. If a parent opts to keep their child in kindergarten, they waive their right to move the child up until after they have completed the full two-year kindergarten program.
4. If a child is promoted to 1st grade, they will be monitored closely for the first few months of school to ensure that the transition is smooth and is meeting the needs of the student. A meeting will be calendared after one month of school with the teacher, Principal and parents to review student progress. It is at this time that parents may decide to continue in 1st grade or move the child back to kindergarten if they feel the decision is no longer in the best interest of the student.

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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

Legal and Policy Compliance

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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

CLIC is governed by a Board of Directors. The Charter School is a directly funded independent charter school and is operated by New Los Angeles Charter Schools ("NLACS") Board of Directors, a California non-profit public benefit corporation. The Charter School's internal accountability structure and decision-making process has made the Charter School self-sustainable throughout the years. There will be one Board governing City Language Immersion Charter, New LA Charter Elementary School, and New LA Charter School. Likewise, one Chief Executive Officer ("CEO") will oversee all schools operated by NLACS.

Board of Directors

The NLACS Board of Directors is responsible for all legal and fiduciary matters involving CLIC. 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 CEO.

The Board of Directors' primary responsibility is to ensure student achievement by monitoring the academic program and holding the CEO accountable. Accountability is the bedrock of the Charter School movement, and that responsibility at CLIC rests with the Board of Directors. Approving the yearly budget, contributing to the financial wellbeing of the Charter School, fiscal

oversight, compliance, and upholding the mission of the Charter School as outlined in the charter are essential responsibilities.

The NLACS Board of Directors shall be not less than three (3) and no more than fifteen (15) members, each serving a renewable two-year term.The NLACS Board Chair and CEO meet with Board members to discuss their future plans and determine whether to continue their service for another term, or rotate off the NLACS Board. Members of the Board are required to follow the Charter School's Conflict of Interest Code and Policy. The Board has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, et seq., as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. NLACS follows Education Code section 47604 and has adopted a Conflict of Interest Code with is approved by the Los Angeles County of Supervisors.

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 Charter 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. 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.

The Board of Directors meets regularly, and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board will attend an annual or every-two-years in-service for the purposes of training, individual board members on their responsibilities with topics to include, at minimum, ethics (AB 2158), conflicts of interest, and the Brown Act.

<u>Overview of Board Duties</u>

Mission & Strategic Direction

- The Board determines the organization's mission and purpose
- The Board engages in strategic planning and long-term strategy
- The Board approves and monitors the implementation of general policies of the Charter School

Resource Development & Financial Accountability

- The Board participates in fundraising to support the Charter School
- The Board enhances the organization's public image
- The Board ensures effective financial management
- The Board ensures sound risk management policies
- The Board approves the annual independent financial audit

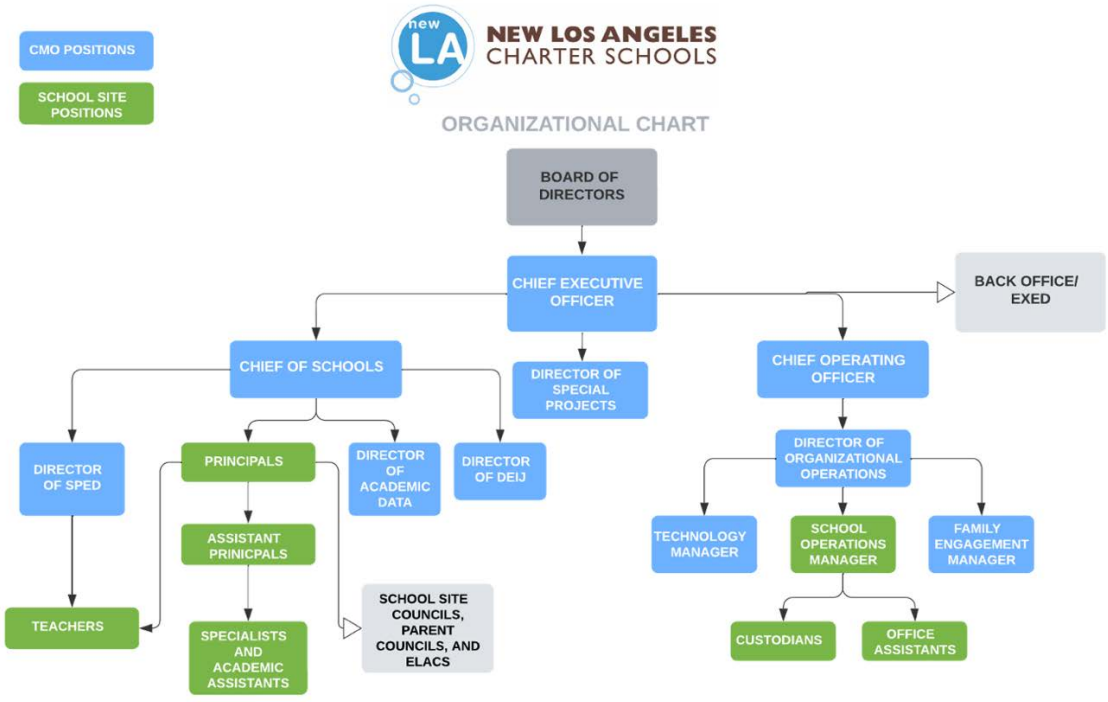
Oversight & Assessment

- The Board selects and orients new board members
- The Board organizes itself so that it operates efficiently
- The Board approves Charter School policies
- The Board assesses student achievement, operations and compliance
- The Board selects the CEO and reviews their performance
- The Board approves the Charter School calendar

The Board may, at its discretion, form committees, each consisting of two (2) or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School achieves its mission and goals. Committees could include but are not limited to, an Audit Committee, Compensation and Evaluation Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Organizational Structure

As demonstrated by the organizational chart below, CLIC is governed by the NLACS Board of Directors; NLACS will operate three public charter schools authorized by LAUSD. The CEO reports to the Board of Directors and manages the day-to-day operations of all NLACS schools. The CEO supervises the principals and additional home office staff that oversee and support all NLACS schools. In turn, the CLIC Principal supervises all school-site staff, including certified and classified staff, and manages the ELAC and parent booster organization.



Chief Executive Officer

The CEO is the leader of the Charter School and oversees the operations of all NLACS. The Chief Executive Officer (CEO) reports to the NLACS Board of Directors and manages the day-to-day operations of all three schools. The CEO supervises the Principals and additional home office staff. In turn, the Principal supervises all school-site staff, including certified and classified staff, and manages the School Site Council, ELAC and Parent Council.A description of the major roles and responsibilities of the CEO are as follows:

- Ensure the Charter School enacts its mission
- Communicate and report to the Charter School Board of Directors
- Oversee fundraising and grant proposals
- Hire/fire/supervise/evaluate the Chief of Schools and the Chief of Operations and manage the Business Services Provider contract.
- Establish and oversee relations with LAUSD, LACOE, and CDE
- Direct the preparation of the annual budget and direct the administration of the budget after its adoption
- Oversee auditing process

Chief of Schools

The COS oversees the instructional program of the charter schools and supports school leaders. A description of the major roles and responsibilities of the Chief of Schools are as follows:

- Establish instructional priorities aligned with the Charter School's mission
- Oversee data driven instructional practice
- Oversee the recruitment and retention of a diverse and high-quality teaching faculty
- Supervise and evaluate Principals
- In conjunction with the COO and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management who are evaluated by the CEO
- Oversee the special education program
- Oversee programming for English Learners
- Ensure a healthy school culture for staff and families
- Facilitate a culture of learning, professional development and growth

Chief Operations Officer ("COO")

The COO oversees organization-wide and school-site operations. A description of the major roles and responsibilities of the COO are as follows:

- Oversee facilities management and maintenance
- Serve as financial liaison to back-office provider
- Oversee reporting and compliance
- In conjunction with the Chief of Schools and Principal, hire, supervise, and evaluate Charter School staff, except upper-level school management evaluated by the CEO
- Oversee human resources ("HR") and talent management

- Oversee technology and equipment, ensuring that systems, hardware and software are in place and running smoothly

Principal

The Charter School Principal is responsible for the day-to-day operations at the Charter School. A description of the major roles and responsibilities of the Principal are as follows:

- Work with teachers to develop and review the academic program and ensure the curriculum and methodologies align to standards and to the Charter School's mission
- Oversee and participate in all aspects of curriculum design and instruction
- Develop and review student assessment data and plans
- Assist the COS and COO in hiring, supervising, and evaluating Charter School faculty
- Oversee implementation of all school site policies and procedures
- Oversee the implementation of restorative practices as a response to student discipline.

Detailed job descriptions are included in Element 5.

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 Process

NLACS will recruit and select board members who are 100% committed to the mission and vision of its schools. NLACS will recruit and select board members who reflect the diverse community of the schools it serves.

- Step 1: When the need for a new director(s) is identified (either because of need for additional expertise in a particular area, or because a director resigns or does not wish to renew their term), an Ad-Hoc Nominations Committee, comprised of the Board Chair and other directors who wish to serve, analyzes the areas of need based on desired program outcomes and Board expertise, and presents a proposal to the Board.
- Step 2: Board members identify potential new directors by notifying the chair of the Ad-Hoc Nominations Committee and providing their with information about the nominee (the potential nominee must fill out a Request for Information form).
- Step 3: 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 Charter School and meet with the Committee and CEO.

- Step 4: The Ad-Hoc Nominations Committee will present recommended director candidates to the full Board for their consideration and vote. The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed.

No employee of NLACS shall have any voting rights on the Board of Directors or be a member of the Board.

The NLACS Board of Directors has consistently received high marks for its governance during LAUSD annual oversight reviews and has maintained legally compliant and fiscally sound charter schools with clean audits.

Governance Procedures and Operations

Board meetings are currently held regularly, alternating between LAUSD-authorized NLACS' charter school sites, all within LAUSD. The calendar of meetings is approved by the NLACS Board annually and published on our website and available at the Charter School site.

All meetings are held in accordance with the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the NLACS Board are posted near the entrances of the Charter School and at the entrance of the Charter School's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices and minutes for regular meetings are posted on the Charter School's website, published in the monthly newsletter to parents, and posted in the main office of the Charter School at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the Charter School's monthly calendar that will be distributed to all parents. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the Charter School at least 24 hours prior to the meeting. Copies of Board minutes are available upon request in the main office of the Charter School.

Meetings require quorum (a majority of the directors then in office) and will not commence until quorum has been reached. An opportunity for Public Comment is included on all Board agendas.

NLACS Board directors may participate in a meeting of the NLACS 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 directors who participate via conference telephone, and follows the procedures set forth in the Brown Act regarding teleconference meetings.

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 CEO to ensure that notice of meetings is posted in a timely manner and in a public location. Agendas are posted on the Charter School's website and the front door of the Charter School.

Location

Meetings are held at rotating NLACS sites, all within Los Angeles County.

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:

- QUORUM: A majority of the directors then in office shall 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 is required by law, by the Articles of Incorporation, 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. A Zoom link or telephone number will be listed on the agenda to ensure that members of the public may join the meeting. While a school campus in the New Los Angeles Charter Schools network will host the meeting publicly, teleconference location will be available at all other New Los Angeles Charter Schools sites for members of the public who wish to attend the meeting at a school campus by teleconference.
- 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, and quorum of the Board shall participate from within Los Angeles County.

Stakeholder Involvement

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

CLIC 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.

Advisory Committees

The PAC and the ELAC are partners in governance with the Charter School Principal. Advisory committees meet regularly to provide feedback on the LCAP and LCAP Annual update, as well as to approve the final LCAP and budget. The Advisory committees are responsible for meeting all school level federal parental involvement mandates.

As a Title I Charter School, engaging educational partners meaningfully in comprehensive planning is necessary in order to support improved student outcomes. Per CDE, a Charter School using the LCAP as their School Plan for Student Achievement (SPSA) for federal planning purposes must adhere to the following educational partner consultation process:

- Present a report on the annual update to the LCAP and LCFF BOP by February 28th of each year
- Present the developed LCAP to the Parent Advisory and English Learner Parent Advisory Committee (if applicable) and respond in writing to comments received.
- Consult with its SELPA
- Adhere to the Greene Act

The Principal selects parents to serve on the PAC and the ELAC. There is no minimum on the number of parents who can serve on these committees. The majority of parents on the PAC must represent unduplicated pupils. The majority of parents serving on the ELAC must be parents of English Learners. The Greene Act outlines the operating procedures for these committees:

- All meetings must be open to the public, and allow for public input.
- Meeting notices and agendas must be shared 72 hours in advance of the meeting.
- Notice and agenda must be posted at the school and other appropriate places accessible to the public.
- Notice and agenda must include date, time, and location of the meeting, and the items to be discussed or acted on.
- Action is limited to posted agenda items unless and unanimous vote finds a need for immediate action and that the need for action came after the posting of the agenda.

The following topics are required to be covered by PAC and ELAC:

- Present a report on the annual update of the LCAP and LCFF budget overview for parents on or before February 28.
- Solicit input on the specific actions and expenditures proposed in the LCAP.
- Present the developed LCAP to advisory committees prior to Board approval.

The Principal must respond in writing to comments for the PAC and ELAC, and the members of the committees must be clearly identified for the public.

English Learner Advisory Committee

The ELAC provides recommendations to the Charter School administration regarding programs and services for EL students. The ELAC reviews student and parent involvement data and provides feedback as well as votes on any changes to the master plan or reclassification criteria. The ELAC also advises on the development of the LCAP and the budget related to programs/services for ELs and assists in the review of the Charter School's language census.

Volunteering

Volunteerism is a basic component and necessary part of the CLIC vision. The Charter School itself was created by the dedicated volunteer efforts of parents and community members. CLIC strives to create an environment that not only fosters volunteer efforts on behalf of the Charter 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 CLIC, 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 Charter School and of their children. In turn, the Charter School has high expectations that parents will contribute to the team-effort needed to fulfill the Charter 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 admission or continued enrollment. This is made clear to all families through the Family Handbook and the Family Contract. The Charter School shall comply with Education Code Section 47605(n).

Family Diversity

At CLIC, 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,

CLIC asks parents to contribute to the Charter 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, CLIC offers a series of Coffees & Family Education Evenings throughout the school year. Topics may include:

- Bullying & Harassment Awareness
- Internet Safety
- Parenting in the Middle School Years
- Building Positive Self-Image
- Promoting Literacy at Home
- Respect for Self and Others Program
- PBIS

CLIC's website also provides parents access to important updates and school information. A copy of the Charter School calendar and bell schedule, and important news and updates are readily made available on the Charter School's website. Board agendas and information about Board meetings are provided on the Charter School website as well (in addition to the agendas posted at the Charter School in accordance with Brown Act requirements) to ensure wide access to information about the NLACS Board.

CLIC Home-School Partnership Agreement

In an attempt to engage families, each family receives a Home School Partnership Agreement. The agreement outlines expectations for engaging in the following commitments as members of our community:

- Support my student to come to school and class prepared to learn (has materials, completes assignments, well rested, etc.)
- Be responsive to school and teacher contacts (answer/return phone calls and emails, complete forms, be available to meet or schedule a call as needed)
- Read all communication from the Charter School (Friday email, flyers, etc.)
- Ensure my student attends school a minimum of 96% of the school days (7 or fewer absences)
- Ensure my student arrives to school on time each day (10 or fewer tardies)
- Encouraged to complete 10 hours of service (volunteer during or after school, donate food/materials for school events, prepare materials for classrooms/office)

- Attend Coffee with the Principal and other caregiver meetings to stay informed and have my voice heard
- Attend conferences with my student's teacher twice a year (November and March)
- Attend community events (back to school night, literacy night, math night, passion for learning nights, festivals, fun run, etc.)
- Be responsive to school recommendations for how to best support your child
- Follow all traffic, parking and carline expectations
- Comply with school policies and discuss with your student as well (dress code, electronic devices/cell phones, volunteer/visitor requirements, school safety, discipline, etc.)

Families sign off on this commitment at the start of the year and then check in at the end of each trimester to recommit. If a family is struggling to meet the expectations outlined in the agreement the Charter School administration will invite them to a meeting and offer assistance and support to the family.

New LA consults with all stakeholders (parents, teachers, staff, administrators, and students) to develop its LCAP and annual update. During open Board 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.

CLIC consults with teachers regarding the Charter School's educational program on a monthly basis. Each month, the Charter 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 Charter 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(c)(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.

Staff Selection

All CLIC personnel must commit to the mission, vision, and educational philosophy of the Charter School. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the Charter School and its students. The job descriptions will be based on the job duties and work basis as outlined in the charter. All requirements for employment set forth in applicable provisions of law will be met.

CLIC is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of their role in the Charter School, every person hired by CLIC will actively support the curricular philosophy, instructional program and the Charter School community's guiding principles.

Key Personnel Qualifications

Given our emphasis on a mixed socioeconomic status and ethnically/racially diverse student body, every effort is made to recruit similar diversity in our staff.

Central Office Staff

Chief Executive Officer

Strategy

- Work with the board, key funders and partners, the leadership team, staff and community to develop a strategic vision and implementation plan to accomplish it.
- Set clear academic, growth, operational, and financial goals and manage them; adapt as necessary given changes in internal and external environment.
- Build and support a cohesive culture that reflects New Los Angeles Charter Schools' core values and leads to a unified network identity.

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 Los Angeles Charter Schools 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;
- 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 Charter 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 Charter 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 Western Association of Schools and Colleges accreditation;
- Work with Board on future facilities options and progress;
- Handle inquiries and press calls;
- Conduct student outreach and orientations in target communities;

- Serve as organization representative at community meetings;
- Oversee 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 Los Angeles Charter Schools.

Budget & Finance

- Direct the preparation of the annual budget and direct the administration of the budget after its adoption;
- Work with Business Services 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

- Develop a strong, engaged, and active board in close partnership with the board chair.
- 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 CEO will provide rationale for the recommendation.

Qualifications:

- Possess a Masters of Arts ("MA") or above in Education (Ed.D or Ph.D 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
- Be committed to the mission and values of New Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- 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.

Chief of Schools

Instructional Leadership

- Oversee instructional leadership across the organization
- Support and oversee dual language immersion programming
- Ensure effective teaching aligned with curricular & mission objectives
- Monitor, evaluate and implement State Standards, project-based curriculum

- Establish instructional priorities;
- Use of data to drive goals and initiatives
- Support implementation of best practices
- Identify areas in need of support
- Lead principals in developing multi-year goals, & design strategies & measures
- Analysis and strategic consultation on daily school operations and program
- Supervise and evaluate program leadership team

School Culture

- Ensure appropriate, common practices to promote healthy staff & school culture
- Lead cross-campus teams on assessment, culturally responsive teaching, social justice, restorative justice, and all initiatives (DEIJ Strategic Plan)
- Ensure a culturally relevant parent education scope and sequences, K-8
- Adopt innovative programs, monitor effectiveness of pilots, and adopt, codify, and roll out new approaches

Talent Management

- Manage recruitment and hiring timelines
- Oversee the management of recruiting sites
- Represent organization at recruiting event
- Liaison and coordinator for candidate visits
- Create positive and fair work environment where teachers feel enthusiastic
- Support principals and COO with HR issues
- Employee relations & effectiveness strategies
- Facilitate a culture of learning, professional development and opportunities for growth
- Evaluation & performance management systems across all levels
- Promote high morale, motivation & retention

Compliance and External Relations

- Prepare for and submit charter petition renewals
- Prepare for and host annual LAUSD oversight visits
- Oversee student recruitment plan and procedures
- Assist Director of Organizational Operations (“DOO”) with Prop. 39 application(s)
- Liaison for LCAP/LCAP coordination
- Oversee Dashboard reporting
- Oversee annual SARC reports

Program Operations

- Align program-related operational plans and systems for each campus
- Support development of program-related budgets aligned with school goals
- Oversee Student Attendance Review Board and attendance monitoring processes

Qualifications:

- Possess an MA or above in Education (CA administrative credential preferred);

- Have 3-5 years of school leadership experience as a principal or assistant principal;
- Have 2 or more years as a classroom teacher
- Have experience with special education, English Learners, and data analysis
- Experience with dual immersion programs
- Be committed to the mission and values of New Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- 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.

Chief Operating Officer

Financial Operations

- Work closely with the Chief Executive Officer and external partners to oversee the budget, cash flows, and overall finances
- Financial liaison to back office provider
- Oversee internal financial systems for accounts payable/receivable, weekly deposits, and expense reports
- Provide training and professional development to Site Managers on financial systems
- Payroll review and submission
- Participate in monthly finance calls with back office, CEO and Finance Advisory Team
- In collaboration with the CEO, review, update and implement operations and fiscal policies
- Lead preparation of budgets across the organization
- Maintain donor databases and donor communications
- Oversee timely payment of vendor invoices

Strategy

- Develop strategic systems to be used across our network of schools, in the following areas: facilities, lottery/enrollment, attendance, reporting, vendor management, inventory, procurement, and internal controls
- Collaborate internally on special projects and provide leadership and strategic insight on cross- functional teams

Human Resources

- Oversee annual Assignment Monitoring through the California Statewide Assignment Accountability System (CalSAAS), ensuring all credentialed staff hold the credential appropriate to their assignment and facilitate the appropriate use, documentation, and Board Approval Process of California Ed Codes (EC) in order to assign credentialed teachers to serve in authorized subject-matter areas
- Collect, analyze and confirm credential paperwork relating to credentialing
- Oversee teacher credentialing
- HR problem mediation and decision-making

- Support leadership with HR issues
- Promote high moral, motivation, and employee retention
- Oversee new hire onboarding
- Benefits administration
- Maintain up-to-date clearances as required for employment
- Oversee employee handbook.
- Oversee personnel record keeping and data tracking, and background checking related to new hires and employees, including but not limited to reviews, promotions, complaints, separations, benefits, worker's compensation claims, leaves of absence, credentialing, and exit interviews.
- Prepare employment offer letters
- Maintain teacher and staff personnel files with all required documentation
- Manage sick and leave accommodations
- Manage employee investigations, respond to all complaints, and complete all necessary follow-up in a timely manner.

Facilities, Safety and Risk Management

- Oversee Facilities management, maintenance and coordination
- Liaison with community and City on facility-related issues
- Protocol development for facility operations
- Oversee the Charter School's Internet usage and filtering software.
- Oversee school safety oversight, including all plans, procedures, and equipment to be up-to-date at all times
- Establish and implement protocols for facility operations
- Ensure all required training is completed and up to date at all times
- Risk management oversight, including planning, insurance, worker's comp, DOJ background checks
- Prop 39 liaison
- Process loan covenant requests
- Oversee COVID-19 health and safety compliance matters

National School Lunch Program

- Oversee the National School Lunch Program
- Lunch program reimbursement processing and compliance

Student Information

- Oversee Student Information System (SIS) management (PowerSchool)
- CALPADS database management
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool).

Data and Compliance

- Oversee any additional required State or Local reporting
- Oversee attendance reporting
- Complete California Basic Educational Data System Reporting
- Oversee Norm Day Report

- CALPADS reporting

Qualifications:

- At least 3 years of experience working in school operations (charter school preferred);
- Bachelor of Arts ("BA") required, Master's degree preferred
- Excellent technology proficiency;
- Be committed to the mission and values of New Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- 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.
- Be fluent in English and Spanish (oral and written).

Director of Organizational Operations

School Operations

- Lead the school operations team; collaborate with the COO to drive operational best practices across the organization
- Supervise and coach School Operations Manager, Technology Manager and Family Engagement Manager
- Analyze and organize office operations and procedures and plans office layouts
- Research and develop resources that create timely and efficient workflow
- Support Site Managers with facility repairs/vendors
- Oversee school health, safety and compliance processes (including but not limited to immunization requirements/COVID protocols)
- Manage Raptor system across all schools
- Support COO with incident reporting
- Maintain website calendar of events
- Oversee emergency planning and drills
- Ensure school sites are up to date with school safety related items, including all plans, procedures, and equipment to be up-to-date at all times
- Attend Operations meetings across all sites
- Have weekly staff check ins

Data and Compliance

- Support schools with Student Information System (SIS) management (PowerSchool)
- Support COO with CALPADS reporting
- Train staff on all SIS / data software used by the Charter School (currently, PowerSchool)
- Liaison between schools and data support partner
- Oversee attendance across the organization

Human Resources:

- Support the COO with new hire onboarding process
- Support the COO with maintaining employment files and records

- Support the COO to resolve internal and external questions regarding HR systems, policies and procedures
- Maintain staff tuberculosis records
- Respond to all external requests for basic information, including but not limited to verification of employment requests
- Ensure all Safe Schools training is completed and up to date at all times
- Post open positions and manage recruiting sites

Business Services:

- Support with organizational wide accounts payable
- Support Site School Operations Managers with accounts payable issues
- Process staff reimbursements for Home Office
- Manage After School Grants and program renewals for all schools
- Manage attendance reporting on ASSIST to ensure schools are meeting grant requirements
- Support with managing annual fundraising event
- Maintain donor database; send donor communications including tax ID letters

Technology

- Coordinate with COO and Technology Coordinator to supervise usage policies for classroom technology and shared school technology, including inventory and maintenance
- Oversee education technology across the organization

National School Lunch Program

- Support with the National School Lunch Program
- Liaison between Nutrition vendor and school sites
- Train lunch staff on serving and tracking requirements

Family Engagement

- Oversee Family Engagement Manager in the development of culturally responsive parent education programs
- Lead the student recruitment process from the application period through the enrollment process
- Develop a robust recruitment campaign with Family Engagement Manager
- Work with Administrators and Family Engagement Manager to meet enrollment numbers across the organization
- Lead the development and execution of school-level capacity building to increase family engagement as a strategy to support school transformation
- Serve as a family engagement coach/liaison for the network of schools
- Build community partnerships to expand community engagement opportunities for students and families

Qualifications:

- At least 3 year's of experience working in school operations (charter school preferred);
- BA required, Master's degree preferred
- Excellent technology proficiency.
- Be committed to the mission and values of New Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Director of Special Projects

Responsibilities

- Responsible for scoping and implementing special projects and strategic initiatives, as determined by the CEO
- Lead selected program-based special projects that require cross-functional engagement with key staff across the organization, and with external stakeholders, as appropriate
- Support CEO with governance initiatives and strategic planning
- Proactively identify and engage individual experts, as well as informational resources, that can help frame and advance work on key trends or emerging issues in education.
- Assist in developing funding proposals for departmental and/or organizational projects and initiatives including for fundraising purposes
- Assist with development and fundraising events
- Lead the integration of new schools across the organization, working with staff to refine systems, manage change and build culture
- Support with facilities acquisition and development

Required Qualifications:

- At least 3 year's of experience working in education leadership (charter school executive preferred)
- BA required, Master's degree preferred
- Record of past professional excellence
- Ability to be flexible and a team player
- Be committed to the mission and values of New Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- Go the extra mile to meet the educational needs of our students
- Have a positive outlook, enjoy collaborating with colleagues and appreciate different points of view.

Director of Special Education and Student Services

Instructional Leadership

- Develop and articulate vision for special education instruction and support to all stakeholders, including developing and articulating strategies that ensure students with special needs can access core programming
- Ensure that differentiated teaching practices are implemented at the Middle and Elementary schools in both the general education and special education programming (e.g., through observation and feedback, modeling, consultation to faculty, etc.)
- Establish and monitor system wide metrics of excellence for special education programming (e.g., IEP goal attainment tracking, SBAC/assessment sub-group data monitoring, etc.)
- Supervise and evaluate RSP Teachers and other special education service providers (e.g., School Psychologist, Speech and Language Therapist, etc.), providing both formal and informal feedback to strengthen services for students
- Provide strategic consultation to School Principals regarding special education programming;
- Plan and provide professional development to faculty and staff related to special education;
- Analyze individual student level data in order to support the creation of IEPs
- Recommend accommodations and modifications to support learning in all content areas

School Culture

- Support student socio-emotional education and behavior management approaches that create a healthy, positive school culture that supports students with special needs
- Participate in selected leadership team meetings and retreats
- Be a visible and highly engaged leader in the school community

Talent Management

- Establish performance evaluation criteria for all special education faculty and staff (e.g., RSPs, service provider faculty, and Special Education Instructional Aides)
- Evaluate and give feedback to RSPs and service providers at all sites
- Promote a culture of continuous learning amongst all teaching faculty, including consulting school principals on professional development scope and sequence and co-planning/delivering teacher professional development at all sites
- Collaborate with the Head of Schools to recruit special education staff as needed
- Work closely to develop working relationships with outside agencies and partnering organizations that will provide student services, resources, and training to increase student services and success for students with special needs

Operations, Compliance, and Legal

- Assist School Principals in ensuring IEP timelines and services are timely and in compliance
- Ensure compliance with Federal, State, and LAUSD policies; prepare documentation and reports for annual Charter Schools Division Oversight visit and District Validation Review
- Ensure special education faculty and staff are appropriately credentialed/qualified

- Assist School Principals in development of special education program-related school budgets
- Monitor special education-related expenditures and prepare documentation for special education-related grants
- Oversee the administration, scheduling, and reporting of all Special Education services, including sourcing and managing third-party providers
- Attend select IEP meetings; review select psycho-educational reports as needed
- Assess Special Education programming to ensure students receive appropriate services and monitor student outcomes
- Interpret and remain current on all Federal, State, and LAUSD/SELPA mandates for special education and ensure compliance across schools with those mandates
- Oversight of placement in Special Day Classes, Non-public Schools, and Residential Treatment Centers as needed
- Lead in managing cases of informal dispute resolution and due process
- Serve as the organizational liaison for Option 3

Additional Responsibilities

- Grant writing for special education initiatives through LAUSD Option 3 or other organizations as opportunities arises

Qualifications

- Possess an MA or above in Education (CA administrative credential preferred)
- Have experience working with diverse student populations and the ability to serve as a culturally responsive instructional leader
- Have teaching and/or administrative experience at the elementary and/or middle school level;
- 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 Los Angeles Charter Schools and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- 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

Family Engagement Manager

Family Engagement and Support

- Actively build strong parent partnerships that lead to a satisfactory school ratings and positive promotion of schools
- Participate in, develop, and manage/implement school-wide events, parent workshops, and community partnership events that build upon family strengths in support of their student's learning and build upon the recruitment efforts.

- Coordinate recruitment efforts, training, and retention of consistent volunteers to help improve involvement and increase student success
- Support/coordinate a calendar of events for parents

Recruiting and Enrollment

- Support with recruitment efforts, including but not limited to open houses, fairs, and canvassing (including evening and weekend events)
- Support the enrollment process including community outreach efforts, supporting families who need to submit documents, have difficulty completing the enrollment process, etc.
- Encourage parents to participate in board meetings, ELAC meetings, PAC, and EL-PAC meetings, and other parent meetings
- Manage student recruitment efforts
- Support principals with recruitment fairs/meetings and provide translation
- Engage in and activate other parents to engage in student/parent canvassing, as needed to support student recruitment

Parent Communications

- Connect current and prospective parents with appropriate school staff
- Oversee and create engagement in family social media groups
- Research content for monthly school/principal newsletters to families
- Track, develop, and assist in the management of school success stories
- Assist, promote, and build community engagement in the school parent Facebook group through thoughtful discussion, sharing of information, promotion, and more
- Provide translation/interpretation, as needed
- Respond to internal and external family inquiries and provide information and direction to new and returning families, as needed

QUALIFICATIONS

- Effective practices for motivating parents to actively participate, volunteer, and to adhere to high standards of conduct
- Bilingual; English/Spanish-speaking required
- Experience using Google Suite, PowerSchool and School Mint (desired)
- Problem solving training: An ability to see multiple perspectives and help resolve problems.
- Knowledge of resources in the community
- High School Diploma or GED equivalent
- Experience working with a parent or advocate group

Technology Manager

- Responsible for managing New Los Angeles Charter Schools' technology infrastructure and needs for all things (i.e., student access, teacher access and administrative access)

- Set up, configure, and maintain devices, such as computers, printers, projectors, tablets and related peripheral equipment
- Responsible for New Los Angeles Charter Schoolss' hardware and software inventory management; including required installations, updates, vendor communication and school network monitoring
- Support with digital marketing efforts on New Los Angeles Charter School's social media, website, and any other internal or external digital platforms and/ affiliates
- Supports the administration with Microsoft applications, data entry and state compliance
- Supports teachers in the classroom with any technology implementation/repairs
- Works with New Los Angeles Charter Schools' vendors to mitigate technical gaps
- Support the management of the school social media accounts and efforts, website uploads and local changes, and digital/online recruitment that increases enrollment.
- Troubleshoot and problem solve issues with computer technology and related systems; to present information, instructions and assist with computer use and learning of tasks; to act as a resource person in teaching basic computer skills and use of technology applications;
- Communicate with students and staff both orally and in writing and to perform related work as required while maintaining effective relationships with those contacted in the course of work.
- Provide technical support to users regarding hardware, software, and network related problems
- Provide hardware and software installation, configuration, maintenance, and upgrades to both computers (Windows & Mac) and networks (Windows)
- Assist administration in educating staff on usage of technology through regularly scheduled professional development
- Participate in discussions involving vendors, suppliers, equipment and program operations and new technology
- Maintain current knowledge of technological advances in computers and peripheral equipment, software, operating systems, and networks
- Manage projects assigned by the COO, as needed

QUALIFICATIONS

- Bachelor's Degree in related areas preferred (Technology, Data, Business)
- 3+ years' experience in a related technology or data management role (preferred)
- Experience with Microsoft Office (ex. Word, Excel, PowerPoint), Mac OS, iOS, Windows OS, MacBooks, iPads and PC laptops
- Experience with Google Admin Workspace
- Excellent interpersonal skills and demonstrated success building trusting relationships with teachers and school site administrators.
- Ability to set priorities and manage multiple projects simultaneously while meeting customer expectations.
- Strong customer service orientation, responding to customer needs in a timely manner
- Analytical and problem-solving skills.

- Strong oral and writing skills
- Knowledge of E-Rate is a plus
- Basic knowledge of network infrastructure is a plus

Director of Academic Data

Data Collection:

- Train and support school-based staff in using data tools and reports in a way that allows them to make effective data-driven decisions
- Support schools in implementation of all assessments
- Collect results, gather evidence, and observe in service of data collection to ensure leaders have an accurate picture of student performance with which they can make instructional decisions
- Manage the test administration process for all assessments to ensure that testing procedures are routine and include smooth, efficient distribution, administration, and collection of assessments
- Collaborate with the Special Education Support Staff to ensure that all mandated testing accommodations are adhered to for students with disabilities
- Print and assemble relevant materials for testing events and data analysis meetings
- Oversee unit assessment tracking timelines to ensure all assessments are created, administered, scored, and scanned efficiently and allows for timely analysis
- Attends annual trainings related to state testing and accountability
- Trains teachers and staff on test administration

Data Reporting & Analysis

- Build and maintain data reports and visualizations to display student achievement results and key performance metrics
- Support school-based staff in using data tools and reports for continuous improvement
- Provide additional data reporting and analysis as needed for external accountability, compliance, surveys, teacher evaluation or development tasks

Data Use:

- Work with teachers and instructional leadership to track and analyze data in a way that allows them to make effective data-driven decisions
- Work with external and internal data that identifies schools'/teachers' achievement strengths and challenges and diagnoses trends
- Provide support to school-based and regional instructional Teams in the form of consults, training, and professional development sessions
- Monitor student learning in order to identify weaknesses in our curriculum or instruction and evaluate the effectiveness of education programs and academic interventions

Qualifications:

- Possess an MA or above in Education (CA administrative credential preferred);
- Have 3-5 years of school leadership experience as a principal or assistant principal;

- Have 2 or more years as a classroom teacher;
- Have experience with special education, English Learners, and data analysis;
- Be committed to the mission and values of NLACS 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

Director of Diversity, Equity, Inclusion and Justice

DEI Strategy & Best Practices

- Partner with leaders to define our future vision for an anti-racist approach and carry out NLACS strategic plan for Diversity, Equity, Inclusion and Justice
- Map out the work plans and associated change management required to embed DEIA into every aspect of NLACS work utilizing research, knowledge of best practices, and input of community voice
- Develop and implement tools that support the visibility and clarity of DEIJ working groups and the organizational progress toward the vision and goals of NLACS
- Oversee consciousness-raising efforts and initiatives, including work with the DEI Advisory Team of the NLACS Board, DEI affinity groups, DEIA programming, and celebrations regarding our diverse community

Change Management & Professional Development:

- Function as a key leader of NLACS' leadership team and define organizational priorities and strategic direction around DEIJ
- Collaborate with internal and external experts to develop the scope and sequence of DEIJ-related training and manage the implementation of the training
- Coordinate trainings for all staff on DEIJ initiatives and support all teams in building their equity practice and culture
- Provide strategic leadership in the development of culturally specific and culturally responsive policy and service delivery models, as well as creating standardized guidelines and criteria for programming
- Work with teachers to develop a clear scope and sequence for DEIJ curriculum and social justice programming

Communication & Progress Monitoring

- Collaborate with the COS and executive team to develop and implement an internal and external DEIJ-focused communication plan to share best practices, progress updates, and keep stakeholders apprised of key initiatives and activities

- Develop consistent communication and feedback mechanisms to ensure we can identify, discuss, and address equity issues impacting our staff
- Collaborate with the data & analytics teams to develop Key Performance Indicators (KPIs) and to assess organizational culture, the effectiveness of DEIJ-related initiatives, and communication

Qualifications

- Possess a BA or above in Education, Counseling,
- Have 3-5 years of experience leading diversity initiatives
- Be committed to the mission and values of NLACS and able to articulate commitment to the mission
- Unwavering commitment to social justice and anti-racism
- 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.

School-Site Staff

Principal

Instructional Leadership

- Work with teachers to develop and review the academic program – align curriculum and methodologies to standards and to the Charter School's mission, including dual language instruction;
- Promote hands-on, active, cooperative & project-based learning throughout the Charter School community and provide hands-on guidance to teachers as they create and implement the program;
- Continually monitor, evaluate and refine the dual immersion program in collaboration with New Los Angeles Charter Schools leadership and other dual immersion schools;
- 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 Charter 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 Charter School;
- Supervise & evaluate faculty;
- Create and implement a professional development program for faculty;
- Set faculty meeting agendas;
- Assist Chief Operations Officer and Chief of Schools in hiring faculty.

Family Relations

- Coordinate Family Education Program in collaboration with Family Engagement Manager;
- Oversee and coordinate ELAC and Parent Council;
- Coordinate Room Parents;
- Approval and denial of initiatives;
- 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

- Collaborate with home office for annual review and revision of the Family Handbook;
- Oversee all school site academic policies and procedures including scheduling, teacher and room assignments, and discipline.

Discipline

- Higher level discipline;
- Suspensions;
- Recommendations for expulsion, along with the CEO;
- Detailed record-keeping.

Principal Qualifications:

- Experience in elementary school teaching and leadership (a minimum of 10 years of experience preferred);
- A Master's Degree in Education and 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;
- Proficiency/fluency in another language, ideally Spanish;
- Commitment to the mission and values of CLIC and New Los Angeles Charter Schools;

- 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
The ideal candidate will have:
Preferred

- A love of elementary school students
- 2+ years of administrative experience, preferably in an elementary school setting
- Enthusiasm for the Charter School's values, mission and educational philosophy
- A desire to work with a collaborative team of educators
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

Required

- California Administrative Credential

Responsibilities:

- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates meetings, processes, etc. with teachers for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Facilitates the development, communication, implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Supports student success and intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school, district and state policy and maintaining safety and efficiency of school operations.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.
- Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of the Charter School's curriculum.
- Coordinates and supervises safety plan and drills, crisis team, building inspection, building keys and inventory, compliance laws.
- Takes a leadership role in development of a Daily Schedule.

- Works in conjunction with the principal in supervising all school activities, i.e., field trips, orientation programs, assemblies, plays, musicals, and other special events.
- Supports substitute teachers in carrying out their duties.
- Assists with: teacher and classified employee evaluation; working through concerns and classroom management; planning and directing meetings, staff development, trainings and in-services; communications; listening, providing and receiving feedback, and encouragement for all staff.

Teaching Staff

Selection of teachers is based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates are required to teach a model lesson to students at the Charter School – and in the case of the creation of a new grade, teachers can teach the model lesson at their current place of work. Inexperienced teachers will be reviewed based on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the Charter School. The Charter School will actively recruit experienced, credentialed teachers.

The ideal teaching candidate will have:

Required

- A clear multiple subject BCLAD credential

Preferred

- 3+ years of experience teaching K-5 school students
- Experience at a high performing school
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning
- Spanish and English fluency and biliteracy

Responsibilities include:

- Backward design curriculum construction and implementation of student-centered lessons that incorporate the Charter School's definition of an educated person and emphasize active learning strategies and problem-based and project-based learning
- Assessing student progress and maintaining accurate records
- Taking the lead in developing their individualized action research professional development plan
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Teacher Qualifications:

- The Commission on Teacher Credentialing certificate, permit, or other document required for their certificated assignment.
- The Charter School shall ensure that credentialed teachers who are assigned to a transitional kindergarten classroom have one or more of the following:
  (A) At least 24 units in early childhood education, childhood development, or both.

(B) As determined and documented by the local educational agency employing the teacher, professional experience in a classroom setting with preschool age children meeting the criteria established by the governing board or body of the local educational agency that is comparable to the 24 units of education described in subparagraph (a).
(C) A child development teacher permit, or an early childhood education specialist credential, issued b the Commission on Teacher Credentialing.

Office Personnel (Office Manager, Office Assistant)
The ideal front office staff candidate will have:

- A Bachelor's Degree
- 2+ years working in a school front office
- Excellent written and oral communication skills
- Proficiency with school management and communication systems, including PowerSchool, School Messenger, and MailChimp or equivalent
- A passion for the mission and vision of the Charter School, and a love of elementary school children
- Superb interpersonal skills
- Strong leadership initiative and problem-solving skills

Responsibilities include:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing supplies and vendor management
- Developing and implementing clerical and administrative procedures for daily school operations
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other duties as assigned
- Bilingual translation and communication with parents

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 require all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter

School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

Child Abuse and Neglect Mandated Reporter Training

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 Education Code section 44691.

Medication in School

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

Athletic Programs

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

Transportation Services

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

Workplace Violence Prevention Plan

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

Homicide Threats

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

Mental Health Education

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

Mental Health Information

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

Gun Safety Notice

Pursuant to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

Suicide Prevention Policy

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

Human Trafficking Prevention Resources

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

Feminine Hygiene Products

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its

restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

All Gender Restrooms

Pursuant to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

Nutritionally Adequate Free or Reduced-Price Meal

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

Recess

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

California Healthy Youth Act

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

Bullying Prevention

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ Resources Training

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

Transportation Safety Plan

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

ELEMENT 7: Means to Achieve Racial and Ethnic, Special Education, and English Learners, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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.

Student Recruitment

Diversity is a core value and explicit goal of CLIC. We diversify the location and language of our recruiting efforts and materials to ensure that we recruit students from various racial and ethnic groups, ELs and SWD so as to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of the District. As described here and in Element 8, CLIC is committed to maintaining racial and ethnic diversity, as well as enrolling ELs and SWD; we conduct outreach to diverse neighborhoods, and have a preference for low-income students in our lottery. We do not, and are not legally permitted to implement a race or ethnicity-based preference, so beyond an income preference, and targeted outreach to communities of various demographics, we do not control who applies and who ultimately is offered and accepts admission. That said, we do everything within our power to ensure that families within 4 miles of our campus know that our school is an option. CLIC endeavors to recruit an economically

diverse student population by locating our campus in a mixed-income community and conducting outreach in predominantly low-income areas, especially within our targeted zip codes, as described in Element 1. CLIC maintains an accurate accounting of ethnic and racial balance of students enrolled in the Charter School as well as the number of ELs, including RFEPs, and SWD. We also keep on file documentation of the efforts the Charter School makes to attract and enroll these students.

CLIC's Family Engagement Manager works closely with the diverse and dedicated committee of parents to engage in outreach to community-based organizations ("CBOs") that serve incoming elementary school-aged youth and their families, as well as directly communicating with parents in the surrounding community. CLIC has partnered with local CBOs in order to recruit socioeconomically disadvantaged students, ELs and SWD. The Family Engagement Manager, in collaboration with the Principal and supported by the parent volunteers, leads outreach efforts and communicates to all potential families that the Charter School's program emphasizes differentiated instruction that supports all students in achieving excellence.

Furthermore, enrollment and recruiting advertisements in Spanish and English (including flyers, adds in local papers, web site optimization) for the Charter School clearly state that the "school services students with disabilities in the least restricted environment." The Principal is responsible for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

We foster and maintain an ongoing outreach effort throughout the term of our Charter. The Family Engagement Manager analyzes recruiting data and adjusts recruiting efforts accordingly. We identify and attend meetings and events held by the organizations in our target area, in order to disseminate information about CLIC to interested parents in the community. We will also send representatives of CLIC to local churches, grocery stores, and shopping venues to circulate information on a regular basis throughout our charter's term to ensure a steady influx of racially and socio-economically diverse students into CLIC. The general calendar for recruitment is as follows:

Month	**Recruitment Efforts**
September - January	• Communication via SchoolMint and school communication platforms encouraging families to refer and or submit an application for their other children • Monthly School Tours and Open Houses • Social Media Recruitment • Host Community Event at school sites and at community partner sites (i.e. Host Movie Night and schedule Meet Ups at local parks or Rediscover Center) • Community Outreach o Flyers (local businesses, libraries and target neighborhoods)

	○ Tabling at local community events and school events open to the public such Trunk or Treat and Community Pop-Up Markets
January - June	• Lottery Day by April 1 • Monthly School Tours and Open Houses • Community Outreach ○ Flyers (local businesses, libraries and target neighborhoods) • Outreach at Community Events • School Community Picnic Meet-Up • Follow-Up with old leads/applications to renew interest
June - August	• Monthly Tours • Community Outreach Events (Community Pop Up Market, Back to School Community Events) • Weekly Outreach • Ongoing Social Media Recruitment Campaigns • Host community Vision Screenings to invite new and potential families/students to our schools
Category	**Details**
Communication	• Social Media Enrollment Posts and School Highlights • CLIC Community Newsletter • Principal Weekly Newsletters • Bi-monthly communication to current families at all school sites on DeansList and ParentSquare promoting application and referring families • Text alerts and messaging for easy application link access
Tours & Open Houses	• Set schedule of monthly school tours and open houses • Online School Tour Sign-Ups available on website and QR code on outreach flyer • 5th Grade Shadow Day • Student and Caregiver Panel at Open Houses for Q&A with interested families • CLIC promotional items distributed
Social Media & Website	• Frequent Social Media posts with enrollment information (deadlines, grades, school highlights, and more) • Website will provide updated enrollment information for interested families which includes application access, process and key dates

	• Utilize hash tags and encourage existing families to submit testimonials, online reviews, social media re-posting
Family and Community Events (hosted at school site)	• Community Picnic • Community Trunk or Treat • Community Pop Up Markets • Community Vision Screenings • Movie Nights
Community Outreach Locations and Partners	• CD 10 Community Events and Tabling • CicLAvia - Adopt an Intersection Volunteers • Rediscover Center Mid-City: Meet-Up and Activity time • A Place for Youth • Local Park and Rec. Centers • Libraries, Shopping Centers, high foot traffic areas/zones • Vision to Learn • Flyers in neighborhoods with target zip codes and monitor application maps for additional target zones for neighborhood outreach

In addition, the Family Engagement Manager, collaborating with the Principal and with the support of parent volunteers, will also continuously engage in the following to strengthen CLIC's presence in the community.

The Family Engagement Manager is responsible for continually monitoring the targeted enrollment area for new community organizations and businesses with which to form relationships and to contact the leadership of these organizations and businesses in order to pave the way for meetings and outreach events.

The Charter School shall modify its outreach and recruitment procedures and use virtual and non-contact methods, whenever necessary, in accordance with any applicable local health and safety requirements and guidelines.

We are laser focused on making sure the local community knows about the Charter School and knows their rights to choose a public school for their child. Our enrollment process is open and accessible to all. There are no hurdles to overcome. There are no hidden rules or restrictions; there are no attempts to discourage low-achieving students, students with disabilities, students who qualify for free or reduced price meals, or other students protected by Education Code Section 47605(e)(2), as reflected in a regular review of our current student demographics. Our open house events are presented in Spanish and English, and we discuss our Special Education program. Parents of students with special needs are able to connect with our Special Education Department or a school administrator to ask questions about our program. There are no code words that result in a population that does not look much like the District's population or the local community.

At CLIC, we are committed to serving all students. Admission 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.

Collectively, these ongoing outreach activities, as described above, with our commitment to ensure access to all students, will provide a diverse pool of students the opportunity to learn about CLIC and to consider CLIC as their school of choice. This wide exposure will ensure that CLIC can work towards achieving and maintaining the District's established Rachial and Ethnic Balance goal of a 70:30 ratio and a ratio of students in special education, and English Learners, including redesignated fluent English proficient pupils residing within LAUSD.

Element 8 – Admission Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

Pregnant and Parenting Student Accommodations

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

Sexual Harassment Policy Notice

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the

number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

Admission Requirements

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

CLIC actively recruits a socio-economically and racially/ethnically diverse student population, including ELs and SWD, from the District and surrounding areas. As a charter school, CLIC is a school of choice. CLIC shall admit all pupils who wish to attend the Charter School (Education Code Section 47605(e)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a random public drawing in accordance with Education Code Section 47605(e)(2)(B) and all federal requirements. Enrollment to the Charter School shall be open to any resident of the State of California. Admission to CLIC will not be determined according to the place of residence of the pupil or the pupil's parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(e)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(e)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(e)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(e)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(e)(4), and make this notice available to parents.

Student Recruitment

CLIC actively recruits a diverse student population, including students who are racially and ethnically diverse, who are ELs, including RFEPs, and have special needs, from the West Adams area and its surroundings, who are committed to the Charter School's educational philosophy

and instructional practices, as described in Element 7. The neighborhood surrounding the target area is historically low performing, socioeconomically disadvantaged, and has a similar percentage of students with disabilities as LAUSD as a whole. The Charter School specifically targets and recruits students with a history of low academic performance, socio-economically disadvantaged students, ELs and SWDs, in addition to the groups described above. This will be done in a fair and transparent manner in the admission process, with clear statements on printed materials and in presentations explaining that the Charter School serves all students, including those who have low academic performance, who may be socioeconomically disadvantaged, and who may have disabilities, and affirming that the Charter School will not discriminate against a student on the basis of the characteristics listed in Education Code Section 220.

The Charter School meets 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, ELs and SWDs. And lastly, the Charter School engages parents as additional recruiters, specifically including parents of students with a history of low academic performance, socio-economically disadvantaged students, ELs and SWDs. The Charter School abides by all state and federal laws regarding admission. CLIC 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, including immigration status.

Lottery Preferences and Procedures

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

- Parents go to SchoolMint and create an account (a link is provided on our Charter School website)[3].
- Parents select CLIC and receive confirmation from SchoolMint that their application was received.
- Parents are encouraged to check back in at any time to monitor the status of the application, apply to additional schools or withdraw an application, and accept offers.
- Parent are encouraged to attend a school open house meeting to learn more about the program (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);

Supports and Accommodations:

[3] https://newlosangelescharterschools.schoolmint.net/signin

- Paper applications will also be made available in the Charter School office, on our website and at open house events.
- If parents are not able to access the application by computer or mobile device, they can also apply by phone by calling the Charter School.
- Staff and computers are available during Open Houses to support the application process.

Applications are accepted during a publicly advertised open enrollment period, beginning in September for enrollment in the following school year. The open enrollment period runs on or around March 15. Following the open enrollment period each year, applications are counted to determine whether any grade level has received more applications than availability. In the event that this happens, CLIC holds a public random drawing by April 1 to determine admission to the Charter School for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year.

All individuals who have contacted CLIC regarding admission 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 of the lottery is printed on each application receipt, on outreach materials, and on the Charter School's website. Typically, the lottery takes place on an evening in early April at the school site. If an in-person lottery cannot be made available to the public for health or safety concerns or other unforeseen restrictions, the Charter School shall ensure that the lottery is held virtually for parents to observe. All prospective students who have completed the application 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 and ensure that lottery procedures are fairly executed. Parents do not have to be present for their child to be selected. The lottery shall be conducted as follows:

1. Each grade's lottery will be conducted separately.

2. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

Preference	**Rationale**
1. *Residents of the District.*	As an LAUSD authorized school, we prioritize students of the District who would otherwise be served by our authorizer.

Preference	Rationale
2. *Siblings of currently admitted students**	This preference supports convenience for parents who wish to keep their children in the same school, and supports a cohesive school community and parent involvement.
3. *Applicant is currently enrolled in Arlington Heights Elementary and/or resides in the attendance area Arlington Heights Elementary***	This preference is pursuant to SB 740 Charter School Facility grant requirements that "the charter school site is physically located in the attendance area of a public elementary school in which 55 percent or more of the pupil enrollment is eligible for free or reduced-price meals and *the charter school site gives a preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter school site is located." (*Education Code 47614.5(c)(2)(A))
4. *Children and Staff of Board Members*	Children of currently employed NLACS staff members and Board members (not to exceed 10% of school population) shall be given admission preference.

***** Siblings of admitted students is inclusive of siblings admitted to or attending CLIC.

** This preference will be utilized only during years when CLIC's student population is under 55% SED, and Arlington Heights Elementary's student population is over 55% SED. Arlington Heights Elementary is the school that appears when the physical address of CLIC is entered into the LAUSD Resident School Finder http://rsi.lausd.net/ResidentSchoolIdentifier/. If that changes, the elementary school indicated on the Lottery Application would be changed accordingly.

No other admission exemptions or preferences will be assigned. The NLACS Board may review and revise the admission preferences as necessary for the well-being of the Charter School. Any such revision constitutes material revision that would be submitted to the District for approval.

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

3. Through SchoolMint, separate lotteries shall be conducted for each grade in which there are fewer vacancies than students interested in attending. All lotteries shall

take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above.

4. Once a grade level is drawn to capacity, applications will continue to be drawn for position on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the school year. In no circumstance will a wait list carry over to the following school year.

5. Admission or wait list confirmations are mailed and emailed by the COO or designee. Registration packets are also mailed at this time and will consist of required information and forms.

6. Registration packets must be returned by a specified date, no less than two (2) weeks from admission, to the home office in order to confirm a student's place in the Charter School. If a registration packet is not received by the deadline, the student's spot will be forfeited, and they will be moved to the end of the wait list.

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

Wait Lists

Wait lists are maintained for the current enrollment year only and will not carry over to the following year. Any applications received after the open application deadline shall be either a)held in abeyance for a subsequent lottery, as needed; or b) if applying for admission in a grade that is not yet at capacity the student will be automatically admitted; 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 wait list until one of the following occurs:

- The student is accepted into the Charter School as a space becomes available and enrolls in the Charter 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 Charter 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 Director of Organizational Operations or their designee.

Lottery Exemptions

In accordance with applicable law and federal guidance, currently enrolled students are exempted from the lottery.

Enrollment Process

Within two weeks of the lottery, families will be notified in writing of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form
- Proof of minimum age requirements
- Student records request[4]

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the administrative office and will be readily available for inspection by District representatives.

[4] In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupils records to the Charter School before 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(c)(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)(c)(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:

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

<u>Annual Audit Procedures</u>

An annual independent fiscal audit of the books and records of the Charter School will be conducted as required under Education Code Sections 47605(c) 5)(I) and 47605(m). The books

and records of the Charter School will be kept in accordance with generally accepted accounting principles and as required by applicable law. The audit will also employ generally accepted accounting principles.

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, 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 CEO and COO 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 CEO and/or COO will send or ensure that the independent auditor sends the completed the audit to the required agencies by the statutory deadline. The CEO, 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 commissions 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 financial 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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:
(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.
(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:
(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.
(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.
(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).
(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information." (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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:

- Was the misconduct caused by, or directly and substantially related to the student's disability?
- 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, involuntary removals, 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 CLIC will focus on creating a positive school climate to prevent discipline issues and implementing an appropriate and progressive discipline policy when issues do arise.

CLIC's goal is to facilitate a learning community that is safe, positive, and respectful. The Charter 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 Charter School's mission.

Schoolwide Positive Behavior Support

The Charter School is committed to 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 CLIC 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 Charter 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 CLIC 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, CLIC is committed to handling them in the most appropriate ways. In accordance with the District's Policies, CLIC 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.

Alternatives to Suspension

At CLIC 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 practices
- Reflective Journaling
- Parent conference
- Behavior contract
- Counseling
- Individualized student safety plan
- Change of schedule/class

For a student facing discipline for a discretionary offense listed below, the Principal may, whenever possible and practicable, provide alternatives to suspension or expulsion. These alternatives shall use a research-based framework with age-appropriate strategies that improve behavioral and academic outcomes while addressing and correcting the student's specific misbehavior.
The Charter School shall not suspend or expel any student based solely on the fact that they are truant, tardy, or otherwise absent from school activities. Violations of the Charter School's attendance expectations shall be addressed in accordance with Charter School Attendance and Truancy Policy and/or Independent Study Policy, as applicable. The Charter School's Attendance and Truancy Policy and/or Independent Study Policy is consistent with the provisions in this petition, the District's policies applicable to charter schools, the School Climate Bill of Rights, and all applicable law.

No student may be suspended or expelled for willful defiance or disruption. Alternatively, Charter School staff may refer a student who engages in willful defiance and/or disruption to the Principal or designee for appropriate and timely in-school interventions or supports. Within five (5) business days, the Principal or designee shall:

1) Document the actions taken and save the document to the student's record
2) Inform the referring staff member what actions were taken and if none, the rationale used for not providing any appropriate or timely in-school interventions or supports.

For a student who has been suspended, or for whom other means of correction have been implemented, for an incident of racist bullying, harassment, or intimidation, the Charter School will follow the school's hate speech policy which may require both the victim and perpetrator to engage in a restorative practices. The Charter School may also require perpetrators to engage in culturally sensitive programs that promote racial justice and equity and combat racism and ignorance.

The Charter School utilizes its Multi-Tiered System of Supports, which includes restorative practices, trauma-informed practices, social and emotional learning, and schoolwide positive behavior interventions and support. These strategies will be used to help students gain critical social and emotional skills, receive support to help transform trauma-related responses,

understand the impact of their actions, and develop meaningful methods for repairing harm to the school community.

Restorative Practices

At CLIC we use Restorative Practices to build and sustain a culture of kindness, respect, responsibility, and justice. This is achieved through emphasizing the importance of relationships, building community, maintaining safety, and repairing relationships when harm has occurred. We work to ensure that those harmed have a voice and are able to rebuild their sense of safety while holding the person who caused harm accountable and implementing logical consequences.

When students cause harm including but not limited to:

- Not following co-created expectations
- Bullying other students (including virtually)
- Using hate speech or inappropriate language
- Showing disrespect to other members of our community, be it peers or adults
- Disrupting the learning environment
- Engaging in academic dishonesty
- Failing to follow procedures that are in place for safety reasons (bathroom, halls, cafeteria, etc.)
- Causing verbal or physical harm
- Disrespecting physical environment (littering, gum, breaking things on purpose, stealing)
- Skipping class

We believe consequences for behavior should be an opportunity for learning and growth and to restore harm, therefore we will respond with one or more of the following based on the individual situation:

- Required reflection about the impact of the harm they caused
- One to one Teacher student conversations and reminders of agreements
- Participation in peer circles where students discuss they harm they caused and how it can be repaired
- Asking the student to come up with a plan of action to repair the harm caused based on guidance by the counselor (outsourced provider) or an administrator
- Working with the student to decide on a logical consequence that directly addresses the harm that they caused based on guidance by the counselor (outsourced provider) or an administrator
- Participate in activities to help the student strengthen relationships with staff and peers
- Participate in a mediation circle where they are in conversation with all people affected, including students, families, staff
- Participate in activities to develop their social skills and conflict resolution skills
- Participate in reentry circles if they were temporarily suspended from campus as a result of their behavior

- Participate in purposeful conversation with administration and their caregivers, giving caregivers a voice in how we can ensure every person involved can again feel safe
- With administrator, create a behavior contract with clear consequences if it is not followed

It is important to note that the person or people who were harmed will receive the support necessary in order to ensure they feel safe in our community. They may have a voice in many of the above processes and may be asked to participate in circles and to share ideas about what they would need to happen in order to feel safe and happy in our space.

Restorative practices include responding to each situation specifically. This means that choices will be made depending on the details of every situation, but will always prioritize ensuring that those harmed are supported and that the person who caused the harm does the heavy lifting when it comes to reflecting and taking action to repair the harm through a logical consequence and reenter safely into our community.

Using Data

CLIC reviews student behavior data on a regular basis by reviewing the Charter School's annual Suspension Rate as reported on the California School Dashboard, as well as data related to behavior referrals and feedback from students, families, and staff.

Professional Development

Teachers at CLIC 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 as a reference for appropriate responses to classroom behaviors. The Pre-Referral Intervention Manual (PRIM) is a guide that educators use before formally referring a student for special education evaluation. It offers specific strategies and interventions to address academic, behavioral, or social difficulties within the general education setting. These interventions are consistent the processes described in this petition.

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

SUSPENSION AND EXPULSION POLICY

Consistent with the NLACS Suspension and Expulsion Policy (the "Policy"), it may be necessary to suspend or expel a student from regular classroom instruction. This shall serve as the Charter

School's policy and procedures for student suspension, expulsion, and involuntary removal, and it may be amended from time to time without the need to seek a material revision of the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary policies and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed annually as part of the Student Handbook which will clearly describe discipline expectations. The Student Handbook is consistent with the provisions in this petition, the District's policies applicable to charter schools, the School Climate Bill of Rights, and all applicable law. The process for investigating incidents and collecting evidence will be fair and thorough.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of this Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians[5] are notified in writing upon enrollment of all discipline and involuntary removal policies and procedures.

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

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the Individuals with Disabilities Education Improvement Act of 2004 ("IDEA") or who is qualified for services under Section 504 of the Rehabilitation Act of 1973 ("Section 504") is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

[24] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

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 the Assistant Principal's office. In-school suspensions would primarily occur in cases where student safety is not at risk. If a student were assigned to in-school suspension they would be provided with work to complete from their classroom teacher and would check in with that teacher at the beginning and end of the day to be caught up on what was missed. Any student serving an in-school suspension will be appropriately supervised by the school's administration or credentialed designee, 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 their behavior and set goals for future behavior. When appropriate, the student would receive counseling support either from the Assistant Principal or an outsourced 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 one (1) day per incident and five (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.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School personnel;
- Made terrorist threats against school officials or school property, or both.

GROUNDS 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 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 CLIC, 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. CLIC 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 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 Charter School will utilize positive behavior support and interventions for violations, prior to or in lieu of suspension, to resolve disciplinary issues. CLIC implements evidence-based frameworks that include a Multi-tiered System of Supports ("MTSS") to address diverse learning needs, Positive Behavioral Intervention and Support ("PBIS") to create a positive learning environment, and the Four Pillars of Community Schools as outlined in Local Control and Accountability Plan ("LCAP") Goal #1. Using the California Community Schools Framework and a whole child approach to education, City Language Immersion Charter strategically partners with community-based organizations that align with our mission, vision, and the needs of our educational community—students, teachers, and families. Our PBIS team actively participates in the Los Angeles County Office of Education ("LACOE" or the "County") PBIS Community of Practice, which has enabled us to create a positive schoolwide learning environment. We combine restorative justice and restorative practices with the evidence-based Social Emotional Learning ("SEL") to build community and address conflicts constructively.

Discretionary Out-of-School Suspension Offenses

The following list may change, and the Charter 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 student:

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
4. Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
5. Committed or attempted to commit robbery or extortion.

6. Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. 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 the student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
16. 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 student 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 student. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.

18. 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 provision shall apply to students in any of grades 4 to 5, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Section 233(e) of the Education Code. This provision shall apply to students in any of grades 4 to 5, inclusive.
20. 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 provision shall apply to students in any of grades 4 to 5, inclusive.
21. 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 student or school personnel.
22. A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student 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 physical injury and willful use of force offenses listed herein above.
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non- Discretionary Suspension Offenses

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

1. Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Expulsion

Discretionary Expellable Offenses

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

1. Caused, attempted to cause, or threatened to cause physical injury to another person.
2. Willfully used force of violence upon the person of another, except self-defense.
3. Unlawfully possessed, used, 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. Students who voluntarily disclose their use of a controlled substance, alcohol, or an intoxicant of any kind in order to seek help through services or supports shall not be suspended for that disclosure.
4. 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.
5. Committed or attempted to commit robbery or extortion.
6. Caused or attempted to cause damage to school property or private property which includes but is not limited to, electronic files and databases.
7. Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
8. 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 a student's own prescription products by a student. Students who voluntarily disclose their use of a tobacco product in order to seek help through services or supports shall not be suspended solely for that disclosure.
9. Committed an obscene act or engaged in habitual profanity or vulgarity.
10. Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
11. Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
12. 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.
13. 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.
14. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
15. Assault or battery, as defined in Penal Code Sections 240 and 242, upon any school employee.
16. Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a student 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.

17. Made terroristic threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, or the personal property of the person threatened or their immediate family.
18. 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 provision shall apply to students in any of grades 4 to 5, inclusive.
19. Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in Section 233(e) of the Education Code. This provision shall apply to students in any of grades 4 to 5, inclusive.
20. 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 provision shall apply to students in any of grades 4 to 5, inclusive.
21. 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.
22. A student who aids or abets, as defined in Penal Code Section 31, 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 the physical injury and willful use of force offenses listed herein above .
23. Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

<u>Non-Discretionary Expellable Offenses</u>

Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the student:

1. Possessing, selling, or otherwise furnishing a firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.
2. Brandished a knife at another person.
3. Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq*.
4. Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel 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. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.

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 any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Suspension Procedures

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 or designee with the student and student's parent/guardian and, whenever practical, the teacher, supervisor, or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense.

This conference shall be held within two (2) school days, unless the student 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 student for failure of the student's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the student'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 email, 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(s) committed by the student and the days of suspension issued. In addition, the notice shall also state the date and time when the student may return to school following the suspension. If Charter 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 CEO in writing within three (3) school days following the suspension. The CEO shall make a determination on the appeal within two (2) school days following receipt of the appeal. The decision of the CEO is final. The CEO may make one of the following decisions regarding the suspension:

- Uphold the suspension; or
- Determine that the suspension was not within the Charter School's guidelines; overturn the suspension; and order that all records and documents regarding the disciplinary proceeding be expunged. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

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. These suspension limits apply to all students, including students with IEPs, subject to applicable special education laws and regulations. For Students with Disabilities, an IEP Team meeting will be convened after the fifth day of suspension. For students with IEPs, a Suspension IEP must be held at five (5) and ten (10) cumulative days of out of school suspension in a single school year. A manifestation determination analysis is required when the ten (10) day limit has been reached.

Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference. This determination will be made by the Principal or designee upon either of the following.
(1) the student's presence will be disruptive to the education process; or

(2) Due to the nature of the act, the presence of the student poses a continuing danger or threat to the physical safety of the student or others.

Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing. The maximum number of days a suspension can be extended shall not exceed the total number of days that a student can be suspended in one year.

For students who are suspended pending expulsion, independent study will be offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. This will meet all legal requirements for Independent Study. For students who do not voluntarily agree to this option, the Charter School will provide the student with classroom material and current assignments to be completed at home during the length of the suspension.

Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

Expulsion

Authority to Expel

Students recommended for expulsion are entitled to a hearing adjudicated by a neutral hearing officer to determine whether the student should be expelled. A student may be expelled by the Administrative Panel appointed by the Principal following a hearing before it, or by the Board upon hearing an appeal of the Administrative Panel. The Administrative Panel shall consist of at least three (3) members who are certificated and do not have an instructional or supervisory relationship to the student or a Board member of the Charter School's governing board. The Administrative Panel makes the expulsion decision of any student found to have committed an expellable offense, subject to appeal and review by the Board of Directors.

The Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Administrative Panel. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Administrative Panel shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Administrative Panel shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

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 student has committed an expellable offense.

The Principal or designee shall appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in confidential setting (complying with all student confidentiality rules under the Family Educational Rights and Privacy Act ("FERPA"), unless the student 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 fact(s), charge(s) and offense(s) upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;
7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;
8. An explanation of the opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses;
9. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Administrative Panel 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 Administrative Panel Copies of these sworn declarations, edited to delete the name and identity of the complaining witness, shall be made available to the student.

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 their right to (a) receive five days' notice of their scheduled testimony, (b) have up to two (2) adult support persons of their choosing present in the hearing at the time they testify, 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 Charter 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, the complaining witness shall be allowed periods of relief from examination and cross-examination during which they may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours they are 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 Administrative Panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany them to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel 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 hearing room 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 student being expelled, the complaining witness shall have the right to have their 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 entity 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 student, 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 their testimony heard in a session closed to the public.

Expulsion Decision

The decision of the Administrative Panel shall be in the form of written findings of fact and a written determination of expulsion, which may be reviewed by the Board of Directors as an appeal if requested by the parent/guardian within ten (10) calendar days of issuance of the notice of expulsion.

If the Administrative Panel decides not to expel, or the Board of Directors ultimately decides on review/appeal not to expel, the student shall immediately be returned to their educational program. In such cases, the records will be expunged.

Written Notice to Expel

The Principal or designee following a decision of the Administrative Panel to expel shall send written notice of the decision to expel, including the Administrative Panel'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 Charter School.
- Rehabilitation Plan
- How and to whom a student and/or their parent/guardian may appeal an expulsion decision

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

Appeal and Board Review

If an appeal is requested, the Board of Directors, or a committee thereof, shall review the expulsion within ten (10) school days following the request for appeal, or as soon thereafter as practicable, but no later than its next regularly scheduled meeting. The student will be considered suspended until the Board reviews the expulsion, at which time the parents/guardians must attend to present their appeal. Reasonable accommodations will be made, and language support offered for students and parents/guardians who wish to appeal. The Board review/appeal is not a second hearing. Rather, the Board appeal is a review for procedural error, and whether the evidence supports the expulsion. The Board will render a decision on the appeal and notify the student and the student's parent/guardian of the outcome within thirty (30) days of completing their review.

The Board of Directors' decision to expel shall be final—there is no further appeal.

Rehabilitation Plans

Students who are expelled from the Charter School are given a rehabilitation plan as developed by the Administrative panel at the time of the expulsion order. The Charter School's rehabilitation plans may include periodic review as well as assessment at the time of review for readmission. Often, the Charter 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 or Admission of Previously Expelled Student

Following a maximum term of one (1) year, a student may seek readmission. The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, is in the sole discretion of the Board. A meeting with the Principal and the student and parent/guardian or representative, will be held to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the Charter School environment. The Principal shall make a recommendation to the Board following the meeting regarding their determination. The student's readmission will be contingent upon the Charter 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.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

Involuntary Removal for Unexcused Absences

As charter schools are schools of choice and as a charter school student who fails to attend school is potentially depriving another student of their opportunity to enroll, a student may be involuntarily removed as described within the Charter School's Board adopted Attendance Policy and after notice and an opportunity for a parent, guardian, educational rights holder to request a hearing prior to any involuntary removal. Students who are involuntarily removed for unexcused absences may be given a rehabilitation plan and will be subject to the readmission procedures set forth herein.

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(c)(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.

Staff at CLIC participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the Charter School's employees.

Certificated Staff Members

CLIC's eligible certificated staff (teachers and administrators) participate in the State Teachers' Retirement System ("STRS") and NLACS coordinates such participation, as appropriate, with the County Office of Education. CLIC will continue such participation for the duration of the Charter School's existence under the same CDS code. The COO will be responsible for working with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Eligible certificated employees as participants in STRS will contribute the required percentage, and CLIC will contribute the employer's portion required by STRS. All withholdings from employees and CLIC are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. CLIC reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

Classified and Other Staff Members

Classified staff and other employees (office managers, and other full-time non-certificated employees as applicable) will participate in the Social Security system and an optional 401(k) plan. The COO will be responsible for ensuring that appropriate arrangements for retirement coverage have been made.

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(c)(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.

No student will be required to attend CLIC. Parents/guardians and students will be informed of their public school attendance alternatives by information posted in the Charter 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(c)(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(c)(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 section 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

City Language Immersion Charter

4001 Venice Blvd.

Los Angeles, CA 90010

2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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

City Language Immersion Charter

4001 Venice Blvd.

Los Angeles, CA 90010

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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

Closure Action

The decision to close Charter School, by the governing board of Charter School 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(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 Schools Closure - Requirements and Recommendations" 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.

In the event that the Charter School closes, COO or other Board designee will serve as the Charter School's closure agent(s).

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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.
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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies,

renewals, or changes, certificates of insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)

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ADDENDUM

Assurances, Affirmations, and Declarations

City Language Immersion Charter (also referred to herein as "CLIC" and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(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, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(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(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(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"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- 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(e)(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(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(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 "Federal, State and District Required Language" (FSDRL), including the *Assurances, Affirmations, and Declarations* section above. The FSDRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the FSDRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the FSDRL 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 FSDRL contained in the addendum, the provisions of the FSDRL 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(c)(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, 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(c)(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(c)(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(c)(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(d).)

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.

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 Master Plan for English Learners and Standard Engish Learners *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 of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, 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 applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code section 47641(a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b). In this instance, Charter School will execute a MOU with LAUSD on provisions of special education as a member of a non-LAUSD SELPA.

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.

Use of District's Special EducationPolicies and Procedures and Data Systems

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. 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.

All charter schools are required to interface with My Integrated Student Information System (MiSiS) via a web based Application Programming Interface (API). MiSiS is a suite of applications which is designed to capture all student data. .

Element 2 – Measurable Pupil Outcomes and

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 pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school." **(Ed. Code § 47605(c)(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(c)(5)(C).)**

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Charter School shall meet all statewide content and performance standards and targets. (Ed. Code §§ 47605(d)(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(c)(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 not be operated as, or be operated by, a for-profit corporation, a for-profit educational management organization, or a for-profit charter management organization. (Ed. Code § 47604.)

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 comply with the Ralph M. Brown Act ("Brown Act"). All meetings of the Charter School's governing board shall be called, held and conducted in accordance with the terms and provisions of Education Code section 47604.1 and the Brown Act including, but not limited to, those related to meeting access and recording, notice, agenda preparation, posting and reporting.

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(c).

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.

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 California Public Records Act.

The Charter School shall comply with Government Code Section 1090, et seq., as set forth in Education Code section 47604.1.

Charter School shall comply with the Political Reform Act of 1974. (Gov. Code § 81000 et seq.)

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 and all student confidentiality and privacy laws including compliance with the Family Educational Rights and Privacy Act (FERPA). 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.

The Charter School may encourage parental involvement, but shall notify the parents and guardians of applicant students and currently enrolled students that parental involvement is not a requirement for acceptance to, or continued enrollment at, the Charter School. (Ed. Code § 47605(n).)

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(c)(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 rquire all of the following:

(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237

(ii) For all schools, the development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (K), inclusive, of paragraph (2) of subdivision (a) of Section 32282. For schools serving pupils in any of grades 7 to 12, inclusive, the development of a school safety plan shall also include the safety topic listed in subparagraph (L) of paragraph (2) of subdivision (a) of Section 32282 (iii) That the school safety plan be reviewed and updated by March 1 of every year by the charter school." **(Ed. Code § 47605(c)(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 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.

Comprehensive School Safety Plan

The Charter School shall adopt a Comprehensive School Safety Plan, to be reviewed and updated by March 1 of every year, which shall include, but not be limited to: (1) an assessment of the current status of school crime committed on Charter School facilities and at Charter School-related functions; and (2) identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, which shall include the development of all of the following pursuant to Education Code section 32282(a)(2)(A)-(J):

- Child abuse reporting procedures
- Routine and emergency disaster procedures
- Policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations

- Procedures to notify teachers of dangerous students pursuant to Education Code section 49079
- A discrimination and harassment policy consistent with Education Code section 200
- Provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel" if applicable
- Procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- A safe and orderly environment conducive to learning at the Charter School
- The rules and procedures on Charter School discipline
- Procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on Charter School campus(es) and at school-related functions.

CHILD ABUSE AND NEGLECT MANDATED REPORTER TRAINING

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 Education Code section 44691.

Medication in School

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

ATHLETIC PROGRAMS

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

If the Charter School offers an interscholastic athletic program, it shall develop and post a written emergency action plan that describes procedures to be followed in the event of sudden cardiac

arrest and other medical emergencies, acquire and regularly test and maintain at least one automated external defibrillator (AED) for the Charter School, and make the AED available at on-campus athletic activities or events according to the requirements of Education Code sections 35179.4 and 35179.6.

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.

All teachers in Charter School shall obtain a certificate of clearance and satisfy the requirements for professional fitness pursuant to Education Code sections 44339, 44340, and 44341.

TRANSPORTATION SERVICES

Effective July 1, 2025, Charter School shall comply with the requirements of Education Code Section 39875(c), if applicable, relating to background checks and testing for individuals providing transportation services for students.

WORKPLACE VIOLENCE PREVENTION PLAN

Effective July 1, 2024, Charter School shall establish, implement, and maintain, at all times in all work areas, an effective workplace violence prevention plan, consistent with the requirements of Labor Code Section 6401.9.

HOMICIDE THREATS

Charter School shall comply with all requirements under Education Code sections 49390-49395 regarding mandatory reporting in response to homicidal threats. All Charter School employees and governing board members who are alerted to or who observe any threat or perceived threat in writing or through an action of a student that creates a reasonable suspicion that the student is preparing to commit a homicidal act related to school or a school activity shall make a report to law enforcement.

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 dettraermined 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 related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, 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.

MENTAL HEALTH EDUCATION

If Charter School offers one or more courses in health education to students in middle or high school, Charter School shall include in those courses instruction in mental health that meets the requirements of Education Code section 51925, *et seq*.

MENTAL HEALTH INFORMATION

Charter School shall create and post a poster at the schoolsite identifying approaches and resources addressing student mental health in compliance with Education Code section 49428.5. The poster shall be displayed in English and any primary language spoken by 15 percent or more of students enrolled at the schoolsite as determined pursuant to Education Code section 48985. The poster shall be prominently and conspicuously displayed in appropriate public areas that are accessible to, and commonly frequented by, students at the schoolsite. The poster shall also be digitized and distributed online to students through social media, internet websites, portals, and learning platforms at the beginning of each school year.

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.

GUN SAFETY NOTICE

Pursaunt to Education Code section 49392, at the beginning of the first semester of each school year, Charter School shall distribute a notice to the parents/guardians of each student addressing California's child gun access prevention laws and laws related to firearm safety utilizing the most updated model language published by the California Department of Education.

SUICIDE PREVENTION POLICY

If Charter School serves students in any grades Transitional Kindergarten/Kindergarten through 12, Charter School shall comply with the requirements of AB 2246 (2016) and AB 1767, 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 and adopted at a regular public hearing. The Charter School shall review, at a minimum every fifth year, its policy on pupil suicide prevention and, if necessary, update its policy. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

HUMAN TRAFFICKING PREVENTION RESOURCES

If the Charter School serves students in any grades 6-12, it shall identify and implement the most appropriate methods of informing parents/guardians of human trafficking prevention resources as required by Education Code section 49381.

FEMININE HYGIENE PRODUCTS

If the Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

ALL GENDER RESTROOMS

Pursaunt to Education Code section 35292.5, on or before July 1, 2026, Charter School shall provide and maintain at least one all-gender restroom for voluntary student use at each of its schoolsites that has more than one female restroom and more than one male restroom designated exclusively for student use. The restroom shall have signage identifying the bathroom as being open to all genders, it shall remain unlocked, unobstructed, and easily accessible by any student, and be available during school hours and school functions when students are present. Charter School shall designate a staff member to serve as a point of contact and to post a notice regarding these requirements.

NUTRITIONALLY ADEQUATE FREE OR REDUCED-PRICE MEAL

The Charter School shall provide each needy student, as defined in Education Code section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code section 49553(a), during each school day.

RECESS

Except where a field trip or other educational program is taking place, if the Charter School provides recess, to the extent required by Education Code section 49056, Charter School shall provide supervised and unstructured recess, distinct from physical education courses and mealtimes, for at least 30 minutes on regular instructional days and at least 15 minutes on early release days. Charter School shall not restrict a student's recess unless there is an immediate threat to the physical safety of the student or one or more of their peers.

CALIFORNIA HEALTHY YOUTH ACT

The Charter School shall teach sexual health education and human immunodeficiency virus ("HIV") prevention education to students in grades 7-12, at least once in middle school and at least once in high school, pursuant to the California Healthy Youth Act. (Ed. Code § 51930, et seq.)

BULLYING PREVENTION

Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education Code section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with pupils.

LGBTQ RESOURCES TRAINING

Charter School recognizes that it is encouraged to use schoolsite and community resources developed by the State Department of Education for the support of lesbian, gay, bisexual, transgender, queer, and questioning (LGBTQ) pupils to provide training at least once every 2 years to teachers and other certificated employees at each Charter School schoolsite that serves pupils in grades 7 to 12, to increase support for LGBTQ pupils and thereby improve overall school climate. (Ed. Code § 218.)

TRANSPORTATION SAFETY PLAN

The Charter School shall develop and maintain a transportation safety plan that includes procedures to ensure that a student is not left unattended on a school bus, student activity bus, youth bus, or child care motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

Element 7 – Means to Achieve Racial and Ethnic, Special Education, and English Learner, including Redesignated Fluent English Proficient Pupils Balance

"The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, 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(c)(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 Policies and Procedures

"Admission policies and procedures, consistent with subdivision (e)." (Ed. Code § 47605(c)(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 will 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, including immigration status, 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.

Charter School shall not discourage a student from enrolling or seeking to enroll in the Charter School, nor encourage a current student from disenrolling, for any reason, including, but not limited to, the student's academic performance, nationality, race, ethnicity, or sexual orientation or because the student is a student with disabilities, academically low achieving, an English learner, neglected or delinquent, homeless, economically disadvantaged, or a foster youth. The Charter School shall not request or require a student's records to be submitted before enrollment. The Charter School shall post on its web site the California Department of Education notice of these requirements and shall provide the notice to parents/guardians or students age 18 and

older when the parent/guardian or student inquiries about enrollment, before conducting an enrollment lottery, and before disenrollment of a student. (Ed. Code §§ 47605, 47605.6)

Charter School shall adopt policy that is consistent with the model policy developed by the California Attorney General addressing the Charter School's response to immigration enforcement, notify parents/guardians of their children's right to a free public education regardless of immigration status or religious beliefs, prohibit the collection of information or documents regarding the immigration status of students or their family members, and fulfill other requirements of Education Code section 234.7.

PREGNANT AND PARENTING STUDENT ACCOMMODATIONS

Charter School shall provide specified accommodations to pregnant and parenting students, including, but not limited to, the provision of parental leave and reasonable accommodations on campus to a lactating student to express breast milk, breastfeed an infant child, or address other needs related to breastfeeding. The Charter School shall notify pregnant and parenting students and parents/guardians of the rights and options available to pregnant and parenting students. (Ed. Code §§ 222, 222.5, 46015.)

SEXUAL HARASSMENT POLICY NOTICE

The Charter School shall create a poster that notifies students of the applicable policy on sexual harassment in accordance with Education Code section 231.6, and shall prominently and conspicuously display the poster in each bathroom and locker room at each schoolsite and in public areas at each schoosite.

If the charter school offers competitive athletics, annually post on the school's web site or on the web site of the charter operator the total enrollment of the school classified by gender, the number of students who participate in competitive athletics classified by gender, and the number of boys' and girls' teams classified by sport and by competition level. If Charter School operates multiple school sites, this information shall be disaggregated by school site. (Ed. Code § 221.9.)

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(c)(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)(c)(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 from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii).

***(iv) A foster child's educational rights holder, attorney, and county social worker and an Indian child's tribal social worker and, if applicable, county social worker shall have the same rights a parent or guardian of a child has to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, and other documents and related information."* (Ed. Code § 47605(c)(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.. 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.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein,

"involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated in this section.

HOMEWORK TO SUSPENDED STUDENTS

For any student who has been suspended from school for two or more schooldays, Charter School shall provide student with the homework the student would otherwise have been assigned if requested by the student or student's parent/guardian. If a homework assignment is requested and turned in to the student's teacher either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, but it is not graded before the end of the academic term, then that assignment shall not be included in the calculation of the pupil's overall grade in the class. (Ed. Code § 48913.5)

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 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, involuntary removals, 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(c)(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(c)(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(c)(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(c)(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 section 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

Principal

City Language Immersion Charter

4001 Venice Blvd.

Los Angeles, CA 90010

7) A written response ("Written Response") shall be tendered to the other party within fifteen (15) 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, and conclude within forty (40) 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

   Principal

   City Language Immersion Charter

   4001 Venice Blvd.

   Los Angeles, CA 90010

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(c)(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(g) 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 Education Code section 47607.3, a charter school identified for needing assistance and provided advice and assistance from the California Collaborative for Educational Excellence based on failure to satisfy state evaluation rubrics may be subject to revocation.

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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(f)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(k) and 47607(j), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process; 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 Schools Closure - Requirements and Recommendations" 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.

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.

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 may be co-terminous with the approved Charter, as permitted by law. 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] or the equivalent provided through a California Joint Powers Authority self-insurance program 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 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. 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. Whether this coverage is separately issued or included by endorsement to another policy, such coverage 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.

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 and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each 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 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificatesof insurance evidencing such coverage and 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."

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District's and Its Board of

Education's status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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). (Ed. Code § 47606.5(b).)