Center for Advanced Learning Public Charter School

CHARTER RENEWAL PETITION

for a Five-Year Team (July 1, 2025 – June 30, 2030)

Submitted to
the Los Angeles Unified School District
Board of Education

Submitted December 12, 2024

TABLE OF CONTENTS

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS iv

ELEMENT 1 – THE EDUCATIONAL PROGRAM 1

GENERAL INFORMATION 4
1. GENERAL INFORMATION TABLE 4

COMMUNITY NEED FOR CHARTER SCHOOL 5
2. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM 6

STUDENT POPULATION TO BE SERVED 27
3. TARGET POPULATION 27
4. ENROLLMENT PLAN 28

GOALS AND PHILOSOPHY 28
5. MISSION AND VISION 28
6. AN "EDUCATED PERSON" IN THE 21ST CENTURY 28
7. HOW LEARNING BEST OCCURS 29
8. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS 33
9. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(c)(5)(A)(II) 34

INSTRUCTIONAL DESIGN 42
10. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH 42
11. INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM 46
12. KEY FEATURES OF THE EDUCATIONAL PROGRAM 46

CURRICULUM AND INSTRUCTION 48
13. CURRICULUM 48
14. COMPREHENSIVE COURSE LIST – N/A 58
15. INSTRUCTIONAL METHODS AND STRATEGIES 58
16. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS 59
17. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY 60
18. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A G REQUIREMENTS – N/A 60
19. CREDIT RECOVERY OPPORTUNITIES – N/A 60
20. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) – N/A 60
21. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS - N/A 60

TRANSITIONAL KINDERGARTEN 60
22. TRANSITIONAL KINDERGARTEN PROGRAM 60

ACADEMIC CALENDAR AND SCHEDULES 60
23. ACADEMIC CALENDAR 60
24. SAMPLE DAILY SCHEDULES 61
25. INSTRUCTIONAL DAYS AND MINUTES 67
26. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.- N/A 67

PROFESSIONAL DEVELOPMENT 67
27. HOW THE CHARTER SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT 67
28. HOW THE CHARTER SCHOOL WILL RECRUIT CREDENTIALED TEACHERS 70

MEETING THE NEEDS OF ALL STUDENTS **71**
29. **ENGLISH LEARNERS** 72
30. **GIFTED AND TALENTED STUDENTS AND STUDENTS (GATE) ACHIEVING ABOVE GRADE LEVEL** 80
31. **STUDENTS ACHIEVING BELOW GRADE LEVEL** 81
32. **SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS** 82
33. **STUDENTS IN OTHER STUDENT GROUPS** 83
34. **FOR CHARTER SCHOOL IDENTIFIED AS "HIGH PERFORMING BY THE CDE – N/A** 83
35. **DESCRIPTION OF A TYPICAL DAY** 83

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT AND **87**

ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED **87**
1. **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM** 87
2. **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS** 88
3. **FOR CHARTER SCHOOLS THAT SERVE GRADES THAT DO NOT PARTICIPATE IN CAASPP (CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS) (SBA) (E.G., A K-2 SCHOOL).** 88
4. **OTHER PERFORMANCE TARGETS** 88
5. **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT** 88
6. **DATA ANALYSIS AND REPORTING** 89
7. **GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION** 90

ELEMENT 4 – GOVERNANCE **92**

GOVERNANCE STRUCTURE **96**
1. **GOVERNANCE STRUCTURE** 96

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION **98**
2. **COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD** 98
3. **CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS** 99

GOVERNANCE PROCEDURES AND OPERATIONS **99**
4. **MEETING REQUIREMENTS AND PROCEDURES** 99
5. **GOVERNING BOARD'S DECISION-MAKING PROCEDURES** 100

STAKEHOLDER INVOLVEMENT **100**
6. **STAKEHOLDER INVOLVEMENT PLAN AND PROCESS** 100

ELEMENT 5 – EMPLOYEE QUALIFICATIONS **102**

EMPLOYEE POSITIONS AND QUALIFICATIONS **102**

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES **120**

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC, SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS BALANCE **127**

COURT-ORDERED INTEGRATION **127**
1. **PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL** 127
2. **HOW THE CHARTER SCHOOL WILL ACHIEVE A RATIO OF STUDENTS IN SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS** 129

ELEMENT 8 – ADMISSION POLICIES AND PROCEDURES **130**

ADMISSION REQUIREMENTS **132**
1. **SPECIFIC POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT** 132
2. **HOW THE CHARTER SCHOOL WILL RECRUIT AND REACH OUT TO STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES** 132

LOTTERY PREFERENCES AND PROCEDURES **132**

3. PROPOSED PREFERENCES IN ADMISSION 132
4. MANNER IN WHICH THE CHARTER SCHOOL WILL CONDUCT A PUBLIC RANDOM DRAWING 133

ELEMENT 9 – ANNUAL FINANCIAL AUDITS 135
1. ANNUAL AUDIT PROCEDURES 135
2. PROCESS THAT THE CHARTER SCHOOL WILL EMPLOY TO ADDRESS AND RESOLVE ANY DEFICIENCIES, FINDINGS, MATERIAL WEAKNESSES, OR AUDIT EXCEPTIONS IDENTIFIED IN THE ANNUAL INDEPENDENT FINANCIAL AUDIT AND THE POSITION AT THE CHARTER SCHOOL RESPONSIBLE FOR ADMINISTERING THIS PROCESS 136

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES 137

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM 140

IN-SCHOOL SUSPENSION 143

GROUNDS FOR SUSPENSION AND EXPULSION 144

SUSPENSION PROCEDURES 150

EXPULSION PROCEDURES 151

APPEAL OF SUSPENSION OR EXPULSION 155

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS 158

1. CERTIFICATED EMPLOYEES 158

2. CLASSIFIED EMPLOYEES 158

3. OTHER EMPLOYEES 159

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 160
1. HOW THE CHARTER SCHOOL INFORMS PARENTS AND STUDENTS OF THEIR PUBLIC SCHOOL ATTENDANCE ALTERNATIVES 160

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES 161

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION 162

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES 166
1. POSITION THAT WILL SERVE AS THE CHARTER SCHOOL'S CLOSURE AGENT(S) IN THE EVENT THAT THE CHARTER SCHOOL CLOSES 173

ADDITIONAL PROVISIONS 174

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Center for Advanced Learning (also referred to herein as "CAL" 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 be 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 an 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 (Ed. Code § 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 by or as 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* 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 DRL addendum shall control.

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." (Ed. Code § 47605(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 Schools 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 certificate 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 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 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 Education Policies 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 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 Systems (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

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
• The contact person for Charter School is:	Lon Muqaddin, Board President
• The contact address for Charter School is:	4016 South Central Avenue, Los Angeles, CA 90011
• The contact phone number for Charter School is:	(323) 232-0245
• The proposed address or ZIP Code of the target community to be served by Charter School is:	4016 South Central Avenue, Los Angeles, CA 90011
• This location is in LAUSD Board District:	5
• This location is in LAUSD Region:	East
• The grade configuration of Charter School is:	TK-5

• The number of students in the first year will be:	321
• The grade level(s) of the students in the first year will be:	TK-5
• Charter school's scheduled first day of instruction in 2025-2026 is:	August 11, 2025
• Total enrollment capacity will be: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	321
• The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
• The regular bell schedule for Charter School will be:	8:00am – 3:00pm
• The term of this Charter shall be from:	July 1, 2025 to June 30, 2030

COMMUNITY NEED FOR CHARTER SCHOOL

Originally founded in 2007, Center for Advanced Learning (CAL) is an independent charter school serving up to an enrollment capacity of 321 students from Transitional Kindergarten to Fifth grade in South Los Angeles. We strive to create a dynamic educational environment that focuses on quality educational experiences and fosters educational excellence through innovative curricula and instructional strategies that meet the needs of our diverse student population. We are dedicated to preparing our students to communicate precisely, work cooperatively, think creatively and initiate action as they prepare to participate in a global society.

CAL's educational model is drawn heavily from the nationally acclaimed Malcolm Baldrige Education Criteria for Performance Excellence[1], which requires a school to focus on continuous systemic improvement and performance excellence. Baldrige helps educators, parents, students and the community focus on data and results to determine goals, action plans, and processes for improvement, giving us tools to hold everyone accountable.

Demographic Comparison

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

[1] Baldrige Performance Excellence Program. 2021-2022 *Baldrige Excellence Framework: Proven leadership and management practices for high performance.* Gaithersburg, MD: National Institute of Standards and Technology, United States Department of Commerce. Baldridge Excellence Framework.
https://www.oqepcm.com/documents/2022_EdPEx_Workshop/2022_EdPEx_Workshop_007.pdf

As noted in the Ed Code, "The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data;(ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school." (Cal. Ed. Code § 47607(b)(4)(B).)

The following details are demographic comparisons of student enrollment of CAL's students overall students and subgroups, as compared to the fourteen resident elementary schools our students would otherwise have attended (14 Resident Schools Comparison Average).[2] These 14 resident schools are within a 2 mile distance from CAL.

Schools	CAL	LAUSD	State	14 Resident School Comparison Average	20th St.	Quincy Jones	Sally Ride	Dolores Huerta	Wadsworth	Ricardo Lizarraga	Nevin	Aurora	49th	28th	Estrella	Main Street	Ascot	Harmony
2023-24 Enrollment	247	529,902	5,837,690	458	510	239	378	308	552	392	492	328	528	490	455	649	651	446
Demographics																		
Socio-Disadvantaged	96	84.6	62.7	93	93	84	93.9	98.3	95.4	97.9	96.9	92.3	96.4	98.6	97.8	95.5	96.5	71.3
EL	39.7	21.2	18.9	45	40	45.6	46.3	45.5	42.9	50.3	45.7	36.9	47.3	48.4	37.4	54.5	41.3	50.4
RFEP	7.7	24.5	15.8	10.99	9.4	13	10.6	10.1	11.4	11.7	11	11.6	10.2	11.4	12.5	9.4	13.4	8.1
SPED	9.3	15.4	13.9	12.33	16.4	15	12.1	0.09	17.3	15.3	15.8	10.9	9.7	12.4	8.6	14.5	17.2	7.4
Hispanic/Latino	94.3	73.8	56.1	92	92	93.3	93.3	94.8	90.4	96.2	96.1	90.2	88.3	94.7	89.7	91.7	94.5	88.3
African American	5.7	7.3	4.9	4.64	4.9	3.8	4.5	3.2	6.3	2.3	2.4	7.3	8.7	3.7	7.9	6	3.8	0.2
Asian	0	3.4	9.9	1	0	0	0	0	0	0	0	0	0.2	0	0.2	0	0	5.4
White	0	9.8	20.3	1	1	0.8	0.8	1	0.9	0.5	0.4	0.3	0.9	0.2	0.4	0.9	1.2	4.7
Two +	0	2	4.6	0.33	0.2	0	0.5	0	0.5	0.3	0.2	0.9	0.2	0	1.1	0.3	0	0.4

2. SCHOOL PERFORMANCE DURING THE CURRENT CHARTER TERM

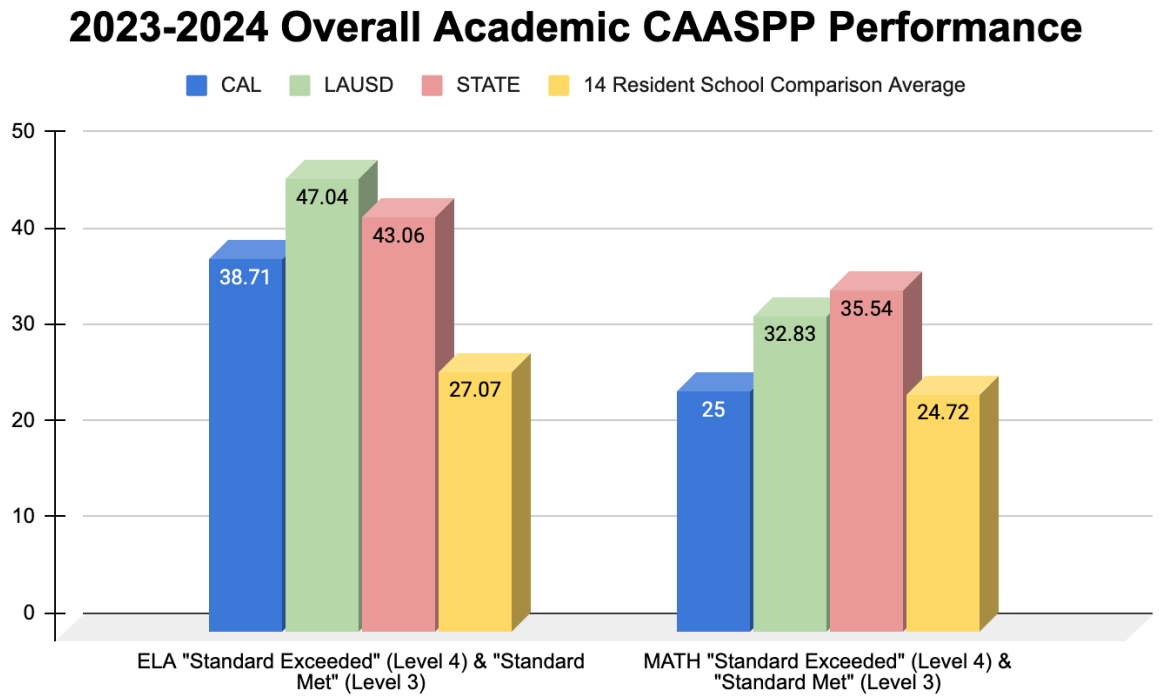
Center for Advanced Learning (CAL) has a compelling case for renewal, highlighted by the following achievements:

1. **Exceptional Student Performance:** CAL students, predominantly Latino, English Learners, and Socioeconomically Disadvantaged, consistently outperformed their peers in neighboring schools, the district, and the state on the 2023-2024 CAASPP assessments.
2. **Academic Resilience:** During the pandemic, CAL's school-wide CAASPP ELA scores increased, while many other schools in the area, district, and state experienced declines.

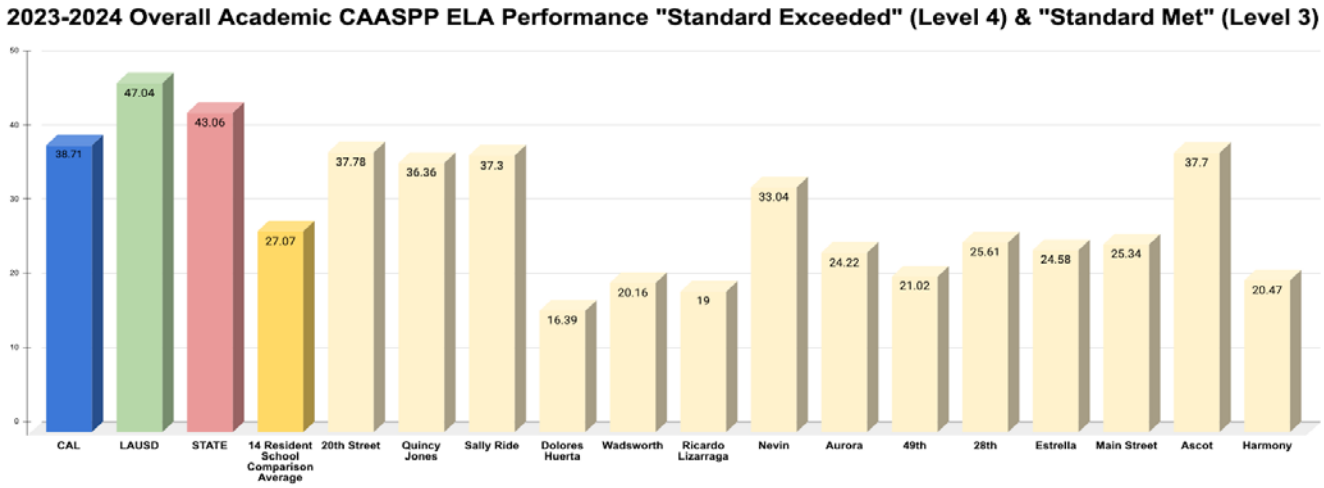
[2] CAL updated the previous renewal list of Resident Schools from LAUSD's Charter Schools Division (CSD) staff for purposes of this renewal petition.

3. **Strong Verified Data Results:** In the 2023-2024 school year, over half of CAL students demonstrated typical or greater progress in Reading and Math, as measured by iReady assessments.

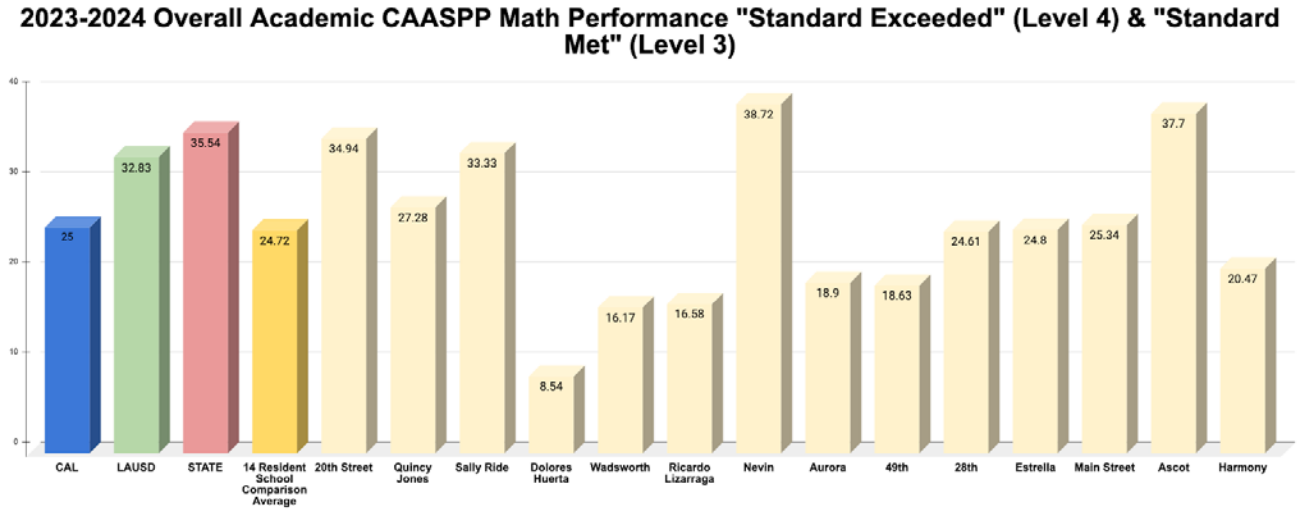
2023-2024 Percent Standard Met Compared to Resident Schools in ELA & Math Summary
In the 2023-2024 school year, Center for Advanced Learning (CAL) scholars in grades 3-5 consistently surpassed the average of local community schools in both English Language Arts (ELA) and Mathematics. CAL students demonstrated higher rates of "Standard Exceeded" (Level 4) and "Standards Met" (Level 3) in both subjects compared to their peers. Overall, CAL's Academic CAASPP scores were 11.64%higher in ELA and 0.29%higher in Mathematics than the local average as noted below.



2023-2024 Percent Standard Met Compared to Resident Schools in ELA Comparison Details
Center for Advanced Learning (CAL) 3rd-5th grade students outperformed 14 of the local schools in English Language Arts (ELA), achieving a combined score of 38.71% in "Standard Exceeded" (Level 4) and "Standards Met" (Level 3). This is 11.64percentage points higher than the average of the 14 local schools (27.07%). Only LAUSD (47.04%), and the state (43.06%) had higher combined scores in ELA which compared to CAL is only a difference of 8.33% compared to LAUSD and 4.35% compared to the state. The table below provides details of the 14 Resident Schools.

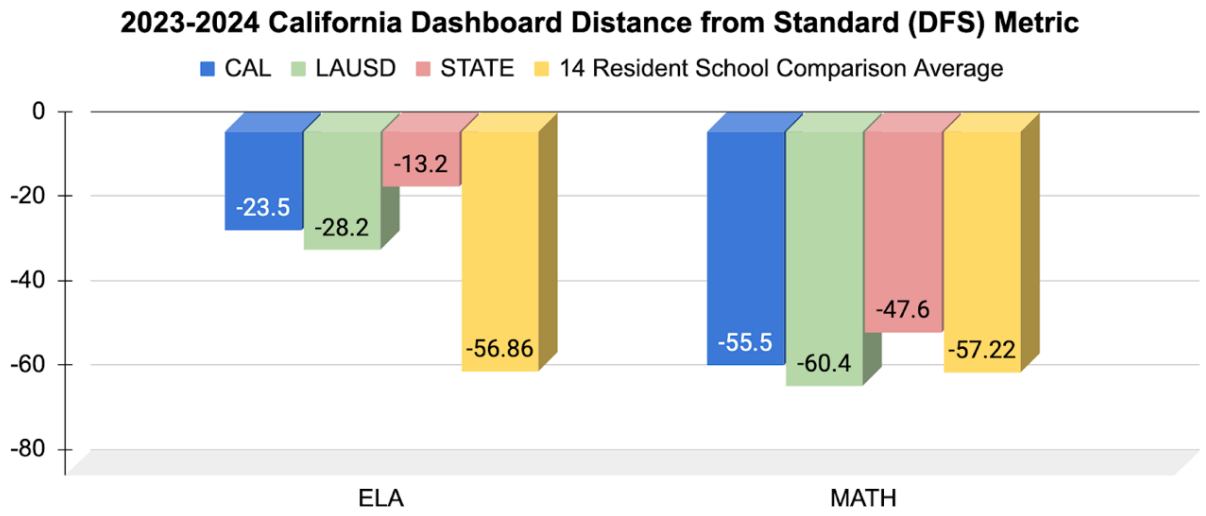


2023-2024Percent Standard Met Compared to Resident Schools in Math Comparison Details
In Mathematics, Center for Advanced Learning (CAL) 3rd-5th grade students scored below LAUSD, the state, and six local schools as noted below. Looking further into these neighboring schools, CAL Math scores surpassed others by more significant percentages. CAL surpassed Dolores Huerta (by +16.46%), Wadsworth (by +8.83%), and Ricardo Lizarraga (by +8.42%). The table below provides details of the 14 Resident Schools.



California Dashboard Distance from Standard (DFS) Metric
The California State Dashboard measures the distance from the standard through the use of scaled points. All fourteen neighboring district resident schools are below proficient in reading and math, and thus the comparison is based on the distance away (or to) the standard. Measuring the overall distance from the standard is an important metric, because the data analyzes the overall movement of all students (not just students performing in the proficient) range and measures progress towards proficiency and growth from year to year. This metric is beneficial for Title I schools like Center for Advanced Learning, as the progress of all students at all performance levels is of paramount importance.

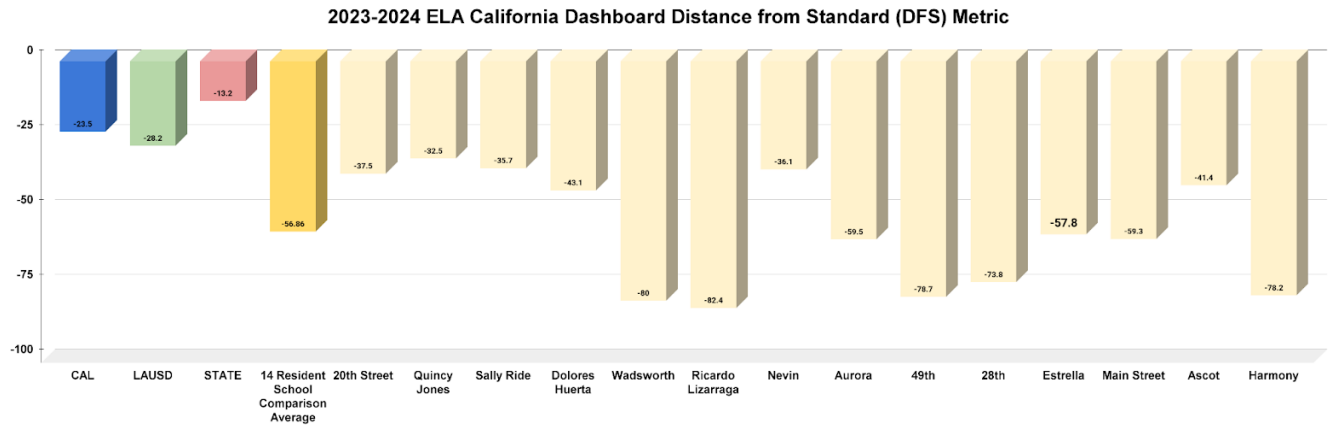
Based on the 2023-2024 California Dashboard Data, Center for Advanced Learning demonstrated strong academic performance, making significant progress toward meeting state standards in both English Language Arts (ELA) and Mathematics compared to LAUSD and neighboring schools. CAL's ELA DFS score of -23.5 outperformed LAUSD by 4.7 points and exceeded the average performance of 14 neighboring schools by an impressive 33.36 points. In Mathematics, CAL's DFS score of -55.5 was 4.9 points closer to the standard than LAUSD and 18.2 points higher than the local average, further highlighting CAL's progress toward proficiency. The table below provides a detailed comparison.



CAL 2023-2024 2023 CA Dashboard (DFS) Summary Comparison for ELA & Math

English Language Arts

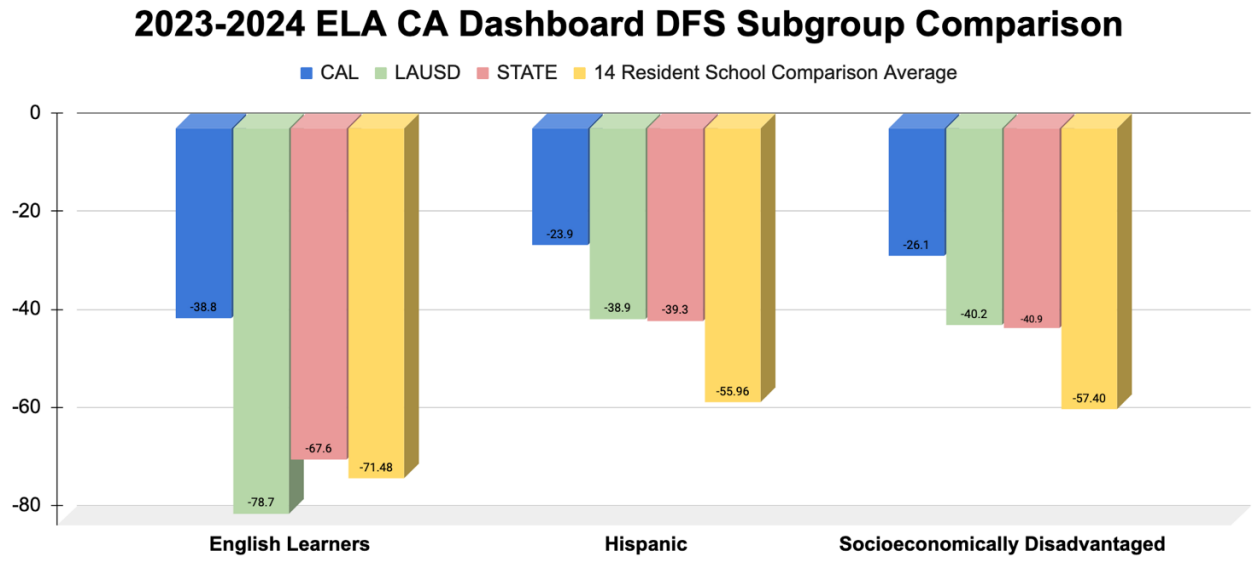
In the 2023-2024 California Dashboard Distance from Standard (DFS), Center for Advanced Learning (CAL) students outperformed all neighboring schools, achieving an overall (DFS) of -23.5 in English Language Arts. The table below provides a comparison of DFS scores for CAL, LAUSD, the state, and the 14 neighboring schools.

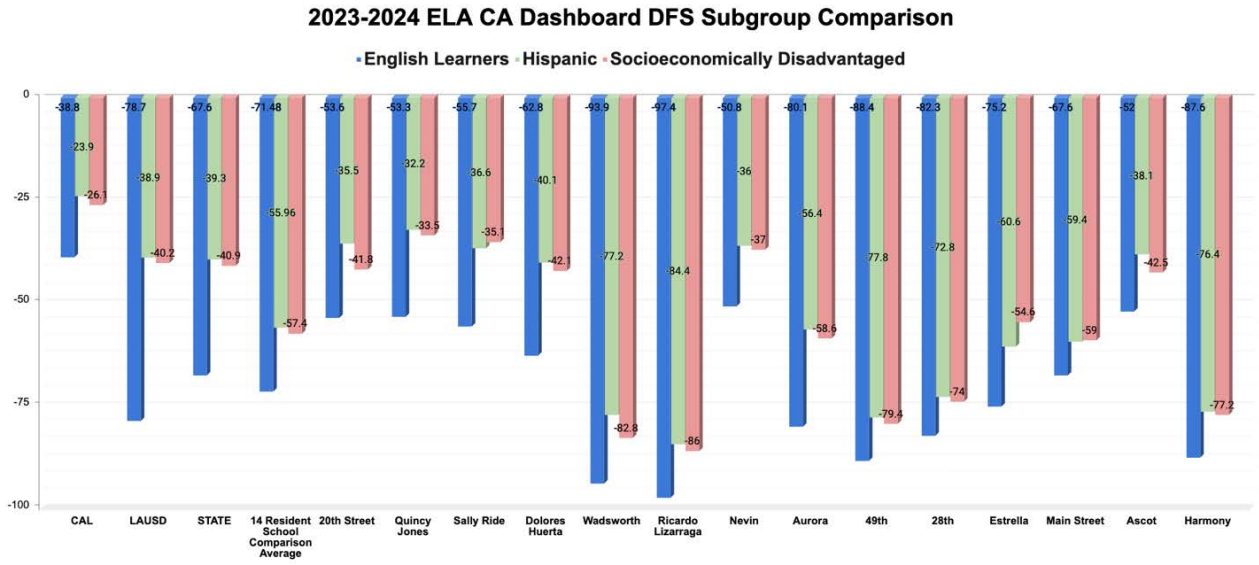


In the 2023-2024 California Dashboard Distance From Standard (DFS), Center for Advanced Learning (CAL) subgroups significantly outperformed LAUSD, the state, and the average of 14 neighboring schools in English Language Arts (ELA).

- **CAL ELs** scored -38.8points, exceeding LAUSD by 39.9 points, the state by 28.8 points, and the local average by 32.68 points.
- **CAL Hispanic** subgroups scored -23.9points, outperforming LAUSD by 15points, the state by 15.4points, and the local average by 26.06points.
- **CAL Socioeconomically Disadvantaged** students scored -26.1points, surpassing LAUSD by 14.1 points, the state by 14.8 points, and the local average by 31.3 points.

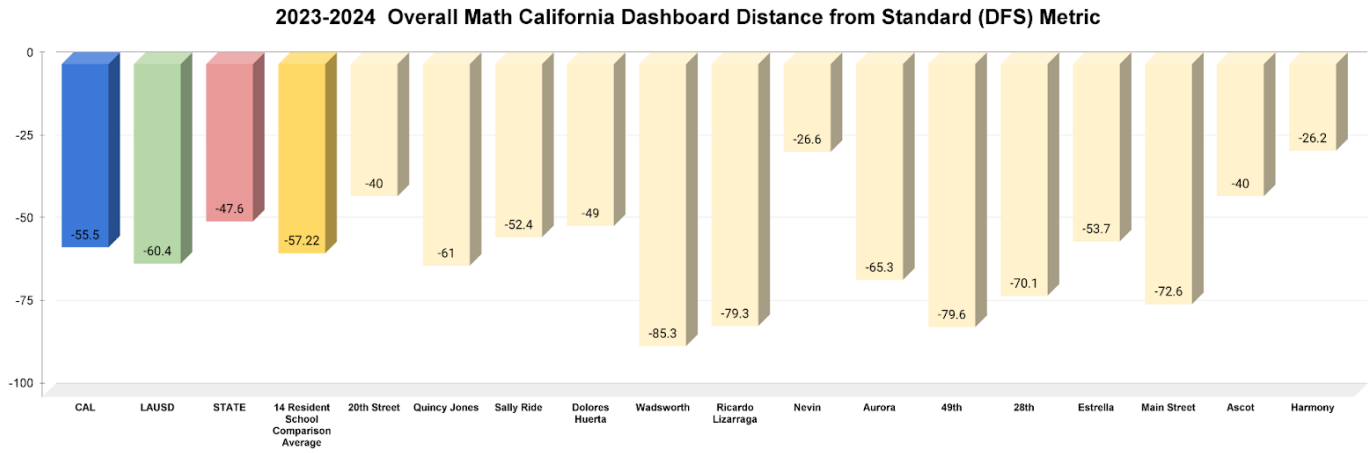
Please refer to the attached tables for a detailed breakdown of the Distance From Standard (DFS) scores for Center for Advanced Learning (CAL) subgroups. As previously mentioned, these subgroups significantly outperformed LAUSD, the state, and the average of 14 neighboring schools. These results highlight CAL's exceptional academic achievements, particularly for its diverse student population.





Mathematics

In the 2023-2024 Mathematics CAASPP Assessment, Center for Advanced Learning (CAL) students outperformed LAUSD and the averaging twelve neighboring schools, achieving an overall Distance From Standard (DFS) of -55.5 in Math. The table below provides a comparison of DFS scores for CAL, LAUSD, the state, and the 14 neighboring schools.

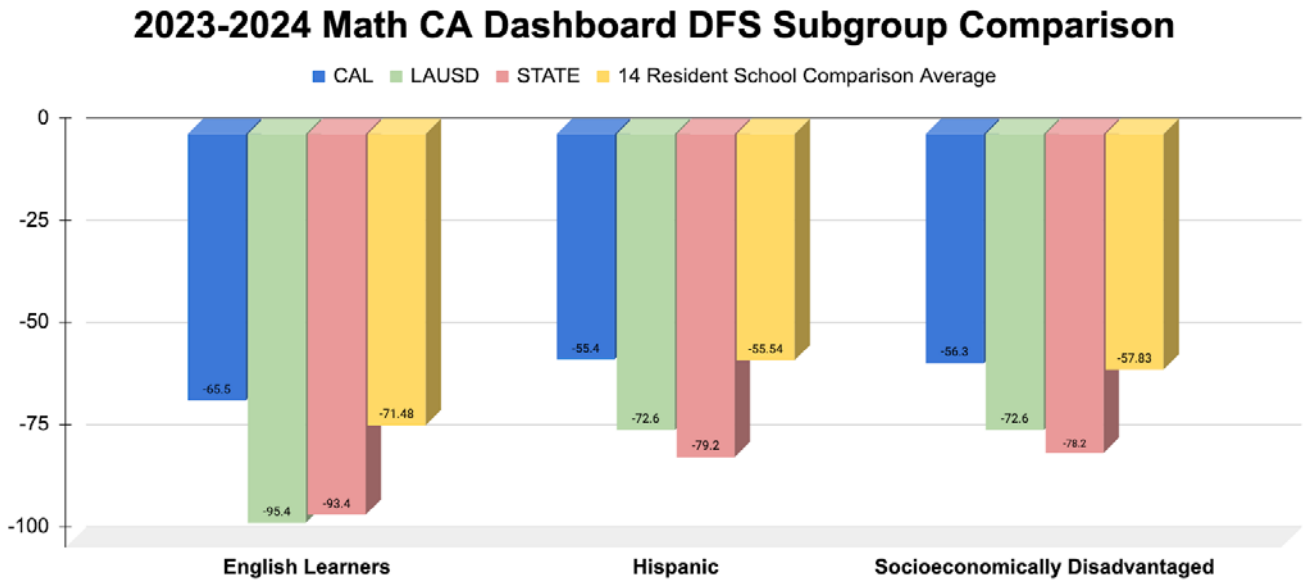


2023-2024 Math Subgroup Performance, Performance for Students with Disabilities, Performance for English Learners, Performance for Socioeconomically Disadvantaged Students

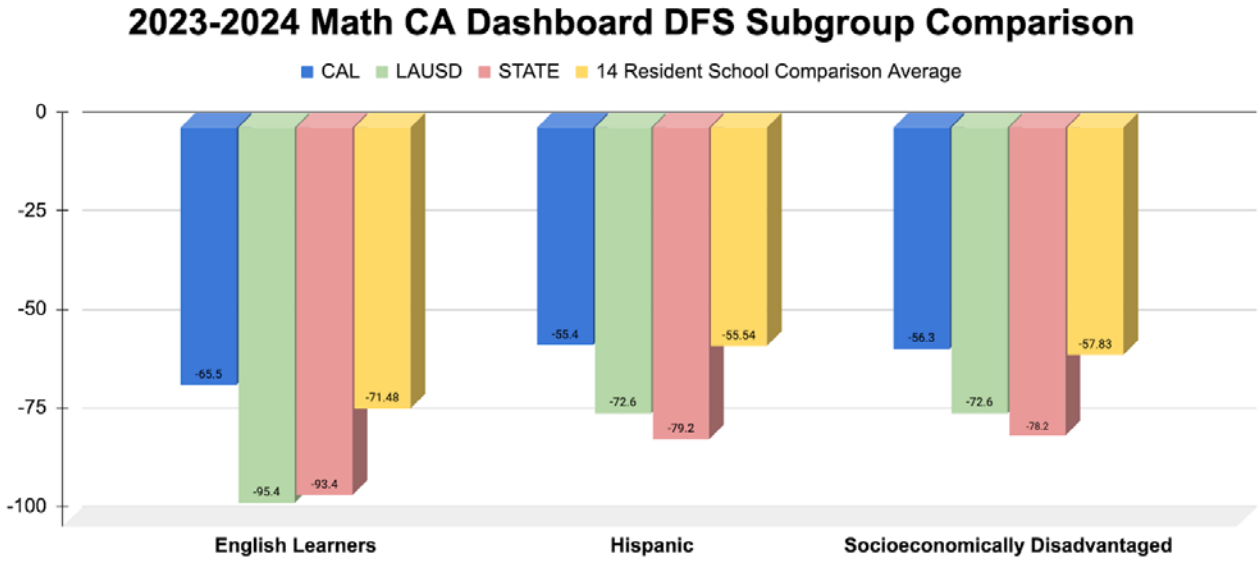
In the 2023-2024 California Dashboard Distance From Standard (DFS), Center for Advanced Learning (CAL) subgroups significantly outperformed the state, LAUSD, and the average of 14 neighboring schools in Mathematics.

- **CAL English Learners (EL's):** Scored 65.5 points, exceeding LAUSD by 29.9 points, the state by 27.9 points, and the local average by 5.98 points.
- **CAL Hispanic subgroups:** Scored 55.4 points, outperforming the state by 23.8 points, LAUSD by 17.2 points and the local average by 0.14 points.
- **CAL Socioeconomically Disadvantaged students**: Scored 56.3 points, surpassing the state by 21.9 points, LAUSD by 16.3 points and the local average by 1.53 points.

These results underscore CAL's strong academic performance, particularly for its diverse student population, in the area of Mathematics.



Please refer to the attached table for a detailed comparison of the Distance From Standard (DFS) scores for Center for Advanced Learning (CAL) subgroups and the average of 14 neighboring schools.



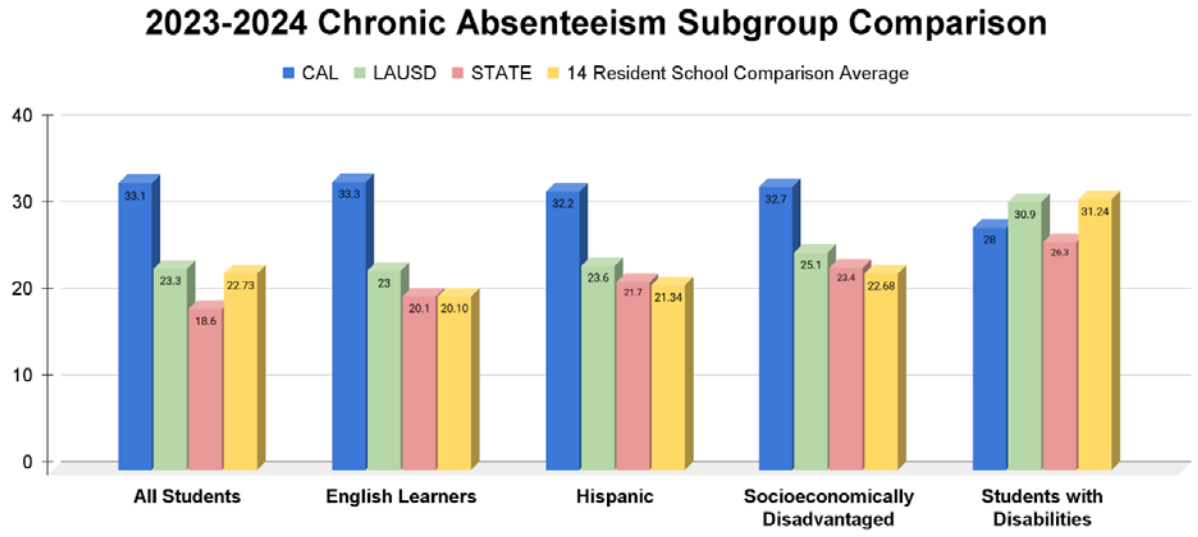
California Dashboard Performance Data: Chronic Absenteeism

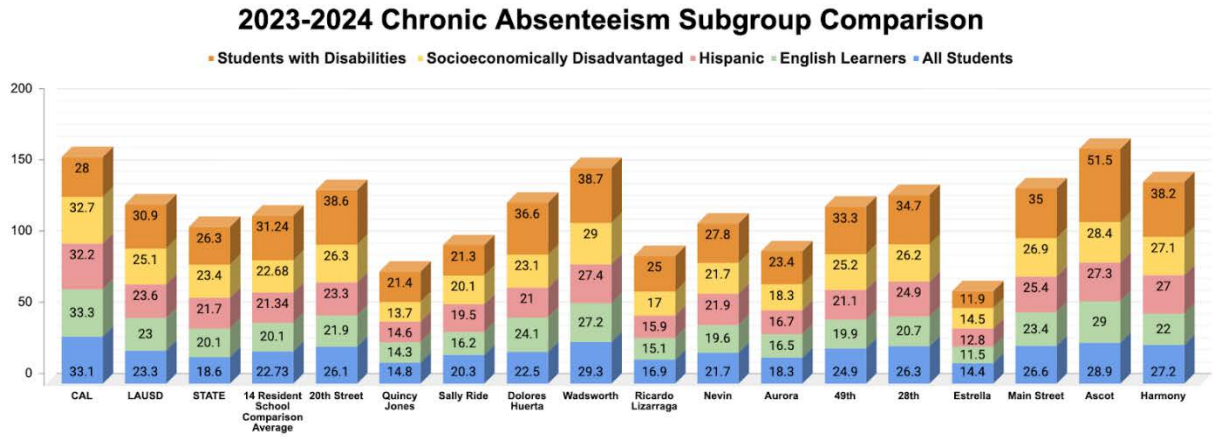
Since the COVID-19 pandemic, Center for Advanced Learning (CAL) has experienced an increase in chronic absenteeism among all student groups. In the 2023-2024 school year, CAL's overall chronic absenteeism rate was 33.1%, which is 9.8% higher than LAUSD, 14.5% higher than the state average, and 10.37% higher than the average of 14 neighboring schools. Despite higher numbers of chronic absenteeism, CAL CAASPP scores outperform our resident, neighborhood schools. This highlights the quality of instruction at CAL; there are supports in place to remediate for missed instruction and instructional time is maximized when students are present.

Subgroup Analysis:

- **English Learners (ELs):** CAL's ELs had a higher chronic absenteeism rate than LAUSD (+10.3%), the state (+13.2%), and the average of 14 neighboring schools (+13.2%).
- **Hispanic Students:** CAL's Hispanic students had a higher chronic absenteeism rate than LAUSD (+8.6%), the state (+10.5), and the 14 neighboring schools (+10.86%).
- **Socioeconomically Disadvantaged Students:** CAL's Socioeconomically Disadvantaged students had a higher chronic absenteeism rate than LAUSD (+7.9%), the state (+9.3%), and the 14 neighboring schools (+10.02%).
- **Students with Disabilities:** CAL's students with disabilities had a lower chronic absenteeism rate than all comparison groups compared to LAUSD (-2.9%) and the 14 neighboring schools (3.24%), with being slightly higher than the state (+1.7%).

Please refer to the attached charts for a detailed breakdown of these comparison scores.

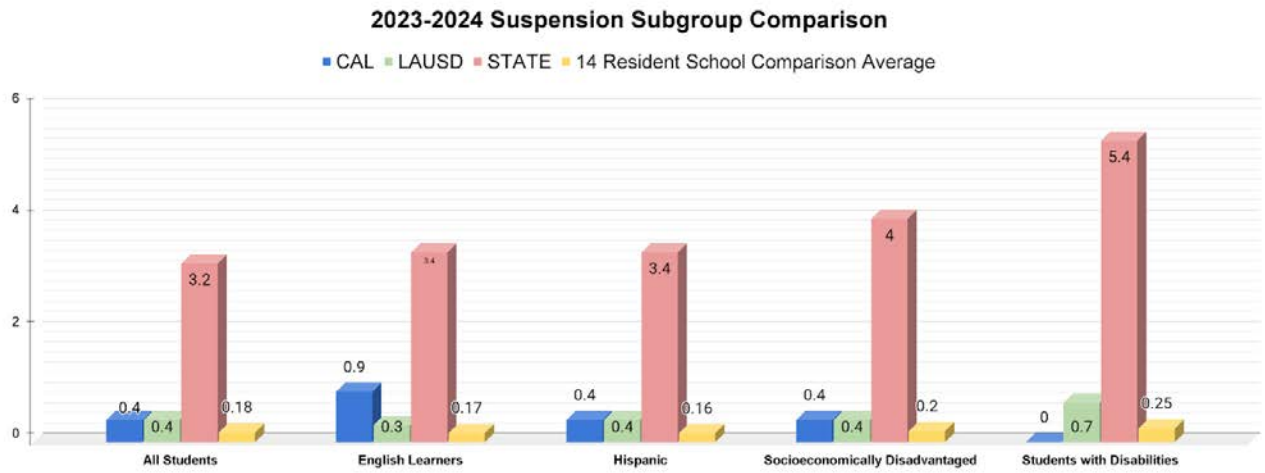




California Dashboard Performance Data: Suspension Rates

Center for Advanced Learning (CAL) prioritizes a holistic approach to student education, emphasizing the importance of social-emotional skills. Our Positive Behavior Interventions and Supports (PBIS) framework, coupled with Restorative Justice practices, creates a supportive learning environment that fosters academic, social, and emotional growth.

In recognition of our commitment to student well-being, CAL earned an overall score of "green" on the California Dashboard for all students and in most subgroups, including Students with Disabilities, Hispanic students, and Socioeconomically Disadvantaged students. The only subgroup that received a lower rating was for our English Learners with an average 0.9%. Center for Advanced Learning (CAL) achieved a score of "green" on the California Dashboard, aligning with the state's rating and just below LAUSD and the 14 neighboring schools' rating of "blue". There is no performance color for Students with Disability due to a low number of students in that subcategory. This achievement shows our dedication to providing a high-quality education for all students. Our suspension rate percentages are below:



Please refer to the attached table for a breakdown of the suspension performance rating for all students and subgroups at CAL, LAUSD, the state, and the 14 neighboring schools

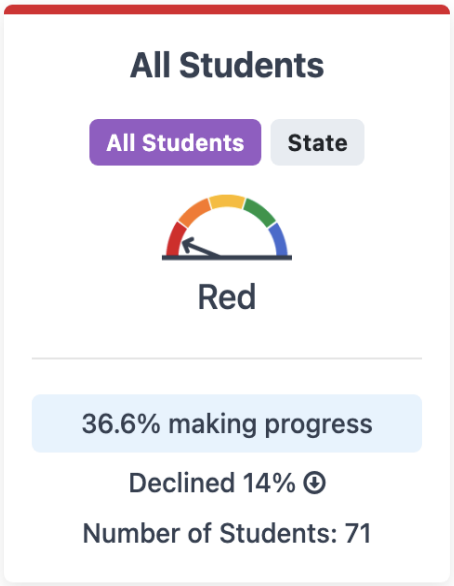
Lowest Performance	Very Low	Low	Medium	High	Very High	Highest Performance

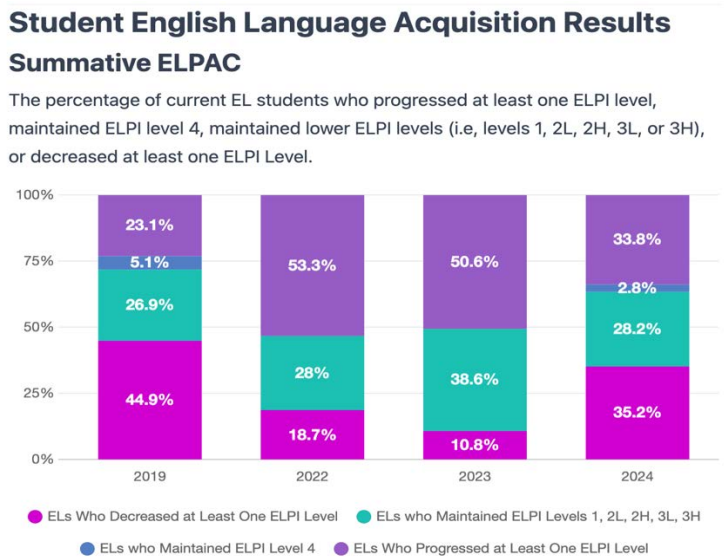
2023-2024 Suspension	All Students	English Learners	Hispanic	Socioeconomically Disadvantaged	Students with Disabilities
CAL	Green	Yellow	Green	Green	No Performance Color
LAUSD	Blue	Blue	Blue	Blue	Blue
STATE	Green	Green	Green	Green	Yellow
14 Resident School Comparison Average	Blue	Blue	Blue	Blue	Blue
20th Street	Yellow	Blue	Yellow	Yellow	Orange
Quincy Jones	Blue	Blue	Blue	Blue	Blue
Sally Ride	Orange	Orange	Orange	Orange	Orange
Dolores Huerta	Blue	Blue	Blue	Blue	Blue
Wadsworth	Blue	Blue	Blue	Blue	Blue
Ricardo Lizarraga	Blue	Blue	Blue	Blue	Blue
Nevin	Blue	Blue	Blue	Blue	Blue
Aurora	Blue	Blue	Blue	Blue	Blue
49th	Blue	Blue	Blue	Blue	Blue
28th	Blue	Blue	Blue	Blue	Blue
Estrella	Blue	Blue	Blue	Blue	Blue
Main Street	Blue	Blue	Blue	Blue	Blue
Ascot	Blue	Blue	Blue	Blue	Blue
Harmony	Blue	Blue	Blue	Blue	Blue

California Dashboard Performance Data: English Learner Progress Indicator

In the 2023-2024 California Dashboard, Center for Advanced Learning (CAL) earned a "red" rating on the English Learner Progress Indicator (ELPI), which corresponds to a score of 36.6% making progress in maintaining a level 4 or progressing at least one EPLI level. This represents a decline of 14% from the previous year's score of 50.6%.

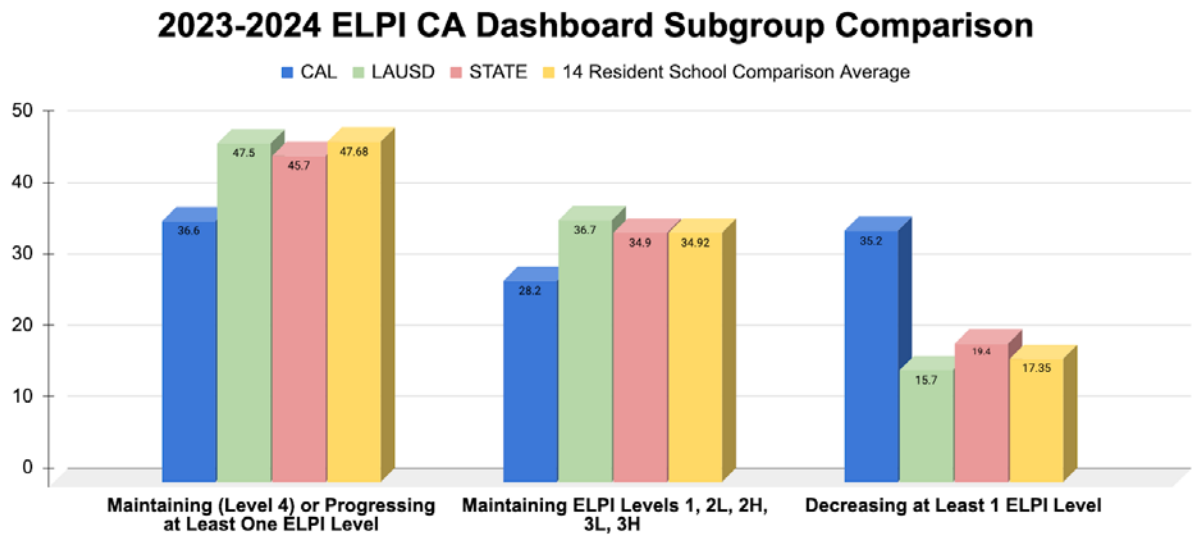
The decrease in the overall ELPI score can be attributed to a significant influx of new English Learner (EL) students who enrolled during the 2022-2023 and 2023-2024 school years. Despite this challenge, CAL achieved positive results in other areas such as the ELs who maintained ELPI Level 4 was 2.8%. CAL continues the effort to increase reclassification rates and EL progress during the 24-25 school year with the implementation of CAL's EL Master Plan.



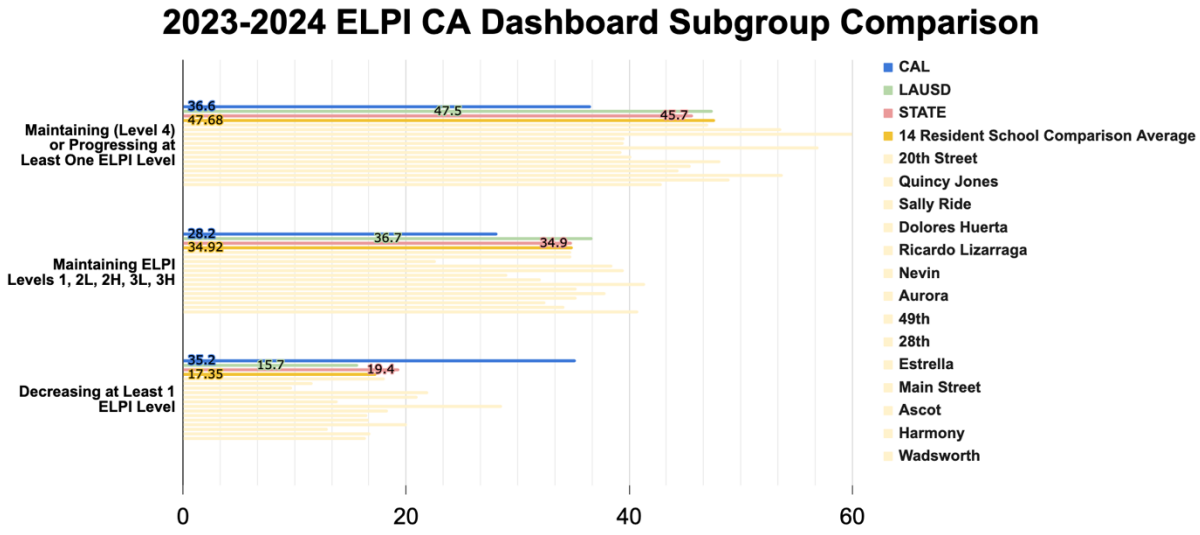


Center for Advanced Learning (CA) is below the rates of LAUSD, the state, and 14 neighboring schools in all English Learner Progress Indicator (ELPI) levels as referenced below.

- ELs Maintaining (Level 4) or Progressing at Least One ELPI Level: CAL students achieved a 36.6% success rate, a rate lower than LAUSD (-10.9%), the state (-9.1%), and the 14 neighboring schools (-11.08%).
- ELs Maintaining ELPI Levels 1, 2L, 2H, 3L, 3H: CAL students declined to 28.2%, which is less compared to LAUSD (-8.5%), the state (-6,7%), and the 14 neighboring schools (-6.72%).
- ELs Decreasing at Least 1 ELPI Level: CAL had the highest percentage of students in this category at 35.2%, with LAUSD, the state, and the 14 neighboring schools' rates being lower.



Below are the results demonstrating CAL's exceptional support for English Language Learners and their continued progress in acquiring English language proficiency in detail compared to 14 neighborhood Schools.

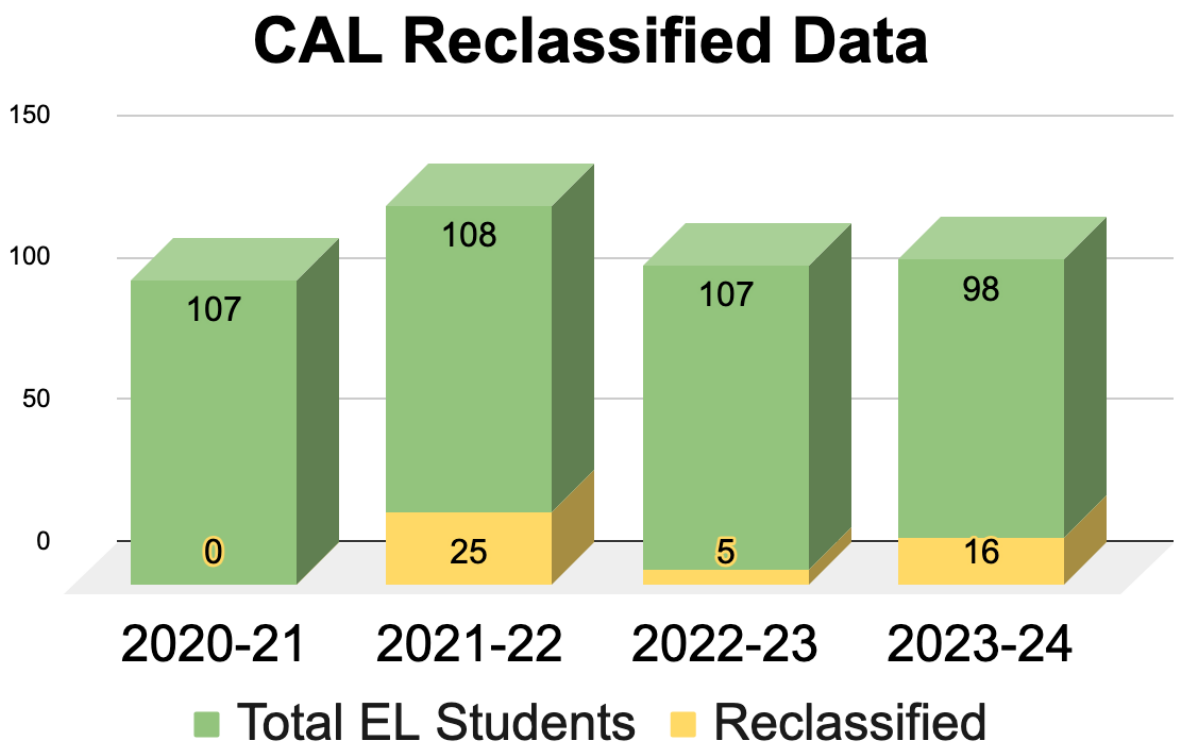


ELPAC and EL Reclassification

2023-2024 ELPAC Student Performance for English Language Learners

The ELPAC is a test that has been improved since its implementation in 2018. Our Student Success Team (SST), EL Coordinator, and instructional team analyzes the performance of students individually, and as a group, to determine student performance levels and next steps for the team. 2020-2021 was a virtual learning year due to COVID, and we see that no students reclassified. This was a reporting anomaly due to Covid-19. The reasons for this can be explained by the school closure, remote learning environment, and lack of test data that we experienced due to COVID-19.

Once CAL had clear updated reclassification criteria, we were able to reclassify 10 students in March 2021 for the 2020-2021 school year. Furthermore, with our updated EL Master Plan, we were able to then reclassify an additional group of 15 more students in June 2021; leading to a total of 25 students to be counted towards the 2021-2022 school year. During the 2022-2023 and 2023-2024 school years, CAL's reclassified students declined due to an increase of new English Learner (EL) students who enrolled that time. However, CAL is working diligently in preparing our students to increase our reclassification rates. Below is an overview of the summative ELPAC reclassification rates of students at CAL over the last four years.



SUCCESS OF THE INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

As evidenced by the strong student outcome data and other metrics above, CAL has offered a high quality public education alternative for families of young children in the South Central community for 17 years. We attribute our success to the quality of our staff, particularly our dedicated teachers, as well as our innovative use of the Malcolm Baldrige Criteria for Performance Excellence in Education, which engages all of our school's stakeholders – including students – in a process of continuous improvement management aimed at getting the results that are important to our school.

The Malcolm Baldrige Criteria for Performance Excellence were created in 1987 and named posthumously for former Secretary of Commerce, Malcolm Baldrige. The Baldrige Education Criteria for Performance Excellence, organized into seven Categories[3], provides a series of questions that allow education organizations to conduct self-assessments and serve as a guide for system-wide excellence. The Baldrige Education Criteria for Performance Excellence do not prescribe how schools or districts should structure their organizations or operations, but rather facilitate self-reflection and planning. Baldrige's Education Criteria have three important purposes:

- To help improve performance practices, capabilities, and results,
- To facilitate the exchange of information and best practices amongst diverse organizations, and
- To serve as a working tool for understanding and improving performance and for guiding planning and opportunities for learning.

Our model's unique focus on self-reflection is what catalyzes our leaders and students to work hard to continuously improve. As a result of our model, our students continue to achieve results year after year that surpass their peers at 14 Resident Comparison Schools.

As a charter school, responsible for all aspects of organizational effectiveness, including finances, stakeholder satisfaction, operational management, and student learning, the Baldrige criteria provide a framework for accomplishing these tasks while focusing on enabling students to be motivated and successful learners. The Baldrige model, based in business, is different than most educators are accustomed to using in that it goes beyond formative and summative measures of student performance to consider a much broader array of inputs and processes to inform decision-making. While education today is of course focused heavily on student achievement outcomes, Baldrige also involves continuous improvement in all key areas of operations. A more detailed explanation of Baldridge is included in the section titled Goals and Philosophy, section C How Learning Best Occurs.

SUCCESS OF THE SCHOOL'S EDUCATIONAL PROGRAM IN MEETING THE SPECIFIC NEEDS OF ITS STUDENT POPULATION

[3] Baldrige Performance Excellence Program. 2021-2022 *Baldrige Excellence Framework: Proven leadership and management practices for high performance.* Gaithersburg, MD: National Institute of Standards and Technology, United States Department of Commerce. Baldridge Excellence Framework, page 6
https://www.oqepcm.com/documents/2022_EdPEx_Workshop/2022_EdPEx_Workshop_007.pdf

As detailed in the charts and analysis above, CAL has realized strong student outcomes for *all* students, including "educationally disadvantaged" students such as those who qualify for free or reduced-price lunch, English Learners, students with disabilities, and other subgroups. These outcomes are the "most important factor" in any charter renewal. (Ed. Code, § 47607(a)(3).)

AREAS OF CHALLENGE THE SCHOOL HAS EXPERIENCE AND HOW THEY HAVE BEEN/WILL BE IMPROVED

A2: DASHBOARD SCHOOL WIDE MATH INDICATOR

#1 Math Proficiency

One area of challenge that continues to be a priority for CAL is in Mathematics.
As noted in the Annual Performance-Based Oversight Visit Report, the schoolwide Dashboard Math Indicator Status is Low. The school's 2023-2024 school-wide performance level in Math (-55.5DFS) is lower than the state average (-47.6DFS).

To address this decline in Math, CAL leadership is taking actions including, but not limited to the following:

i-Ready Professional Development & Training

- i-Ready "Personalized Instruction" differentiated lessons tailored to each student skill level for students grades K-5

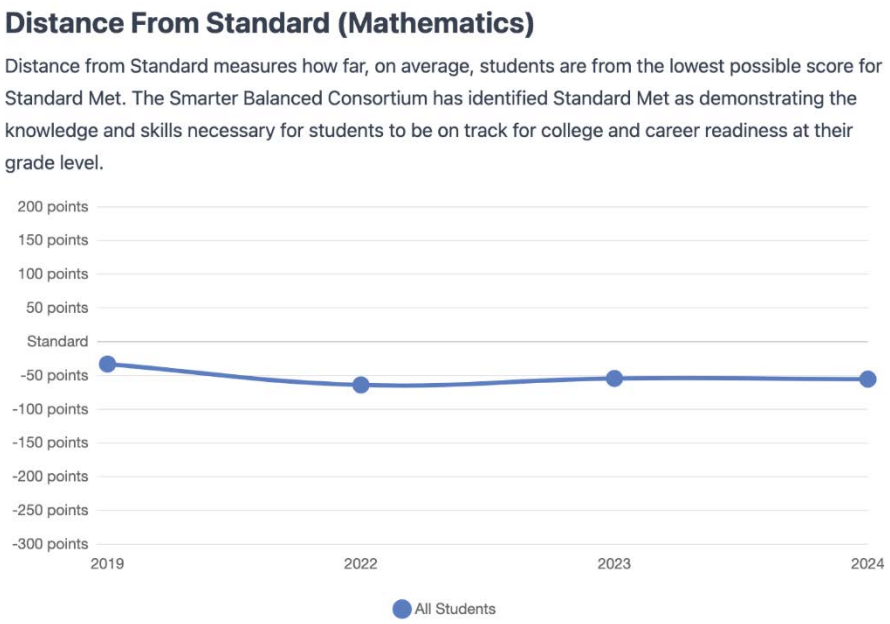
CAASPP Preparation

- Interim Assessment blocks throughout year to use the data to drive instruction

Math Intervention

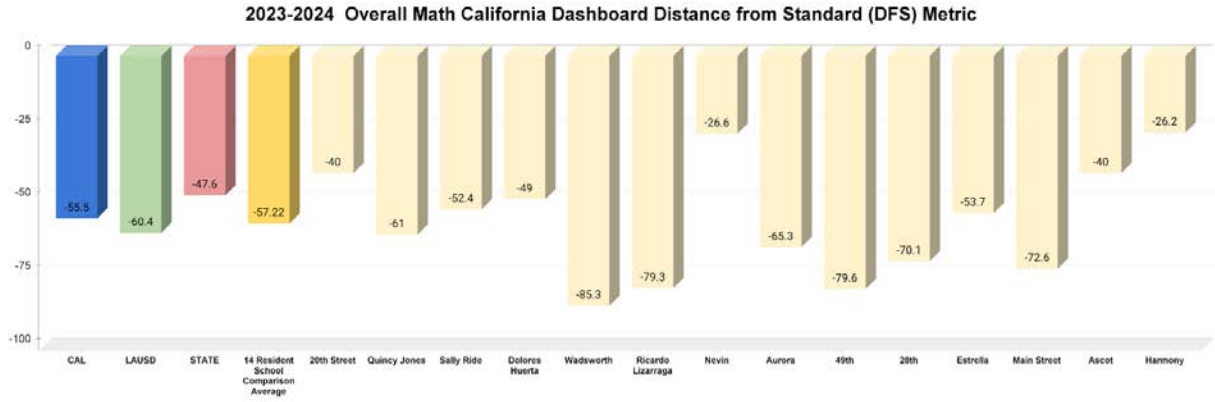
- Math Intervention conducted by the Intervention Teacher- push in model
- Math RTI Blocks -Differentiated Instruction conducted by grade level teacher (Monday-Thursday)
- Math Intervention Tutoring After School conducted by Grade Level Teacher
- Math Fluency Assessment for Grades 1st-5th
- Targeted Grade Level Team Meetings and Professional Development for grades K-5

As a result of these improvements CAL has significantly been working to improved in the areas of Math as noted in Verified Data and CAASPP TEST Scores 2022-23 & 2023-24. Below is a chart illustrating CAL's math progression over the years direct from the CA School Dashboard.



Mathematics

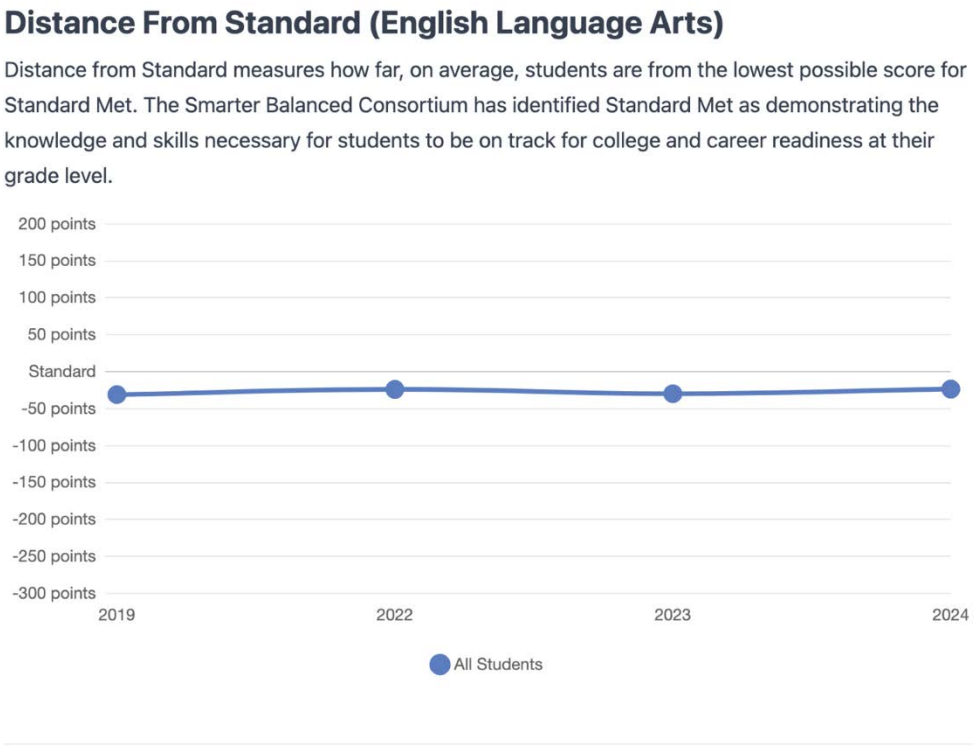
In the 2023-2024 Mathematics CAASPP Assessment, Center for Advanced Learning (CAL) students outperformed LAUSD and the neighboring schools, achieving an overall Distance From Standard (DFS) of -55.5- in Math. The table below provides a comparison of DFS scores for CAL, LAUSD, the state, and the 14 neighboring schools.



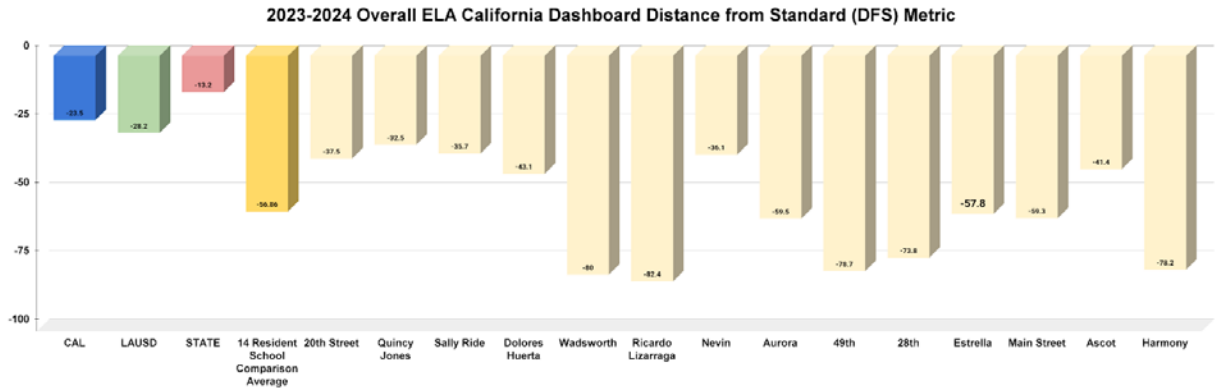
#2 English Language Arts (ELA) Proficiency

Another area of challenge that continues to be a priority for CAL is in English Language Arts.

As noted in the Annual Performance-Based Oversight Visit Report, the schoolwide Dashboard ELA Indicator Status is Low. The school's 2023-2024 school-wide performance level in ELA (-23.5 DFS) is lower higher than the state average (-13.2 DFS), but lower than LAUSD(-28.2) and the average of the neighboring schools (-56.86) . Below is a chart illustrating CAL's ELA progression over the years direct from the CA School Dashboard.



The table below provides a comparison of DFS scores for CAL, LAUSD, the state, and the 14 neighboring schools.



In light of these results, school leaders report taking actions including, but not limited to, the following:

English Language Arts
Summer 2024-2025: PD All CAL Teachers and TAs completed the Getting Reading Right (GRR) K-5 educator training program designed by the Reading/Language Arts Unit at LACOE. GRR is based on Scarborough's Reading Rope, so that instructors can provide quality, Tier 1 and Tier 2 evidence-based reading instruction. PD by the Literacy Team and lead teachers focusing on the Science of Reading, backwards mapping, and data analysis

i-Ready Professional Development & Training

- i-Ready "Personalized Instruction" differentiated lessons tailored to each student skill level for students grades K-5

CAASPP Preparation

- Interim Assessment Blocks throughout year to use the data to drive instruction
- 1st-5th Grade PD on Mnemonic Devices -RACES Strategies focusing on Short Response and Multiple-Choice Strategies
- Performance Task: Writing Smarter Balance Rubric focusing on Organization & Purpose, Evidence & Elaboration, Conventions

ELA Intervention

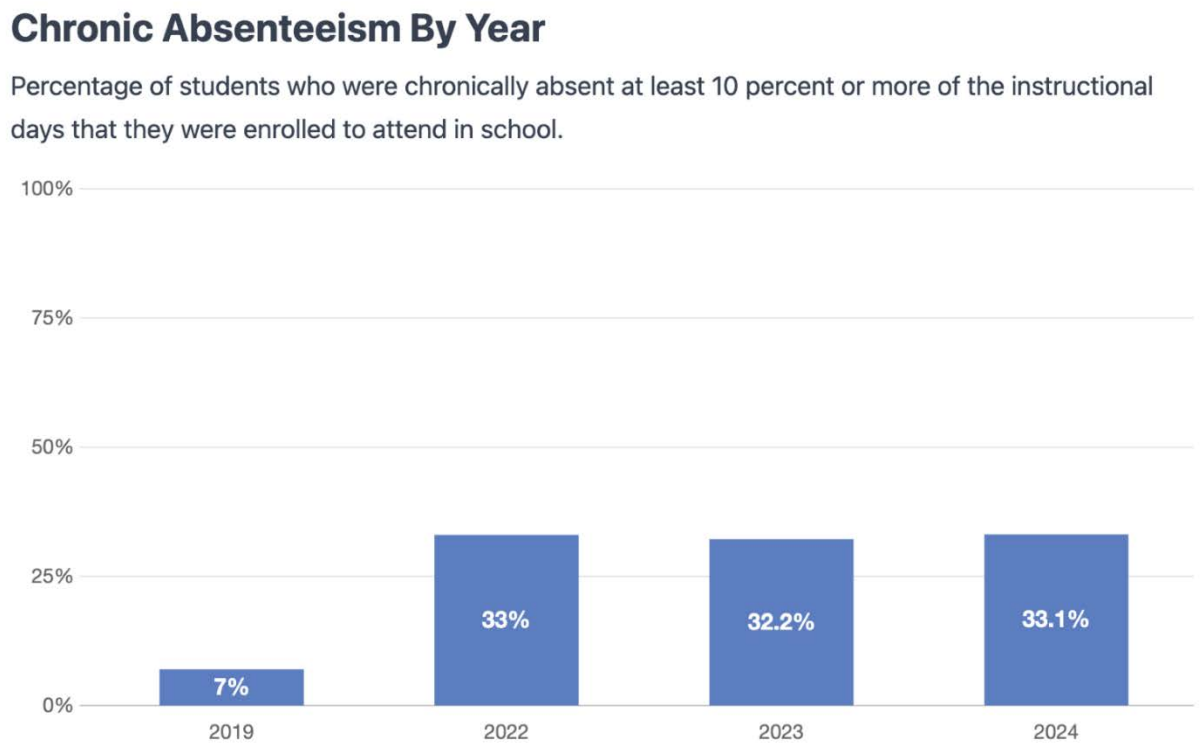
- ELA Intervention conducted by the Intervention Teacher - pull out model focusing on Word Recognition that includes BPST assessment and UFLI weekly assessment
- ELA RTI Blocks -Differentiated Instruction conducted by grade level teacher and/or ELA Intervention Teacher (Monday-Thursday)
- ELA Intervention Tutoring After School conducted by Grade Level Teacher
- ELA Reading Fluency Assessment for Grades 1st-5th
- Targeted Grade Level Team Meetings and Professional Development for grades K-5
- Utilizing Fluency & BPST Assessments to group students in Tiers 1-3 for potential intervention and support
- Holding weekly grade level team meetings to share best practices and strategies to promote ELA achievement

Literacy Coach and Reading Specialist Educator Training (LCRSET) Grant

- Hired Literacy Coach
- Hired Reading Specialist
- Conduct Weekly Grade Level Team data coaching meetings to drive instruction and intervention groups
- Coaching Cycles which include modeling, informal observation feedback and peer observations

#3 Chronic Absenteeism

Another area of challenge that continues to be a priority for CAL is the Chronic Absenteeism Indicator Status which is Very High. Below is a chart illustrating CAL's Chronic Absenteeism over the years direct from the CA School Dashboard.



CAL's percentage of Chronically Absent students has remained relatively the same post pandemic. The school's average (33.1%) is still higher than that of LAUSD (23.3%) and the state (18.6%). Despite higher numbers of chronic absenteeism, CAL CAASPP scores outperform our resident, neighborhood schools. This highlights the quality of instruction at CAL; there are supports in place to remediate for missed instruction and instructional time is maximized when students are present.

To address this growing concern of Chronic Absentee CAL Leadership is taking actions including, but not limited to, the following:

Main Office & Administration Support

- Analyzing chronic absenteeism data yearly to identify students/families in need of targeted support
- Development and implementation of an internal tracking system to monitor all students absences to identify trends and flag students that have missed 15 or more absences
- Office staff make phone calls to absent students' parents who have not communicated with teachers and document the information on PowerSchool on a daily basis
- Scheduled formal attendance meetings with the teacher, principal, executive director, instructional coordinator and or counselor to identify the root cause and offer support.

Teacher: Whole Class Incentive

- Teachers communicate daily with parents via Class Dojo application
- Classrooms who receive perfect attendance are given a shout-out by our front office staff daily via email

- The classroom with the best attendance receives an ice cream, pizza movie party or popcorn party at the end of the month

Individual Student Incentive

- Classrooms and individual students are celebrated and incentivized throughout the year
- Students who attend on a daily basis and achieve 100% perfect attendance for the entire trimester get a chance to participate in the perfect attendance extracurricular field trip with their teachers and classmates.

Math Proficiency

Looking at data from the 2018-2019 to 2021-2022 academic years there had been a sharp decline in overall Math proficiency from 30.85% to 14.93%. However, there has been a steady increase in overall scores from 2021-2022 onward. The most recent data from 2023-2024 shows an overall proficiency of 25%, an increase of over 10% over the last two years. While CAL focuses on increasing student achievement across the board for all students, one area that stands out is fifth grade math achievement scores. When comparing 5th graders across the years the data shows that in 2022-2023 16.67% met/exceeded standards and in 2023-2024 4.44% met/exceeded standards. Analyzing scores also revealed a gap in student achievement over time. This decline in achievement has led to focused data analysis meetings regarding math achievement with 5th grade teachers. Two specific areas are Concepts and Procedures (how well students use mathematical ideas and rules) and Communicating Reasoning (how well students think logically and express their thoughts in order to solve a problem). Here are steps we are taking at CAL to address the aforementioned decline in student achievement in fifth grade:

- Classrooms have adopted a daily math fluency routine to build their automaticity in all math facts through various resources and strategies such as daily flashcards, one minute sprints, and daily math fact practice using computer systems such as Xtramath.
- There has also been a focus on math vocabulary terms to better apply mathematical concepts and procedures.
- Classrooms are also expected to have a protected time for CAASPP preparation in order to familiarize students with the content, expectations, and procedures.
- Additional staff are available to assist during classroom math with a push in model.
- Classrooms also are given a 1 hour Response To Intervention (RTI) time to provide differentiated instruction at their level in small groups for math.
- Cross grade articulation of curriculum, standards, and student achievement to identify needs of incoming students. Teacher collaboration, within and across grade levels, acknowledges the importance of year-to-year continuity in mathematics instruction.
- Collaborative meetings to discuss “gaps” in the curriculum so that they are purposely addressed throughout lessons in each math module
- Small groups and after school intervention focused on students in the “nearly met” band. Immediate intervention for students who are not mastering math standards give students the individual instruction they need to succeed in math.
- Professional development for 5th grade teachers that focuses on “how students communicate reasoning”. The quality of math teachers, particularly with regard to their content knowledge of mathematics, is critically important. Strengthening teacher pedagogy through PD is an important part of the growth and student achievement process.

- During the summer curriculum specialists have given PD to provide most recent teaching strategies and modalities to improve student achievement based on analyzing benchmark and CAASPP scores.
- Cross articulation with third and fourth grade teachers for lesson studies.
- Increased benchmark assessments for students to determine depth of understanding.
- Increasing how teachers reinforce basic math concepts with the use of manipulatives.
- Using multiple measures for data analysis to determine areas of mathematical competencies in need of emphasis for identified students on a bi-weekly basis.
- Grade level meetings that focus on identifying students in order to determine the best avenues for effecting progress.

We are confident that with these focused efforts, our students will demonstrate year over year growth in proficiency as they progress through our grade levels.

STUDENT POPULATION TO BE SERVED

3. TARGET POPULATION

CAL serves students in TK through 5th grade, primarily residing in the South Central area of Los Angeles.

In 2023-24, 95% of CAL's Students qualify for free/ reduced lunch; 97.3% are Hispanic, 2.7% African American;41.2% English Learners (EL) with another 7% Reclassified Fluent English Proficient (RFEP); and 10% are Special Education (SPED).

Center for Advanced Learning (CAL) is situated in Central-Alameda, a neighborhood in Los Angeles with a population density of 18,760 people per square mile. According to information obtained from a U.S. Census Bureau report (which included data from the 2020 Decennial Census, and the 2023 American Community Survey 5-year Estimates),Central-Alameda has a total population of 102,308residing in an area of 2.18 square miles. This makes it one of the most densely populated areas in both the city and county of Los Angeles.

The percentage of Latino and African American residents is high for the county, with 91,467 residents of Hispanic or Latino heritage, and 8,039 African-American residents.. The median household income of $53,781.00 is one of the lowest in the county.

Only 6.2%of residents over age 25 in this neighborhood have a four-year college degree and the percentage of residents 25 and older with less than a high school diploma is very high, at 79.5%.The median age is 32, and the percentages of residents ages 5 to 9, 10 to 14, and 15 to 19 are among the county's highest.

The average household size is 4.42 people. 44.5% of families are headed by single parents and the percentage of never married males and females are among the county's highest.[4]

[4] https://data.census.gov/profile/ZCTA5_90011?g=860XX00US90011

In conclusion, CAL provides a welcoming, safe, and communal environment for both our students and their families. Our students' academic achievements, detailed above, demonstrate just one small part of our success – at CAL, our students are nurtured and feel a sense of belonging that helps foster their personal and academic success as lifelong learners and leaders of tomorrow.

4. ENROLLMENT PLAN

As we enter the charter renewal term, Center for Advanced Learning will continue to serve students in grades TK-5, as illustrated in the enrollment chart below.

5-Year Term Enrollment/Roll-Out Plan					
	2025-26	**2026-27**	**2027-28**	**2028-29**	**2029-30**
TK/K	55	55	55	55	55
1	54	54	54	54	54
2	54	54	54	54	54
3	52	52	52	52	52
4	54	54	54	54	54
5	52	52	52	52	52
Total	321	321	321	321	321

GOALS AND PHILOSOPHY

5. MISSION AND VISION

Mission
Center for Advanced Learning provides a safe, innovative, and challenging environment of continuous improvement for our students and community.

Vision
Center for Advanced Learning is a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility and respect for all human beings. Because of the value-driven CAL experience, our students will be able to discover for themselves what contributes to personal success and will make good choices in their own lives. We will accomplish this by making CAL students our consistent priority and by providing a dynamic and culturally rich learning environment responsive to the needs of our diverse student population. CAL will be a world-class model in the application of the Baldrige Education Criteria for Performance Excellence and innovative curriculum that promote high student achievement.

6. AN "EDUCATED PERSON" IN THE 21ST CENTURY

It is well accepted that today's global, technology-driven economy requires skills and competencies that emphasize communication skills, reason and critical thinking skills, and personal qualities such as responsibility, self-esteem, information gathering and processing skills, and the ability to find, organize and deploy resources. "Real-world" learning with practical application of learning is more important than rote memorization of facts. As young students have grown accustomed to a personalized, on demand world of instantly available information, entertainment, and myriad options they can customize to their own needs and preferences, so too has there been an increasing push for personalization in education in order to have relevance and meaning in the lives of today's young people.

Underlying extensive research into 21st century learning is the realization that, more than any time in human history, information and communication are the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, and symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Produce and extract knowledge from multiple sources, work with an expanding array of partners and influencers, and address problems that no-one has had to solve before;
- Find, filter and apply the swelling sea of information placing critical thinking and problem solving abilities at the forefront of needed skill sets;
- Align technology with learning needs;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. This stresses critical thinking, problem solving and analytical skills that are required for success in college, career, and life. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn, asking questions and getting information;
- Be self-motivated and driven to learn throughout his or her life;
- Have extensive technology skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance, and fluency in the media forms of the day will also be critical if students are to participate fully in our tightly woven global economy.

7. HOW LEARNING BEST OCCURS

CAL has two main sources that serve as the foundation for how learning occurs at our school: the Malcolm Baldrige Core Values and Criteria for Education and Robert Marzano's book, "*A Different Kind of Classroom: Teaching with Dimensions of Learning.*"

THE BALDRIGE EDUCATION CRITERIA

The Baldrige Education Criteria for Performance Excellence consists of key questions in seven categories. What follows is a sampling that does not include a number of questions in various subcategories.

Leadership:
How do senior leaders guide and sustain your organization?
How do senior leaders communicate with faculty and staff and encourage high performance?
Strategic Planning:
How does your organization establish its strategy and strategic objectives?
How does your organization convert its strategic objectives into action plans?
Student, Stakeholder, and Market Focus:
How does your organization determine the requirements, expectations, and preferences of students, stakeholders, and markets to ensure the relevance of your educational programs, offerings, and services?
How does your organization build relationships to attract, satisfy, and retain students and stakeholders; increase student and stakeholder loyalty; and develop new program and service opportunities?
Measurement, Analysis, and Knowledge Management:
How does your organization measure, analyze, align, review, and improve student and operational performance data at all levels and in all parts of your organization?
How does your organization ensure the quality and availability of needed data for faculty and staff, students and stakeholders, and suppliers and partners?
Faculty and Staff Focus:
How do compensation, career progression, and related workforce practices enable faculty, staff, and the organization to achieve high performance?
How does your organization's education, training, and career development build faculty and staff knowledge, skills, and capabilities?
Process Management:

How does your organization identify and manage its key processes for creating student and stakeholder value and maximizing student learning and success?
What are your processes for budgetary and financial management and continuity of operations in an emergency?
Organizational Performance Results:
What are your current levels and trends in key measures or indicators of student learning and improvement in student learning?
What are your current levels and trends in key measures or indicators of budgetary and financial performance, including measures of cost containment?

(Byrne, S. and Schaefer, C., The Baldrige Program: Self-Assessment For Continuous Improvement Principal magazine, March/April 2006; (Baldrige Performance Excellence Program. 2015. *2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education).* Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. https://www.nist.gov/baldrige.)

Baldrige is a systematic process for helping organizations make systemic change. Baldrige is all about performance excellence.

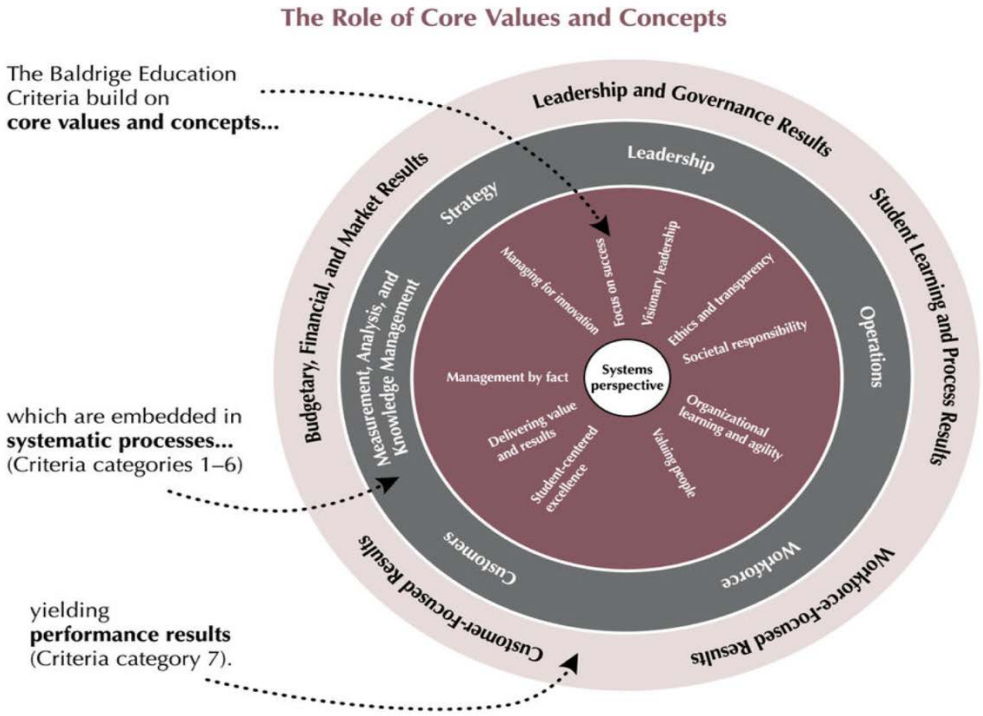
Baldrige is:
- a measure of parts and connections:
  - How good are the parts?
  - How good are the connections between the parts?
- a blueprint for building good, well-connected parts.
- a process for determining which parts and which connections add value and which do not.

(Shipley, 2001.)

As CAL moves into its third renewal term, we continue to focus on Baldrige values and processes to guide the activities and decisions of the school, involving all stakeholders in creating and realizing the vision, mission and expectations for the school, staff and students. Facilitating the best possible environment for student learning is demonstrated by:

- Involving all staff members in taking ownership for supporting student learning;
- Translating the requirements and expectations of students (e.g., California Common Core State Standards (CCSS)) into appropriate curricular offerings and developmental experiences;
- Developing school goals/objectives and action plans based on high expectations and performance excellence;
- Measuring learning periodically through formative assessments, adjusting instruction accordingly;
- Setting high expectations;
- Supporting performance excellence for students and staff;
- Enabling students to take responsibility for managing their education as co-producers of their learning;
- Providing opportunities for active learning and problem solving;
- Evaluating the impact each activity in the school in terms of creating value for student achievement;
- Assessing progress against key external standards through summative assessments to-work, aligning expectations and requirements;
- Focusing on effective teaching and learning; and
- Affording multiple avenues to success.

The Baldrige Criteria for self-assessment and continuous improvement interrelate with a set of "Core Values" that describe Best Practices required of schools focused on performance excellence, as illustrated in the graphic below:



From Baldrige Performance Excellence Program. 2015. *2015–2016 Baldrige Excellence Framework: A Systems Approach to Improving Your Organization's Performance (Education).* Gaithersburg, MD: U.S. Department of Commerce, National Institute of Standards and Technology. http://www.nist.gov/baldrige.

As CAL enters our third renewal term and 17th year of operations, we currently are focused on the following four Core Values to impact student growth and learning:

- **Visionary Leadership**: occurs when there is a shared vision and visible commitment of all stakeholders to the principles and practices of continuous improvement and performance excellence.
- **Student-Centered Excellence**: occurs when the school's goals/objectives and actions support student learning and the current and future needs of students.
- **Organizational Learning and Agility:** occurs when there is a well-executed approach enabling staff and students to participate in personal learning and continuous improvement processes; and
- **Management by Fact:** occurs when data is used to drive decisions, inform instruction, or to evaluate key processes and results.

Effective use of these criteria results in: "delivery of ever-improving value to students, contribution to education quality and organizational stability, . . . improvement of overall organizational effectiveness and capabilities, . . . [and] most importantly, "organizational and personal learning." (http://www.quality.nist.gov/index.html) (Additional details about the use of these values and criteria in the classroom are included below.) Thus, CAL continuously improves and adapts goals,

approaches, and processes systemically and systematically; designs effective educational programs and formative assessment strategies, and provides opportunities for continuous personal learning.

In addition to the Baldrige model, CAL relies on the acclaimed work of Robert Marzano, who asserts that "learning involves the interaction of five types of thinking" or, what he calls the five "Dimensions of Learning." Using the five dimensions as metaphors for how the mind works during learning, Marzano attempts to give educators an alternate frame of reference from which to view their classroom instruction. Marzano's five Dimensions of Learning are as follows:

DIMENSION 1: POSITIVE ATTITUDES AND PERCEPTIONS ABOUT LEARNING
Attitudes and perceptions color our every experience. They are the filter through which all learning occurs. Some attitudes affect learning in a positive way and others make learning very difficult.

DIMENSION 2: THINKING INVOLVED IN ACQUIRING AND INTEGRATING KNOWLEDGE
Some non-educators think that learning is a process of passively receiving information. More pointedly, they view knowledge as an objective entity that learners must somehow assimilate into their minds. From this perspective, teaching is a process of dispensing information. The teacher moves from student to student, filling each mind with the facts of the lesson. When a well-taught lesson is completed, all students have the same knowledge and understanding of the content.

DIMENSION 3: THINKING INVOLVED IN EXTENDING AND REFINING KNOWLEDGE
Knowledge doesn't remain static, even when we learn it to the point of automaticity. If we continue the learning process, we extend and refine what we know. This dimension of learning, like the others, has some distinguishing characteristics.

DIMENSION 4: THINKING INVOLVED IN USING KNOWLEDGE MEANINGFULLY
We acquire knowledge or develop a skill so that we can use that knowledge or skill. The type of thinking required to use knowledge is related to the type of thinking necessary to extend and refine knowledge (Dimension 3).

DIMENSION 5: PRODUCTIVE HABITS OF MIND
Our mental habits influence everything we do. Poor habits of mind usually lead to poor learning, regardless of our level of skill or ability. Even skilled learners can be ineffective if they haven't developed powerful habits of mind.

8. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

CAL's use of the Baldrige Criteria in the classroom is designed to engage students in their own learning in a self-reflective way that develops their *capacity* to learn and continuously improve themselves. We communicate current and future expectations for students and for a learning-oriented classroom. Students are involved in developing a classroom mission statement that supports the vision

and mission of the school, and they help develop classroom processes and strategies to support their own learning.

CAL classrooms are climates for creative problem-solving that foster students to taking responsibility for the mission, values, expectations, and learning. Students are expected to act as role models in a manner that will communicate the mission, values, expectations of the classroom as they set realistic yet challenging classroom and personal goals.

CAL will demonstrate Visionary Leadership in the Classroom by communicating current and future expectations for students and for a learning-oriented classroom where students are involved in developing the classroom mission statement that supports the vision and mission of the school and developing classroom processes and strategies to support student learning. We will continue to provide a climate for creative problem-solving and improved learning allowing students to take responsibility for the mission, values, expectations, and learning; act as role models in a manner that will communicate the mission, values, expectations of the classroom; and set realistic yet challenging classroom and personal goals.

To foster student involvement and aid their continuous improvement and performance excellence, students have kid-friendly questions that relate to Baldrige's "Visionary Leadership" core value:

- Do I know the mission of my classroom/school? How did I help in writing the mission?
- Do I know what my current and next teachers expect of me?
- Do I know what is expected of me to prepare for the next grade?
- What is my vision for the future for myself?
- Do my personal goals support the goals of my classroom?
- Am I/are we taking responsibility for our learning? How do I/we do that?
- Do my goals challenge me/us?
- Do I know what to do so that I am always improving?
- Do my parents know what our class mission and goals are? Do they know what my personal goals are? How do I communicate all of this to them?

Through these inquiries and reflections, among others, students take responsibility for themselves as learners, as leaders, and for continuous growth and improvement.

9. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(c)(5)(A)(II)

Student academic and personal progress is the highest priority at CAL.

The following chart describes the school's annual goals as of this petition submission, for all pupils and for each subgroup of pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d) that apply to the Charter School, including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, CAL has developed policy to ensure stakeholders engage in a collaborative process to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. Our Site-Based Advisory Committee (parents, teachers, and the principal) prepare materials and coordinate school community meetings starting in January of each year to solicit stakeholder input, including Coffee with the Principal,

monthly parent meetings and staff meetings. During these meetings, we solicit parent perceptions about CAL and suggestions for improvement, including focused data-driven questions, such as "How can CAL help improve attendance?" In this new charter term, stakeholders also will be asked to complete surveys to provide input. The Site-Based Leadership Committee then reviews notes from stakeholder input and aligns goal setting with the state priorities. The Board of Directors discusses a draft of the LCAP and welcomes public comment during the Board meeting, then votes to adopt the LCAP.

The LCAP is updated annually. The following is intended to be the guiding framework illustrative of the goals and actions CAL anticipates at this point in time. Based on the new 2024-25 LCAP template CAL will continue to prioritize High Quality Classroom Instruction and Curriculum which incorporates our California Eight State Priorities.

LCFF STATE PRIORITIES (Charter Term Commencing, July 1, 2025)	
GOAL #1	
Goal 1: CAL will ensure that basic services are met by ensuring facilities are safe and in good repair, appropriately hiring fully credentialed teachers, providing High Quality Instruction and Curriculum standards-aligned instructional curriculum to promote college, career, and life readiness student leaders and to close the achievement gap.	Related State Priorities: ☒ #1 ☒ #4 ☒ #2
Specific Annual Actions to Achieve Goal	
• Attract and retain highly qualified teachers through job fairs, outreach, and ongoing marketing • Provide ongoing PD and training in curriculum, instructional practices, data analysis, and best practices • Administer monthly Reading and Math Fluency Assessments; utilize i-Ready benchmark assessments • Facilities Team ensure facilities are clean and welcoming • Campus Aides supervise students during recess, implementing PBIS Schoolwide rules	
Expected Annual Measurable Outcomes	
Outcome #1: 100% of teachers appropriately assigned and fully credentialed/certified in subject areas in which they teach. **Metric/Method for Measuring:** CalSAAS, TAMO, CTC	

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	100%	100%	100%	100%	100%	100%

Outcome #2: Regular professional development to cultivate effective teachers and assistants to support student achievement. **Metric/Method for Measuring:** PD Sign-In Sheets; PD Agendas						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	100%	100%	100%	100%	100%	100%
Outcome #3: Improve Distance from Standard (DFS) in ELA by 2% every year for 5 years which will ultimately result in a 10% growth in a period of 5 years in ELA. **Metric/Method for Measuring:** ELA CAASPP Summative Assessment						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-23.5	-21.5	-19.5	-17.5	-15.5	-13.5
English Learner Students	--38.8	-36.8	-34.8	-32.8	-30.8	-28.8
Socioeconomically Disadvantaged Students	-26.1	-24.1	-22.1	-20.1	-18.1	-16.1
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	-23.9	-21.9	-19.9	-17.9	-15.9	-13.9
Outcome #4: CAASPP growth will increase every year by 2% which will ultimately result in a 10% growth in a period of 5 years in Math. **Metric/Method for Measuring:** Math CAASPP Summative Assessment.						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	-55.5	-53.5	-51.5	-49.5	-47.5	-45.4
English Learner Students	-65.5	-63.5	-61.5	-59.5	-57.5	-55.5

Socioeconomically Disadvantaged Students	-56.3	-54.3	-52.3	-50.3	-48.3	-46.3
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	-55.4	-53.4	-51.4	-49.4	-47.4	-45.4

Outcome #5: Cleaning Personnel and Schedule aligned to CAL's Internal Cleaning and Maintenance Protocol requirements.
Metric/Method for Measuring: Parent/Staff LCAP Survey & Cleaning Logs

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learner Students	100%	100%	100%	100%	100%	100%
Socioeconomically Disadvantaged Students	100%	100%	100%	100%	100%	100%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	100%	100%	100%	100%	100%	100%

GOAL #2

Goal 2: All CAL students will demonstrate growth toward proficiency in ELA and Math Common Core State Standards through verified data and summative CAASPP assessment and other 21st century skills by engaging in rigorous instructional programs that include opportunities for intervention and enrichment which are guided by assessment results and continuous programmatic evaluation. In addition, CAL will enhance teacher capacity and effectiveness in supporting English Language Development (ELD) by providing comprehensive support in data analysis, differentiation strategies, coaching, and professional development.

Related State Priorities:

☒ #1 ☒ #7
☒ #2 ☒ #8
☒ #4

Specific Annual Actions to Achieve Goal

- Provide Intervention Teacher, Extracurricular Activities Teacher to support release time for teachers to collaborate on CSTP 5.4 using assessment data to establish learning goals and to plan, differentiate, and modify instruction
- Provide Teacher leaders and coaches for Teacher mentorship
- Provide opportunities for grade levels to articulate and share strategies across each grade level
- Provide a highly qualified EL Teacher to support ELD program, assessment, EL parent engagement
- Provide support in implementing changes in classroom instruction that reflect the shifts within the CCSS and ELD Framework

Expected Annual Measurable Outcomes

Outcome #1: Percentage of Met/Exceeded scores in Summative ELA Benchmark will increase each year by 4% **Metric/Method for Measuring:** Local verified data (i-Ready benchmark assessment data)						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	50%	54%	58%	62%	66%	70%
English Learner Students	37%	41%	45%	49%	53%	57%
Socioeconomically Disadvantaged Students	52%	56%	60%	64%	68%	72%
Students with Disabilities	64%	68%	72%	76%	80%	84%
African American Students	55%	59%	63%	67%	71%	75%
Hispanic/Latino Students	50%	54%	58%	62%	66%	70%

Outcome #2: The Percentage of Met/Exceed scores in Summative Math Benchmark will increase each year by 4%. **Metric/Method for Measuring:** Local verified data (i-Ready benchmark assessment data)						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	39%	43%	47%	51%	55%	59%
English Learner Students	31%	35%	39%	43%	47%	51%
Socioeconomically Disadvantaged Students	40%	44%	48%	52%	56%	60%
Students with Disabilities	59%	63%	67%	71%	75%	79%
African American Students	18%	22%	26%	30%	34%	38%
Hispanic/Latino Students	40%	44%	48%	52%	56%	60%

Outcome #3: EL Reclassification, Attain a reclassification improvement of 2% each year. **Metric/Method for Measuring:** Data Quest/Ed-Data.org, Dashboard						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	7%	9%	11%	13%	15%	17%
English Learner Students	7%	9%	11%	13%	15%	17%
Socioeconomically Disadvantaged Students	*	*	*	*	*	*

Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	*	*	*	*	*	*

GOAL #3

Goal 3: CAL will engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment.	Related State Priorities: ☒ #3 ☒ #6

Specific Annual Actions to Achieve Goal

- Increase school-wide family and community engagement programs and communication methods.
- Purchase culturally relevant literature and materials for parents to use with students
- Work with community partners to provide workshops which empower parents to support student achievement.

Expected Annual Measurable Outcomes

Outcome #1: Parent Input in Decision-Making; Maintain the percentage of parents/respondents who indicate they believe CAL seeks their input as part of the decision-making process all or most of the time to 80% or higher.
Metric/Method for Measuring: Local Surveys

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	94%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
English Learner Students	87%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Socioeconomically Disadvantaged Students	91%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Students with Disabilities	*	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
African American Students	*	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Hispanic/Latino Students	93%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >

Outcome #2: Parent Communication; Maintain the percentage of parents/respondents who indicate the school provides adequate communication strategies to 80% or higher
Metric/Method for Measuring: Local Surveys

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	98%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >

English Learner Students	93%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Socioeconomically Disadvantaged Students	97%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Students with Disabilities	*%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
African American Students	*%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Hispanic/Latino Students	95%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >

GOAL #4

Goal 4: CAL will promote a positive, safe, school culture and climate that supports student learning outcomes, engagement and celebrates student success.	Related State Priorities: ☒ #7 ☒ #5 ☒ #8 ☒ #6

Specific Annual Actions to Achieve Goal

- Establish a School Culture Committee to plan school events and promote positive culture and climate on campus through PBIS strategies
- Provide enrichment activities, individual and class incentives, and materials to support student achievement and promote regular attendance
- CAL will employ sufficient supervision staff to maintain effective safety systems and protocols
- Provide ongoing, targeted counseling and socio-emotional support to students and incorporate SEL in-class activities

Expected Annual Measurable Outcomes

Outcome #1: Improve attendance rate by 1%
Metric/Method for Measuring: Local Data, Local Cal Pads

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	33.1%	32.1%	31.1%	30.1%	29.1%	28.1%
English Learner Students	33.3%	32.3%	31.3%	30.3%	29.3%	28.3%
Socioeconomically Disadvantaged Students	32.7%	31.7%	30.7%	29.7%	26.9%28.7%	27.7%
Students with Disabilities	28%	27%	26%	25%	24%	23%
African American Students	*	*	*	*	*	*
Hispanic/Latino Students	32.2%	31.2%	30.2%	29.2%	28.2%	27.2%

Outcome #2: Suspension/Expulsion Rates; Maintain a suspension rate of less than 1% and an expulsion rate of 0%
Metric/Method for Measuring: CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	0.4%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
English Learner Students	0.9%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
Socioeconomically Disadvantaged Students	0.4%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
Students with Disabilities	0%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
African American Students	0%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
Hispanic/Latino Students	0.4%	= 1% or <	= 1% or <	= 1% or <	= 1% or <	= 1% or <
Outcome #3: Student Culture Survey, Maintain the percentage of students who participate in the CAL Student Culture Survey that indicate they feel safe or very safe when on campus to 90% or higher **Metric/Method for Measuring:** CAL Student Culture Survey Data						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	95.6%	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
English Learner Students	94%	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
Socioeconomically Disadvantaged Students	96%	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
Students with Disabilities	*	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
African American Students	*	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
Hispanic/Latino Students	96%	= 90% or >	= 90% or >	= 90% or >	= 90% or >	= 90% or >
Outcome #4: Maintain 80% overall satisfaction rating from parents on the access of resources for physical and emotional well- being as measured on the annual parent survey **Metric/Method for Measuring:** Annual Parent Survey						
APPLICABLE STUDENT GROUPS	Baseline	2025-26	2026-27	2027-28	2028-29	2029-30
All Students (Schoolwide)	94%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
English Learner Students	89%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Socioeconomically Disadvantaged Students	92%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Students with Disabilities	*	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >

African American Students	*	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >
Hispanic/Latino Students	90%	= 80% or >	= 80% or >	= 80% or >	= 80% or >	= 80% or >

* ***Student group is not numerically significant at this time.***

INSTRUCTIONAL DESIGN

10. <u>CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH</u>

According to the best available evidence, mastery of each Common Core State Standard is essential for success in college, career, and life in today's global economy. With students, parents, and teachers all on the same page and working together toward shared goals, we can ensure that students make progress each year and graduate from high school prepared to succeed in college, career, and life.

Center for Advanced Learning offers a curriculum that is aligned with the academic performance and content standards of California Common Core State Standards (CCSS) and aligned with the CDE's Frameworks, supplemented by proven research-based curriculum models. Students in grades TK-5 are taught by multi-subject credentialed teachers in self-contained classrooms, led by a Principal and Executive Director, with supplemental support from specialists and consultants as required. (See Element 4: Governance, for a detailed Organizational Chart, and Element 5: Employee Qualifications, for detailed job descriptions for each position.) We have a defined, specific standards-based curriculum for each grade level, with a goal that all students function at or above grade level in the areas of reading, language arts, mathematics, science and social studies. In addition, students are taught physical education, visual-performing arts and technology. Where appropriate and practical, the curriculum is project-based and interdisciplinary. As mentioned above, there are two main sources that drive the curricular and instructional design of the educational program at CAL: Robert Marzano's *Dimensions of Learning* and the Baldrige Criteria for Performance Excellence. Using Marzano's Dimensions of Learning and the Baldrige Framework, CAL also specifically focuses on the developmental growth of students and active learning to ensure students are engaged in their learning and successful.

Marzano's *Dimensions of Learning* is a direct descendent of the comprehensive research-based framework on cognition and learning described in Marzano's 1988 book, *Dimensions of Thinking.* The research and theory explicated in this book says teachers can improve the quality of teaching and learning in any content area using the six basic assumptions that are implicit in the *Dimensions of Learning* model:

- Instruction must reflect the best of what we know about how learning occurs.
- Learning involves a complex system of interactive processes that includes five types of thinking and the five dimensions of learning.
- What we know about learning indicates that instruction focusing on large, Interdisciplinary curricular themes is the most effective way to promote learning.
- The K-12 curriculum should include explicit teaching of higher-level attitudes and perceptions and mental habits that facilitate learning.

- A comprehensive approach to instruction includes at least two distinct types of instruction: one that is more teacher-directed and another that is more student-directed.
- Assessment should focus on students' use of knowledge and complex reasoning rather than their recall of low-level information.

(http://www2.ed.gov/pubs/triedandtrue/dimen.html)

Malcolm Baldrige Criteria for Performance Excellence: At CAL, we use Baldrige in Education (BiE) to focus on continuous improvement in all facets of the school operations. Each classroom develops a purpose, vision, and mission, and sets goals for academic performance. Progress toward these goals is monitored through whole class data collection as well as with individual student data in notebooks. Students are encouraged to abide by the two guiding principles of BiE:

1. "We will be responsible for our learning" and
2. "We will be response-able to the success of our class."

CAL demonstrates a "Learning-Centered Education" (a core Baldrige value) in the classroom by:

- encouraging all students to take ownership for classroom and personal learning;
- planning instruction to meet the current and future requirements of students;
- writing class and individual goals and action plans based on high expectations and performance excellence;
- focusing on the teaching/learning processes;
- differentiating instruction for students to facilitate mastery of goals and objectives;
- setting high expectations for learning and performance excellence;
- enabling students to monitor the progress of their classroom and personal goals facilitated by the use of quality tools, classroom data centers and personal data notebooks or folders;
- evaluating each activity in the class according to its value in supporting the goals of the classroom; and
- communicating to students the expectations and requirements of the next level at school.

To continue fostering student involvement and aid students' continuous improvement and performance excellence, students also have kid-friendly questions about Learning-Centered Education:

- Do we have goals for our classroom that are based on our needs and that challenge us to do our best?
- How do I know what my personal goals should be?
- What will I do if I am /we are not making progress?
- Is everything I am/we doing in school and in our classroom helping me with my learning?
- How will I/we measure my/our progress?

As noted above, CAL includes students in evaluating and improving classroom processes and goals, provides a climate for continuous learning, problem-solving, and collaboration, and implements and assesses programs and strategies for their effectiveness in improving student achievement.

Our emphasis on Baldrige's "Management by Fact" core value equates with the more commonly used term "data-driven instruction." To optimize student achievement, CAL enhances its emphasis on Management by Fact by:

- analyzing multiple sources of data in evaluating student achievement; staff, student and stakeholder satisfaction/dissatisfaction; staff education and training; the leadership system; and key processes in the school;
- analyzing data routinely to make decisions and to determine needs, areas for improvement, trends, cause and effect, etc.;
- disaggregating data, as required, to examine specific student groups; and
- ensuring that assessment is comprehensive and aligned with key indicators of student and organizational performance.

In the classroom we also demonstrate Management by Fact by:

- analyzing multiple sources of data routinely with students to make decisions, determine needs and areas for improvement;
- teaching students to monitor and chart their own performance data to develop appropriate goals and strategies for improvement;
- developing processes with students to monitor classroom progress (data centers); and
- providing students with data notebooks or folders to monitor personal progress.

Inherent in Center for Advanced Learning's Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design promotes cross-grade level articulation and planning which lends itself well to carrying out an interrelated focus of the goals of the CCSS and state Frameworks.

Developmental Growth, both socially and emotionally, is also specifically considered by all faculty as they plan and implement the core curriculum, ensuring that learning facilitates students' on-going personal development. Curriculum is based on children's identifiable stages of development and is designed to be appropriate to the specific stages of development. Instruction emphasizes a cooperative framework with teacher-student interactions, as well as peer interactions and collaboration. The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction. Interactive patterns of small group work enables students to engage their communication skills and navigate social interactions with their peers as leaders and as contributors to a group effort, thereby helping them develop confidence in their own abilities. Our curriculum gives children the opportunity to become natural learners as they learn about themselves. Culturally responsive pedagogy also ensures that we embrace the diversity of our students and the experiences they each bring to the classroom.

Active Student Learning is employed based on our understanding that children learn best when they are engaged in activities and studies of interest to them. Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing and movement. These activities employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual

intellectual strengths and learning styles. Students are trained to use Baldrige quality tools for problem solving. Teachers model planning and process management, which students then also employ across the curriculum. Teachers integrate quality tools into curricular areas as well as classroom management and goal setting. This helps students utilize tools independently by teaching the purpose of each tool and modeling a variety of uses. Our main goal is that students learn to apply quality tools in problem solving situations, develop skills and aptitudes that will serve them well in rigorous secondary schools and beyond.

Combining these core values within the classroom, core content and enrichment activities are delivered in a student-centered model that engages students as they learn how to learn, while mastering CCSS content. In our model:

- Students are taught to use self-questioning and think-aloud techniques.
- Students are supported in learning how to work cooperatively in group projects.
- Teachers promote individual creativity through creative research projects.
- Teachers manage student-controlled peer interaction within a cooperative framework.
- Teachers assist students in reflecting on their own academic success and challenges.
- Teachers utilize several motivational strategies within the classroom (rewards/praise, intrinsic motivation).
- Distances between teacher-student interactions are reduced; peer tutoring is encouraged.
- Students are engaged in curricular conversations and critical thinking skills are promoted.

Data-Driven Instruction is employed by our faculty to constantly assess student learning and inform instructional practices. All classrooms are equipped with one-to-one devices and teachers incorporate digital learning with traditional classroom methods. Teachers are encouraged to create differentiated projects and assignments for students to complete at their own pace, using technology. Additionally, skills are reinforced with the use of educational applications. All benchmark assessments for grades K-5 are done digitally. We utilize local assessments to monitor student progress on a weekly basis, including text-based quizzes and tests. The results from these assessments are made almost immediately available for the teachers and principal to review. To provide us with an advance indication of state standardized test performance, benchmark assessments are administered three times annually. These results are collected and disaggregated with the use of Principal.

Frequent testing allows the teacher to monitor students' performance and pinpoint gaps that need to be filled to secure a solid foundation on which to build further knowledge. Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure. These tests measure student outcomes to monitor progress, highlight student-learning deficiencies for teachers, and increase teachers' pedagogical efficiency (teachers can shift time away from test preparation and scoring to other activities).

CAL also uses Baldrige's Plan-Do-Study-Act ("PDSA") process (Shewhart Cycle) to review classroom academic results on a biweekly basis and school-wide on a monthly basis to continuously improve its education program. This process includes the following cycle: develop a **Plan** for improving quality at a process; execute the plan (**Do**); evaluate feedback to confirm or to adjust the plan (**Study**); and make the plan permanent or study the adjustments (**Act**). One of our primary goals in the PDSA process is meeting schoolwide and subgroup growth targets as determined by CDE and

federal standards. Biweekly classroom and monthly school-wide reviews and analysis of the data (the "study" portion of the PDSA cycle) will lead to "Act": adjustments to learning made on the basis of the data to ensure that growth targets are met.

All faculty participate in professional development on utilizing data to assess student mastery of content, and ways they can differentiate instruction or re-teach to get all students to mastery. Following each quarterly benchmark assessment, the principal reviews schoolwide, grade level and subgroup data with teachers to inform teaching practice across the school.

These elements ensure that Center for Advanced Learning offers a highly focused curriculum for all students, coupled with a creative, stimulating, learning environment. We encourage students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. We foster a learning community in which students experience respect for their sustained efforts as well as their immediate successes.

11. INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

As detailed throughout Element 1, a number of key innovations drive CAL's educational program, most notably including our focus on the Baldrige Criteria at all levels and aspects of the organization, from organizational management to student learning and individual growth. Similarly, Marzano's Dimensions of Learning provide a critical guide for our faculty and all learning activities, including student reflection on their own learning and *how* they learn. CAL utilizes i-Ready "Personalized Instruction", interactive online curriculum and assessments to help differentiate learning to meet student's individual needs across different content areas and different rates of progression. i-Ready Personalized Instruction provides differentiated instruction based on data about student mastery of specific skills and content. Finally, we emphasize the whole child, and believe the arts and physical activity are crucial for our young students' healthy development.

12. KEY FEATURES OF THE EDUCATIONAL PROGRAM

The Charter School's educational program features many highlights, including:

Supportive and Purposeful Teaching-

Research-based teaching strategies are strategically selected and curriculum is differentiated based on data. In addition, we believe learning is a social activity that requires students to interact with each other to build content knowledge. Students engage in inquiry and academic discourse to collaboratively construct meaning. Basic skills will be combined with advanced concepts; differentiated instruction will be practiced to meet the learning needs of all students. In addition, CAL Responds to Intervention in Math and ELA. - Students in Tier 2 and Tier 3 receive additional support at the first sign of difficulty; ensuring students get the necessary help to prevent long-term academic deficiencies. Lastly, CAL differentiates newcomer Supports - The Charter School has a full-time EL Coordinator who works closely with newcomer students offering language supports, visual aids and culturally relevant books and materials, tutoring, and counseling services. Dedicated Instructional Aides in all K-3 Classrooms; Shared Instructional Aide in Grade 4 - The availability of

teaching assistants promotes individualized support for students, and helps facilitate differentiated instruction.

Student-Centered Learning through a positive school environment -

– Students are the center of everything we do at CAL : student work is on display in classrooms, students have assigned roles in daily classroom functions, and CAL's teachers use instructional models that emphasize student voice and student choice. While teachers design lessons focused on student mastery of state standards, they give students options for demonstrating mastery. Students engage in active learning, with movement, music, technology, and manipulatives integrated into the instructional program. Through a blend of whole-group, small-group, and one-on-one instruction, we ensure that all students, including those in Special Education and English Learners, receive the support they need to thrive . At CAL, students with learning disabilities and 504 plans are fully included in the general education classroom, while EL students are immersed into the English language with additional primary language support, as needed, and targeted English language development instruction. To meet the specific populations that it serves, data are disaggregated and carefully analyzed with the goal that all stakeholders (teachers, students, parent/guardians, and staff) are a part of the students' learning.

Prioritizing Social-Emotional Learning and Physical Health -

CAL promotes SEL throughout the school day, focusing on self-awareness, self-regulation, and responsible decision-making. Our positive culture and climate encourage students to cultivate empathy, resilience, and the skills needed to manage their emotions and interactions with others. CAL also provides students with physical education and health awareness through enriching P.E. classes and nurse aid support. In addition, CAL will work with families to connect families with services that include dental care, counseling, health care, vision, and tutoring.

Access to Technology for All Students -

Recognizing the ever-increasing role of technology in today's society, CAL provides our students access to a variety of technology tools and resources. To ensure our students get an early start on developing critical technology-use skills, CAL incorporates technology into the instructional program, and provides a one-to-one chromebook ratio for students. Students use digital programs to participate in real-time classroom competitions and quizzes. Programs such as *Kahoot* and *Blooket* give students exposure to technology, while making learning fun! CAL utilizes *Mystery Science*, an online science curriculum which is 100% digital. Additionally, students complement in-class learning, receive individualized instruction, and take benchmark assessments using the *iReady* platform. Our TK students get early exposure to technology use with the software program, *Teach Your Monster*, which helps children learn to read through play. A digital catalog of books is available to students through *Epic*. Older students use *Book Creator* to write and design their own books.

Field Trips to allow students to engage with real-world experiences that enhance their learning -

Our instructional program extends beyond the borders of the classroom: CAL students are afforded the opportunity to participate in a minimum of 2 educational field trips per year. This brings

students face-to-face with real-world learning opportunities, and expands their outside interests. Our students participate in a wide range of field trip experiences, from the science museum, aquariums, Live art performances, farms, space and Discovery museums, Los Angeles County fair, to even participating in the STEAM Day event at the Los Angeles Dodgers' stadium. By visiting museums, historical sites, or nature centers, students can ask questions, observe, and analyze their surroundings, improving their critical thinking skills. Field trips can expose students to new cultures, diverse environments, and communities, fostering open-mindedness and awareness.

CURRICULUM AND INSTRUCTION

13. CURRICULUM

Center for Advanced Learning (CAL) provides core instruction in Reading and Language Arts, Mathematics, Science, and Social Science. To assess student proficiency levels in English Language Arts (Reading) and Mathematics, students take i-Ready Assessments (verified data) three times per year, aligning with the Response to Intervention (RTI) model.

- **Tier 1:** Students performing at or above grade level.
- **Tier 2:** Students performing one grade level below.
- **Tier 3:** Students performing two or more years below grade level.

Based on i-Ready data, CAL provides whole-group instruction and differentiated instruction to Tier II and Tier III students in all subject areas. Teachers utilize this assessment data, along with other nformation, to inform their instructional practices, identify areas for reteaching, and monitor overall student progress.

Reading and Language Arts
Center for Advanced Learning has adopted the McGraw Hill Wonders ELA Curriculum:
• Grades TK-5th: McGraw Hill Wonders ELA Curriculum

Grades TK-5th: McGraw Hill Wonders Curriculum (Wonders) (core and/or college preparatory)
Wonders focuses on oral language development through carefully sequenced read-aloud, as well as systematic instruction in reading and writing skills. Wonders advances students' knowledge and vocabulary through read-aloud and in-depth discussions while also immersing students in complex texts and advanced writing assignments that draw on the academic content they've been engaged in since kindergarten. Wonders is a comprehensive program for teaching reading, writing, listening, and speaking while also building students' vocabulary and knowledge across essential domains in literature, global and American history, and the sciences.

Wonders is a comprehensive reading program that covers all English language arts/literacy skills but focuses on the foundations of reading success:

Language Comprehension	Word Recognition
• Background Knowledge • Vocabulary	• Phonological Awareness • Decoding

• Language Structure • Verbal Reasoning • Literacy Knowledge	• Sight Recognition

Wonders provides many opportunities and ways to assess student learning and monitor student progress.

Formal Assessment	Internal Assessment
• Beginning of the Year Placement Assessment • Progress Monitoring • End-of-Year Assessment • Unit Assessment	• Anecdotal Records/Exit Tickets • Observations • Reading Fluency • Workbook Pages

In this way, teachers can continuously monitor students' mastery of CCSS-aligned content and modify instruction as needed to meet the needs of individual students. Supplemental guides, visual vocabulary cards, and "differentiate to accelerate" facilitate support for students who are struggling to master the content.

Reading/Writing Workshop	Literature Anthology
Writing Process Lessons	
Visual support to help students access Read Alouds: • Decodables • Image Cards • Maps	Reading Time • Shared reading using Big Books • Small group instruction • Whole group, small group, partner, and independent reading • Rereading of Student Readers for fluency practice
• Vocabulary Lessons • Background Knowledge • Foundational Skills	• Assessment and Remediation Guide

McGraw Hill Wonders EL Curriculum (Wonders)

McGraw Hill Wonders EL is a comprehensive English Language Arts curriculum designed to help elementary students develop strong literacy skills. The program uses research-based instruction and best practices to teach reading, writing, and critical thinking.

Key features of McGraw Hill Wonders EL:

- Engaging and authentic literature: Students explore a variety of texts, including stories, poems, and informational articles, to develop their understanding of the world and themselves.
- Differentiated instruction: The program provides resources and strategies to support students at all levels, including English Language Learners (ELLs).

- Strong foundational skills: Students build essential skills such as phonics, phonemic awareness, fluency, and vocabulary.
- Writing instruction: The program teaches students how to write effectively for different purposes and audiences.
- Digital resources: Wonders EL includes a variety of digital resources to support learning, such as interactive games, videos, and assessments.

Wonders EL is designed to help students:

- Become strong readers and writers
- Develop critical thinking skills
- Explore the world around them
- Build social emotional learning skills

Overall, McGraw Hill Wonders EL is a comprehensive and engaging literacy program that can help elementary students develop strong literacy skills.

At all grade levels, TK-5, CCSS-aligned listening and speaking skills are embedded throughout the program. Students are explicitly taught listening skills such as following directions, participating in class discussions as active listeners and providing input and feedback, and avoiding distractions. With increasing complexity as they grow in grade level, students learn to present information and their work to their peers, teachers and community members. They learn basic speaking habits of enunciation, posture, volume and more, as well as structuring their presentations, using varied forms of speech depending on the context, and using visual aids for their presentations. In all grades, students learn how to listen respectfully, speak clearly, respond with constructive questions or empathetic comments.

For all grades, CAL also provides a reading incentive program called Accelerated Reader, where students read books and earn points. Students who reach a certain number of points get to participate in a special AR Reading Party on campus. We have accommodated this program so that special education students and other students with special needs have a fair way to compete and attend.

Reading Lab
The Reading Lab is an intervention program introduced at CAL in 2012. The goal of our Reading Lab for Reading Foundational Skills specifically in the areas of Word Recognition, Encoding, and Decoding for our Tier 2 readers enrolled in K-5th grade.

In the 2024-25 School Year CAL purchased and implemented the UFLI Reading Program. **UFLI Foundations** is a comprehensive, explicit, and systematic phonics program designed to teach students the foundational skills necessary for proficient reading. Developed by the University of Florida Literacy Institute (UFLI), the program follows a carefully sequenced approach to ensure that students acquire each skill needed for reading success.

Key features of UFLI Foundations:

- **Explicit and systematic instruction:** The program provides clear and direct instruction on phonics concepts, ensuring that students understand and apply them effectively.
- **Gradual release:** UFLI Foundations incorporates a gradual release model, where students gradually take on more responsibility for their learning.
- **Ample practice opportunities:** The program offers numerous opportunities for students to practice phonics skills and apply them to reading and writing.
- **Teacher support:** UFLI provides teachers with detailed lesson plans, PowerPoint presentations, and downloadable materials to facilitate implementation.
- **Research-based:** The program is grounded in research on effective literacy instruction.

UFLI Foundations is designed to help students:

- Develop strong phonics skills
- Improve reading fluency and comprehension
- Build confidence in their reading abilities

Overall, UFLI Foundations is a valuable resource for teachers who want to help their students become proficient readers.

Basic Phonics Skills Test (BPST),
At the beginning of the year, all of our TK-5th grade students are given the Basic Phonics Skills Test (BPST), an assessment, which identifies whether or not a student is on track for grade-level reading success. Once the data obtained from BPST assessments are reviewed, teachers refer students with scores below benchmark criteria to the Reading Lab for an additional diagnostic reading assessment. Center for Advanced Learning uses BPST as a universal screener and monitoring tool for reading. The BPST reading assessments results are used to identify the five lowest performing readers of each class. These are the students who will be placed in the Reading Intervention Program.

Reading Specialist provides systematic and explicit instruction in phonological awareness, phonemic awareness, phonics, and vocabulary, based on students' needs identified by the literacy diagnostics. Students placed in Tier 2 Intervention receive intervention four days per week, 30 minutes per day. The Reading Lab administers on-going progress-monitoring three times per year to assess student's response to instruction and intervention including:

Phonemic awareness: the ability of students to notice, think-about, and manipulate individual sounds in spoken syllables and words.

Phonics: the understanding that there are systematic and predictable relationships between written letters and spoken words. Systematic and explicit phonics instruction is required and is linked to a student's decoding ability.

Vocabulary development: an active process of teaching vocabulary both directly and indirectly, with repetition and multiple exposures to vocabulary items.

ELD

At CAL, a comprehensive ELD program is used to meet the needs of our English Learners. California ELD standards are taught in tandem with Common Core Content Standards. In addition, teachers have designated ELD instructional time. This instructional time is separate from other instructional blocks. Each grade level does a rotation or switching of students by EL levels, so that each teacher can specify their instruction to the needs of the levels being served. The strategic grouping is done to ensure proper instruction is taking place with adequate scaffolds for English development.

ELD Wonders Curriculum supports English learners by providing a strong, comprehensive approach to English language arts instruction. The program's heavy emphasis on listening and speaking, as well as building knowledge and vocabulary, should be especially helpful to ELLs.

The design of ELD Wonders Curriculum is based on good reading instruction. The Reading/Writing Workshop and Your Turn Practice and Comprehensive Reading provides children systematic, explicit, and comprehensive instruction in the code of the English language. The sound-first approach in Wonders is particularly supportive of ELs, as it lets them focus first on the sounds in words and then make the translation to how that sound is represented in the English alphabet. Explicit grammar lessons are also a feature of the Skills strand, which is consistent with the best thinking about how to build the foundational language skills needed to learn a second language.

The vocabulary work, multiple meanings work, guided listening supports, and text exposure within the Listening & Learning strand also are beneficial to ELs.

In addition, Wonders provides further support to meet the specific needs of ELs (as well as children with weak or lagging language skills). The Supplemental Guides adjust the pacing of instruction, provide more specific guidance on explicit instruction for vocabulary words, and offer deeper support for syntactic awareness. They also feature instructional tools for altering instruction in critical ways, including adjusting:

- the required modes of participation by children (e.g., using visual supports or receptive approaches for checking comprehension);
- the expressive language demands on children (e.g., providing sentence frames and allowing questions to be yes/no instead of open ended);
- the attentional demands on children (e.g., repeating refrains to help children listening and actively participate);
- the timing/immediacy of support that children receive during the read-aloud (e.g., building in-text scaffolds such as use of pictures or props); and
- the explicit attention to vocabulary.

These adjustments are effective ways to adapt or individualize instruction for diverse learners.

Formative assessments are used each quarter to determine the student's progress. Our ELD programs are guided by CA ELD standards with the goal of reclassification. EL's with disabilities and those identified as possibly become Long Term English Learners (LTEL) students receive additional ELD intervention and support after school.

Grades TK-5 Great Minds Eureka Math Curriculum (core and/or college preparatory***)***

Math

Center for Advanced Learning has adopted the Great Minds Eureka Math curriculum for grades TK-5. Eureka Math follows the focus and coherence of the Common Core State Standards (CCSS) and carefully sequences the progression of mathematical ideas into expertly crafted instructional modules.

This curriculum is distinguished not only by its adherence to the CCSS; it is also based on a theory of teaching math that is proven to work. That theory posits that mathematical knowledge is conveyed most effectively when it is taught in a sequence that follows the "story" of mathematics itself. The sequencing has been joined with methods of instruction that have been proven to work, in this nation and abroad. These methods drive student understanding beyond process, to deep mastery of mathematical concepts. The goal of Eureka Math is to produce students who are not merely literate, but fluent, in mathematics.

Components to a Math Lesson

1. Guiding question/puzzlement (Sprints)
2. Review of skills from the previous lesson
3. Concept development (vocabulary & language acquisition)
4. Creation/demonstration of concept
5. Manipulation of concept (hands on)
6. Introducing concept using numbers
7. Focus on dual concept approach, which allows students to immediately demonstrate their learning by problem set with pictures and words
8. Student debriefing/discussion of their learning experience
9. Quiz/Assessments daily (Exit Tickets)

Eureka Math has several key mathematical tools that will be used throughout a student's elementary years. Sprints are high-energy classroom activities in which students complete as many math facts as they are able in a set amount of time. Care is taken during a sprint to make sure that all students are working as hard as they can to recall facts, notice patterns within the sprint page, and do their personal best. To this end, sprints are designed to come in pairs, so that students can try the first sprint (Sprint A), assess their correct and incorrect answers, and then try to improve their score on Sprint B, given immediately after assessing Sprint A. Sprints are one of the primary ways in Eureka Math in which students gain fluency and competency with math facts, a key building block skill for computation and comprehension throughout elementary school.

The Concept Development is the primary lesson component and comprises approximately 20 minutes of Math lesson time. New learning is introduced during the Concept Development and generally moves from the concrete (using hands on materials) to the pictorial (using diagrams, pictures, etc) to the abstract (equations). Following this Concrete-Pictorial-Abstract structure allows students support in learning increasingly complex mathematics. The Concept Development portion of the lesson concludes with the completion of the Problem Set.

During the debrief, teacher and student will review vocabulary terms and make connections using the problem set. The teacher's manual provides higher order thinking and rigorous questions for this ending piece of the lesson.

At the conclusion of the debrief, students complete an exit ticket which allows the teacher to have a quick check into student understanding of the day's lesson.

TK/Kindergarten – Grade 5 Curriculum Map

	Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	
1st TRIMESTER	M1: Counting to 5 (45 days)	M1: Numbers to 10 (43 days)	M1: Sums and Differences to 10 (45 days)	M1: Sums and Differences to 100 (10 days)	M1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10 (25 days)	M1: Place Value, Rounding, and Algorithms for Addition and Subtraction (25 days)	M1: Place Value and Decimal Fractions (20 days)	1st QUARTER
				M2: Addition and Subtraction of Length Units (12 days)				
				M3: Place Value, Counting, and Comparison of Numbers to 1,000 (25 days)	M2: Place Value and Problem Solving with Units of Measure (25 days)	**M2: Unit Conversions (7 days)	M2: Multi-Digit Whole Number and Decimal Fraction Operations (35 days)	
	M2: Shapes (15 days)	**M2: 2D and 3D Shapes (12 days)	M2: Introduction to Place Value Through Addition and Subtraction Within 20 (35 days)	M4: Addition and Subtraction Within 200 with Word Problems to 100 (35 days)	M3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10 (25 days)	M3: Multi-Digit Multiplication and Division (43 days)		2nd QUARTER
2nd TRIMESTER	M3: Counting to 10 (50 days)	M3: Comparison of Length, Weight, Capacity, and Numbers to 10 (38 days)	M3: Ordering and Comparing Length Measurements as Numbers (15 days)	M5: Addition and Subtraction Within 1,000 with Word Problems to 100 (24 days)	M4: Multiplication and Area (20 days)	M4: Angle Measure and Plane Figures (20 days)	M3: Addition and Subtraction of Fractions (22 days)	
		M4: Number Pairs, Addition and Subtraction to 10 (47 days)	M4: Place Value, Comparison, Addition and Subtraction to 40 (35 days)	M6: Foundations of Multiplication and Division (24 days)	M5: Fractions as Numbers on the Number Line (35 days)	M5: Fraction Equivalence, Ordering, and Operations (45 days)	M4: Multiplication and Division of Fractions and Decimal Fractions (38 days)	3rd QUARTER
	M4: Comparison of Length, Weight, Capacity, and Numbers to 5 (35 days)		M5: Identifying, Composing, and Partitioning Shapes (15 days)	M7: Problem Solving with Length, Money, and Data (30 days)	M6: Collecting and Displaying Data (10 days)		M5: Addition and Multiplication with Volume and Area (25 days)	
3rd TRIMESTER	M5: Addition and Subtraction Stories and Counting to 20 (35 days)	M5: Numbers 10-20 and Counting to 100 (30 days)	M6: Place Value, Comparison, Addition and Subtraction to 100 (35 days)	M8: Time, Shapes, and Fractions as Equal Parts of Shapes (20 days)	M7: Geometry and Measurement Word Problems (40 days)	M6: Decimal Fractions (20 days)	M6: Problem Solving with the Coordinate Plane (40 days)	4th QUARTER
		M6: Analyzing, Comparing, and Composing Shapes (10 days)				M7: Exploring Measurement with Multiplication (20 days)		

Science

Our Mystery Science online curriculum gives children the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum, all aligned to CCSS and the new Next Generation Science Standards (NGSS). Our science curriculum is designed to nurture a lifelong fascination with the natural world. The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn the history and nature of science.

- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children's competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

CAL uses the acclaimed Mystery Science as an all-inclusive modular science curriculum. Instruction incorporates NGSS and CCSS with each lesson involving hands-on investigation. A variety of formative and summative assessments are used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students' learning.

Social Sciences

Through our SAVVAS CCSS-aligned curriculum, students at CAL acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students also learn to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas. Center for Advanced Learning uses History-Social Science for California by Scott Foresman as our primary curricular resource for social science, supplemented by teacher-facilitated student-led community projects and other active learning strategies. Students also use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after. The communities in which our students live and that surround our school is a rich resource. Students begin to discover the connections to and the relationships between our community and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Visual and Performing Arts

The Visual and Performing Arts learning standards form a bridge for students at Center for Advanced Learning to achieve excellence. Art instruction supports and extends learning experiences for students in basic literacy and advanced skills in Language Arts, Math, Science, and History-Social Science using supplemental and dedicated resources that align with visual and performing arts standards. The art instruction engages students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and teamwork to deliver student-produced projects. CAL recognizes arts instruction as an essential learning dimension to excellent teaching and learning.

CAL offers visual and performing arts instruction that is aligned with the and state learning standards. These standards recommend that students should:

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

Each year, students at CAL participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project allows students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.).

Physical Education

All students in all grades participate in P.E. for 200 minutes every two weeks. Curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. The P.E. curriculum includes developmentally appropriate skill development in fitness and locomotor skills with cardiovascular activities, stretching and more, all in a fun, engaging class that encourages students to pursue lifelong fitness and good health. P.E. also emphasizes psycho-social skills such as listening, cooperating and negotiating with peers, and fair play. Health education is incorporated into our standards-aligned P.E. program, with lessons on healthy nutrition, safety in physical activities and the importance of healthy behaviors and the importance of a healthy lifestyle all included. CAL offers a nutritious hot lunch program, along with breakfast and snacks, through the National School Lunch Program, etc. (See Element 6 for additional information about Health and Safety at CAL.)

INTERVENTION AND ENRICHMENT PROGRAMS

CAL offers the following comprehensive intervention programs throughout the year:
Every student at CAL is provided with their own personal technology device. Grades TK through 5 use Chromebooks. Each classroom is equipped with digital projectors and teachers seamlessly integrate technology within their daily lessons. Our school also has subscriptions to Brain Pop, Brainpop Jr., Zearn, Kahoot, Xtramath, Go Noodle, and NewsELA. These online, interactive programs provide targeted, differentiated learning for each student, with critical data provided for teachers to see in real-time which skills and content standards each student has mastered, and which may require additional instruction or remediation.

Reading Lab:
The Reading Lab is an intervention program we have had at our school since Winter 2012.

The goal of our Reading Lab is to improve the reading proficiency of our lowest performing readers enrolled in Kindergarten through 5th grade, based on results from Fluency Assessments and BPST

diagnostic reading assessments. The Reading lab provides systematic and explicit instruction in phonemic awareness, phonics, and fluency based on students' needs identified by the assessments. Students placed in the Reading Lab receive intervention four days per week, 30 minutes per day. Reading instruction is taught using the research-based program UFLI.

The Reading Lab administers progress-monitoring assessment every Friday to assess student's response to instruction and intervention. The reading lab teacher attends the parent conference meeting of each student being served. Data from the lab in some instances, can be used to refer students to the Student Success Team (SST) or as part of data collected for retention purposes.

Academic Intervention Workshops for Math and English Language Arts:
After school intervention classes are offered to all students in grades 1-5 during every trimester. Families are offered the after-school sessions to accommodate their schedules.

Any student who is performing below grade level standards in English Language Arts and in Math, as determined by their trimester one and two Benchmark Assessment scores, are invited to attend these intervention workshops.

The intervention program focuses on the foundational and critical thinking skills that are necessary to help students meet grade level proficiency in both Math and English Language Arts. Benchmark data assessment is taken before and after to track student growth.

SBAC/CAASPP Preparation Intervention Workshops for Math and English Language Arts:
We offer an additional Intervention Workshop during the Winter in which we target Math and English Language Arts skills to help students meet levels of proficiency on the California SBAC assessment. Students, from the third to fifth grades who score near proficient on their benchmark assessments and their previous year's SBAC test scores, are invited to participate.

As detailed above, CAL offers an engaging arts and P.E. program, as well as integrated technology usage throughout the curriculum for all grades.

INDEPENDENT STUDY WILL NOT BE OFFERED BY CENTER FOR ADVANCED LEARNING CHARTER SCHOOL

CURRICULAR AND INSTRUCTIONAL MATERIALS

CAL selects curricular materials aligned with the CCSS, NGSS and Frameworks. CAL's curriculum development team, composed of the Executive Director, Principal, and teacher representatives, provides all faculty with a list of recommended textbooks and teaching strategies for all teachers. The Principal and teachers determine which textbooks and strategies from that recommended list are most relevant for their students. All of our materials are selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers carefully supplement the core textbooks with additional materials and strategies to support our EL and special needs students as described below. In addition to teacher-created curriculum and projects, we rely on the following:

ATTN: CAL Governing Board RE: Williams Instructional Materials Visit on 9/10/2024

RE: 2024-25 School Year Curriculum Materials

The following is a list of CAL's core curriculum for the 2024-25 academic year.

ELA -- McGraw Hill WONDERS ELA for Grades K - 5 - Physical Textbooks with Online Portal for Distance Learning - Implemented beginning in 2019-2020. Includes a dedicated supplemental component for supporting English Learners – with physical workbooks and a digital component.
ELA Supplemental Curriculum - UFLI, as additional support for students needing academic intervention.

MATH - EUREKA MATH - for Grades K - 5 - Physical Textbooks with online access - Same Math Curriculum Used At CAL for the past several years.

SOCIAL STUDIES - SAVVAS - My World Interactive - Grades K - 5 - Physical Textbooks with Online Portal for Distance Learning.

SCIENCE - MYSTERY SCIENCE - COMPLETELY ONLINE CURRICULUM (No Physical Textbooks) - Grades K - 5
SUPPLEMENTAL RESOURCES - In addition to our CORE curriculum, our instructional team utilizes a variety of supplemental programs to support student growth, well-being, and achievement.

- Brainpop
- Brainpop Jr.
- Seesaw
- Zearn
- Kahoot
- Go Noodle!
- Newsela
- Board Games and Manipulatives
- iReady
- Renaissance Learning – Accelerated Reader program
- SEL and Phonics Cards

14. COMPREHENSIVE COURSE LIST – N/A

15. INSTRUCTIONAL METHODS AND STRATEGIES

Research suggests that one of the most important factors in student academic success involves teachers' high expectations. Center for Advanced Learning teachers and staff are committed to this concept and have designed CAL's standards-based curriculum to encourage students to meet their educational goals and exceed minimal requirements. Using backwards planning, teachers develop rubrics to clarify their expectations for themselves and students. This method addresses the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?

- How will teachers know when the students master the instruction and how well they master it?

Teachers divide performance standards into different components and complexity levels based on student ability levels. The benefits include reflective practice among students and instructors within the classes.

Our Classroom Learning System ("CLS") instructional delivery focuses on ensuring teachers use a variety of instructional strategies and assessments in working with students. Teachers select the instructional strategy(ies) most likely to enable the students to achieve their academic goals, including:

- Explicit phonics instruction in reading
- Problem solving in mathematics
- Diverse prompts for multiple writing tasks
- Multidisciplinary project-based learning
- Direct instruction
- Instruction differentiation
- Collaborative group work

Teachers use different teaching methods that overlap learning styles and contribute to the needs of all students. These include giving students experience with problems before giving them the tools to solve them, balancing concrete with conceptual information, liberally using graphic representations and demonstrations, and showing students how concepts are connected within and between subjects and to everyday life experiences they encounter.

Varying instructional strategies promotes student interest within the classroom, such as creating stimulating and successful questioning techniques. Some of these include cognitive, speculative, affective, and management questions addressed to the students within the classroom. Lastly, opportunities for students to receive continual feedback from their teachers leads to more successful and efficient learning in our classrooms.

Center for Advanced Learning believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents can ensure the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

16. HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

As noted, all instruction is designed in alignment with the state standards, including CCSS and NGSS. (www.cde.ca.gov/be/st/ss; www.corestandards.org) Our faculty receives training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards. Teachers and school leaders continuously monitor student mastery of content standards through ongoing assessments and review of data via, literacy diagnostics, publisher tests and teacher-designed assessments (e.g., project-based performance tasks, writing rubrics). School leaders use this data to monitor teacher fidelity of CCSS-implementation and provide additional training and coaching as needed. (See Elements 2/3 for additional information about the use of data to guide instruction.) As CAL's student achievement data detailed above has demonstrated success in students mastering core content standards, we continuously work to improve individual, subgroup and schoolwide outcomes through the strategies detailed throughout Elements 1-3 of this petition.

17. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

Starting in 2014, CAL implemented a comprehensive technology plan to ensure all students have access, use and knowledge of technology to achieve mastery of the CCSS, NGSS and other state standards. TK-5 students have access to use Chromebooks at a 1:1 ratio. Students are trained in internet research, word processing, PowerPoint presentations. Each classroom also has at least two multi-media computers for use by students and teachers, and the library/multi-media center has computers for research and Internet use. Technology is used 5 days per week across all subject-areas, when applicable. Students learn basic keyboarding skills, and gain a familiarity with online testing via assessments such as Interim Assessment Blocks (IAB's), helping prepare them for the online CAASPP starting in 3rd grade. Grade level benchmarks (i-Ready), CAASPPs, and other assessments (e.g., data generated through other online learning programs) are administered online.

18. GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A G REQUIREMENTS – N/A

19. CREDIT RECOVERY OPPORTUNITIES – N/A

20. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) – N/A

21. HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS - N/A

TRANSITIONAL KINDERGARTEN

22. TRANSITIONAL KINDERGARTEN PROGRAM

CAL offers a full-day Transitional Kindergarten program with students integrated into the regular Kindergarten classroom and provided differentiated curriculum as appropriate. This program provides children with a well-planned classroom program to build necessary social and academic skills for success throughout their school careers. The program is based on the California Kindergarten Common Core State Standards with focused instruction in literacy and numeracy along with strong emphasis on self regulation and social engagement, differentiated to meet the needs of our youngest learners. The daily schedule includes whole group instruction and activities, small group instruction and independent and "hands-on" learning.

ACADEMIC CALENDAR AND SCHEDULES

23. ACADEMIC CALENDAR

24. SAMPLE DAILY SCHEDULES

REGULAR DAY SCHEDULE (MONDAY - THURSDAY) *Assemblies On Friday's										
TK, Kinder			First Grade			Second and Third			Fourth and Fifth		
Breakfast	7:30	7:50	Breakfast	7:30	7:50	Breakfast	7:30	7:50	Breakfast	7:30	7:50
Morning Line Up/Arrival	7:50	8:00	Morning Line Up/Arrival	7:50	8:00	Morning Line Up/Arrival	7:50	8:00	Morning Line Up/Arrival	7:50	8:00
Morning Meeting	8:00	8:15	Morning Meeting	8:00	8:15	Morning Meeting	8:00	8:15	Morning Meeting	8:00	8:15
						UFLI	8:15	8:45	Enrichment	8:15	9:15
									UFLI	9:15	9:40
UFLI	8:15	8:45									
Small Group/Designated ELD	8:45	9:05	Wonders (Integrated ELD)	8:15	9:05	Wonders (Integrated ELD)	8:45	9:30	Small Group/Designated ELD	9:40	9:55
Morning Recess	9:05	9:25	Morning Recess	9:05	9:25	Morning Recess	9:30	9:50	Morning Recess	9:55	10:15
									Eureka Math	10:15	11:15
									Math Small Groups	11:15	11:35
Eureka Math	9:25	10:05	UFLI	9:25	9:55	Small Group/Designated ELD	9:50	10:05			
Math Small Groups	10:05	10:25	Small Group/Designated ELD	9:55	10:15						
			Sci/Soc	10:15	10:35						
Wonders (Integrated ELD)	10:25	11:00	Writing	10:35	11:00	RTI/Designated ELD	10:05	11:00	Sci/Soc	11:35	12:00
Lunch	11:00	11:20	Lunch	11:00	11:20	Lunch	11:00	11:20	Lunch	12:00	12:20
Lunch Recess	11:20	11:45	Lunch Recess	11:20	11:45	Lunch Recess	11:20	11:45	Lunch Recess	12:20	12:45
RTI/Designated ELD	11:45	12:45	RTI/Designated ELD	11:45	12:45	Eureka Math	11:45	12:45	Wonders (Integrated ELD)	12:45	1:30
									Writing	1:30	2:00
Cal Explorers (Sci/Soc/Writing)	12:45	1:45	Eureka Math	12:45	1:30	Enrichment	12:45	1:45			
			Math Small Groups	1:30	1:45	Math Small Groups	1:45	2:05			
						Writing	2:05	2:30			
Enrichment	1:45	2:50	Enrichment	1:45	2:50	Sci/Soc	2:30	2:50	RTI/ Designated ELD	2:00	2:50
Closing	2:50	3:00	Closing	2:50	3:00	Closing	2:50	3:00	Closing	2:50	3:00
Dismissal	3:00		Dismissal	3:00		Dismissal	3:00		Dismissal	3:00	
Total	5 hours and 55 minutes (355 min.)		Total	5 hours and 55 minutes (355 min.)		Total	5 hours and 55 minutes (355 min.)		Total	5 hours and 55 minutes (355 min.)	

MINIMUM DAY SCHEDULE (FRIDAY)								
TK/Kinder and First			Second and Third			Fourth and Fifth		
Breakfast	7:30	7:50	Breakfast	7:30	7:50	Breakfast	7:30	7:50
Morning Line Up	7:50	8:00	Morning Line Up	7:50	8:00	Morning Line Up	7:50	8:00
Assembly	8:00	8:15	Assembly	8:00	8:15	Assembly	8:00	8:15
UFLI	8:15	8:45	UFLI	8:15	8:45	UFLI	8:15	8:45
Small Group/Designated ELD	8:45	9:00	Small Group/Designated ELD	8:45	9:00	Small Group/Designated ELD	8:45	9:00
Wonders (Integrated ELD)	9:00	10:00	Wonders (Integrated ELD)	9:00	10:05	Wonders (Integrated ELD)	9:00	10:05
						Eureka Math	10:05	11:00
Lunch	10:00	10:20	Lunch	10:05	10:25	Lunch	11:00	11:20
Lunch Recess	10:20	10:45	Lunch Recess	10:25	10:50	Lunch Recess	11:20	11:45
Eureka Math	10:45	11:45	Eureka Math	10:50	11:50			
Designated ELD/Study Hall	11:45	12:25	Designated ELD/Study Hall	11:50	12:25	Designated ELD/Study Hall	11:45	12:25
Closing	12:25	12:35	Closing	12:25	12:35	Closing	12:25	12:35
Dismissal	12:35		Dismissal	12:35		Dismissal	12:35	
Total	**3 hours and 35 minutes (215 min.)**		**Total**	**3 hours and 35 minutes (215 min.)**		**Total**	**3 hours and 35 minutes (215 min.)**	

TK and Kinder Daily Schedule Monday-Thursday					
Time Frame	**# of Instructional Minutes**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
7:30-7:50	n/a	Breakfast			
7:50-8:00	n/a	Morning Line Up and Arrival			
8:00-8:15	**15**	Morning Meeting			
8:15-8:45	**30**	UFLI			
8:45-9:05	**20**	Small Group/ELD			
9:05-9:25	n/a	Morning Recess			
9:25-10:05	**40**	Eureka Math			
10:05-10:25	**20**	Math Small Groups			
10:25-11:00	**35**	Wonders			
11:00-11:20	n/a	Lunch			
11:20-11:45	n/a	Lunch Recess			
11:45-12:45	**60**	RTI/ELD			
12:45-1:45	**60**	CAL Explorers (Sci/Soc/Writing)			
1:45-2:50	**65**	Enrichment			
2:50-3:00	**10**	Closing			
3:00	n/a	Dismissal			
Total	**5 hours and 55 minutes (355 minutes)**				

TK/Kinder Daily 1/2 Day Schedule Friday		
Time Frame	**# of Instructional Minutes**	**Friday**
7:30-7:50	n/a	Breakfast
7:50-8:00	n/a	Morning Line Up and Arrival
8:00-8:15	n/a	Assembly
8:15-8:45	**30**	UFLI
8:45-9:00	**15**	Small Group ELD
9:00-10:00	**60**	Wonders
10:00-10:20	n/a	Lunch
10:20-10:45	n/a	Lunch Recess
10:45-11:45	**60**	Eureka Math
11:45-12:25	**40**	ELD/Study Hall
12:25-12:35	**10**	Closing
12:35	n/a	Dismissal
Total	**3 hours and 35 minutes (215 min.)**	

First Grade Daily Schedule Monday-Thursday					
Time Frame	**# of Instructional Minutes**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
7:30-7:50	n/a	Breakfast			
7:50-8:00	n/a	Morning Line Up and Arrival			
8:00-8:15	**15**	Morning Meeting			
8:15-9:05	**50**	Wonders			
9:05-9:25	n/a	Morning Recess			
9:25-9:55	**30**	UFLI			
9:55-10:15	**20**	Small Group/ELD			
10:15-10:35	**20**	Sci/Soc			
10:35-11:00	**25**	Writing			
11:00-11:20	n/a	Lunch			
11:20-11:45	n/a	Lunch Recess			
11:45-12:45	**60**	RTI/ELD			
12:45-1:30	**45**	Eureka Math			
1:30-1:45	**15**	Math Small Groups			
1:45-2:50	**65**	Enrichment			
2:50-3:00	**10**	Closing			
1:45-3:00	n/a	Dimissal			
Total	**5 hours and 55 minutes (355 minutes)**				

First Daily 1/2 Day Schedule Friday		
Time Frame	**# of Instructional Minutes**	**Friday**
7:30-7:50	n/a	Breakfast
7:50-8:00	n/a	Morning Line Up and Arrival
8:00-8:15	n/a	Assembly
8:15-8:45	**30**	UFLI
8:45-9:00	**15**	Small Group ELD
9:00-10:00	**60**	Wonders
10:00-10:20	n/a	Lunch
10:20-10:45	n/a	Lunch Recess
10:45-11:45	**60**	Eureka Math
11:45-12:25	**40**	ELD/Study Hall
12:25-12:35	**10**	Closing
12:35	n/a	Dismissal
Total	**3 hours and 35 minutes (215 min.)**	

Second and Third Daily Schedule Monday-Thursday					
Time Frame	**# of Instructional Minutes**	**Monday**	**Tuesday**	**Wednesday**	**Thursday**
7:30-7:50	n/a	Breakfast			
7:50-8:00	n/a	Morning Line Up and Arrival			
8:00-8:15	**15**	Morning Meeting			
8:15-8:45	**30**	UFLI			
8:45-9:30	**45**	Wonders			
9:30-9:50	**20**	Morning Recess			
9:50-10:05	**15**	Small Group ELD			
10:05-11:00	**55**	RTI/ELD			
11:00-11:20	n/a	Lunch			
11:20-11:45	n/a	Lunch Recess			
11:45-12:45	**60**	Eureka Math			
12:45-1:45	**60**	Enrichment			
1:45-2:05	**20**	Math Small Groups			
2:05-2:30	**25**	Writing			
2:30-2:50	**20**	Sci/Soc			
2:50-3:00	**10**	Closing			
3:00	n/a	Dismissal			
Total	**5 hours and 55 minutes (355 minutes)**				

Second and Third Daily 1/2 Day Schedule Friday		
Time Frame	**# of Instructional Minutes**	**Friday**
7:30-7:50	n/a	Breakfast
7:50-8:00	n/a	Morning Line Up and Arrival
8:00-8:15	n/a	Assembly
8:15-8:45	**30**	UFLI
8:45-9:00	**15**	Small Group ELD
9:00-10:05	**65**	Wonders
10:05-10:25	n/a	Lunch
10:25-10:50	n/a	Lunch Recess
10:50-11:50	**60**	Eureka Math
11:50-12:25	**35**	ELD/Study Hall
12:25-12:35	**10**	Closing
12:35	n/a	Dismissal
Total	**3 hours and 35 minutes (215 min.)**	

Fourth and Fifth Daily Schedule Monday-Thursday

Time Frame	# of Instructional Minutes	Monday	Tuesday	Wednesday	Thursday
7:30-7:50	n/a	Breakfast			
7:50-8:00	n/a	Morning Line Up and Arrival			
8:00-8:15	15	Morning Meeting			
8:15-9:15	60	Enrichment			
9:15-9:40	25	UFLI			
9:40-9:55	15	Small Group ELD			
9:55-10:15	n/a	Morning Recess			
10:15-11:15	60	Eureka Math			
11:15-11:35	20	Math Small Groups			
11:35-12:00	25	Sci/Soc			
12:00-12:20	n/a	Lunch			
12:20-12:45	n/a	Lunch Recess			
12:45-1:30	45	Wonders			
1:30-2:00	30	Writing			
2:00-2:50	50	RTI/ELD			
2:50-3:00	10	Closing			
3:00	n/a	Dismissal			
Total	**5 hours and 55 minutes (355 minutes)**				

Fourth and Fifth Daily 1/2 Day Schedule Friday

Time Frame	# of Instructional Minutes	Friday
7:30-7:50	n/a	Breakfast
7:50-8:00	n/a	Morning Line Up and Arrival
8:00-8:15	n/a	Assembly
8:15-8:45	30	UFLI
8:45-9:00	15	Small Group ELD
9:00-10:05	65	Wonders
10:05-11:00	55	Eureka Math
11:00-11:20	n/a	Lunch
11:20-11:45	n/a	Lunch Recess
11:45-12:25	40	ELD/Study Hall
12:25-12:35	10	Closing
12:35	n/a	Dismissal
Total	**3 hours and 35 minutes (215 min.)**	

25. INSTRUCTIONAL DAYS AND MINUTES

Center for Advanced Learning complies with Education Code Section 47612.5 in regard to the required number of minutes of instruction.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	143	355	37	215					180	36000	58720	22720
1	Yes	143	355	37	215					180	50400	58720	8320
2	Yes	143	355	37	215					180	50400	58720	8320
3	Yes	143	355	37	215					180	50400	58720	8320
4	Yes	143	355	37	215					180	54000	58720	4720
5	Yes	143	355	37	215					180	54000	58720	4720
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

26. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379.- N/A

PROFESSIONAL DEVELOPMENT

27. HOW THE CHARTER SCHOOL WILL PROVIDE ONGOING PROFESSIONAL DEVELOPMENT

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction. CAL encourages educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curriculum and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

Our professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. At the end of each school year, a cohort of teachers – one from each grade level, along with the Resource Specialist, spend a full month in a professional learning opportunity, designed for teachers to build rapport and collaboration, and also serves as a time to reflect upon old practices and build new ones. The teachers involved in this professional learning series also collaborate to deliver professional development to the rest of the staff during the first week back on campus. Following are trainings this group has participated in and will continue participating in as we continue forward.

- LACOE trainings focused on SBAC, ELD, NGSS, PBIS, Reading, and Data Analysis
- Publisher-led trainings by Wonders, Eureka Math, i-Ready, SAVVAS Social Studies and Mystery Science.

A two week-long staff development session before the start of each school year provides staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics include, but are not limited to, Baldrige in Education, CAL's Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development results in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Throughout the school year, teachers have opportunities to plan in grade levels every week. Over the past three years, we have implemented weekly grade level meetings for teachers. The meetings are one-hour and topics are predetermined. Grade level teams, in collaboration with the principal and resource specialist teacher create weekly agendas. The predetermined cycle of topics include ELA, Writing, ELD, Math, NGSS, Differentiation, and Data Analysis.

Other learning opportunities include weekly meetings on Friday's from 1:00-3:30pm. At these meetings we cover school business in the first hour. This ranges from security training and emergency preparedness training to training on systems used at the school such as BrainPop, i-Ready Training, etc. The second hour focuses on curriculum development, backward planning, data analysis, etc. This is done both in grade level and whole group format, depending on the topics.

Teachers and other school staff visit other high quality charter schools and schools using best practices as part of professional development.

For 2025-26, we anticipate that Professional Development will include the following (along with additional topics that may be identified based on student test data, teacher performance evaluations, and the annual LCAP process).

2025 -2026 Professional Development Training Schedule

Date	Professional Development Topic
Summer Institute: School Wide Staff Training 8/2025	Blood Borne Pathogens, Sexual Harassment and Child Abuse Training Emergency Preparedness; Lockdown Procedures; Health and Safety Policies and Emergency Procedures
	Culture Building and Building Meaningful Relationships
	Data Analysis & Testing Review: Benchmarks- iReady (ELA/MATH), UFLI, BPST, LETRS CAASPP- Intentional Grouping and Goal Setting

	The Knowledge Matters Podcast Episode 1: Reading Comprehension Revisited
	SPED and integrated and designated ELD training: accommodations and strategies, PBIS The Knowledge Matters Podcast Episode 2: Misconceptions about Reading Comprehension
	Curriculum Mapping: Scope and Sequence (ELA/Math): The Knowledge Matters Podcast Episode 3: Knowledge Building Curriculum
	Learning walks: Goal setting and best practices The Knowledge Matters Podcast Episode 4: Content Builds Writing
	Logistics Refresher: Time and Attendance, powerschool, Emergency Safety Plan Part 1 & Part 2
8/15	Teach like a Champion Kagan Cooperative Learning Strategies & Classroom culture UFLI Best Practices: Starting Routines out Strong
8/29	Writing Revolution: Writing Scope and Sequence Knowledge Matters: Episode 6 Knowledge Gap and Reading Comprehension
9/12	Data Analysis Day: BOY Screeners (i-Ready, BPST, LETRS, and Irregular Words Test)
9/26	Differentiated Instruction: Using data to support cooperative learning groups
10/10	Kagan Check-In: Examples from the classroom Teach Like a Champion Check-In: Video examples
10/24	Math: Check for Understanding
11/14	iReady Training: Using resources to support student data

12/5	Student Writing Analysis: How is our horizontal and vertical alignment?
1/16	Interim Assessments: Getting ready for CAASPP
1/30	Data Analysis Day: MOY Screeners (i-Ready, BPST, LETRS, and Irregular Words Test) Data talks
2/13	Differentiated Instruction: Using data to support cooperative learning groups
2/27	SPED and integrated and designated ELD training: accommodations and strategies, PBIS
3/20	LCAP and LAUSD look fors
4/17	Student Writing Analysis: How have our students grown this year? What should we keep doing? What needs improvement?
5/15	Recap and Reflect UFLI Data Writing Samples iReady Diagnostics

CAL requires that all certificated employees prepare their own Individual Professional Development Plans. At a minimum, the Plan should address individual needs to improve practice and balance those needs with the needs of the students and the school. The plan should include: Goals, Objectives, Relevance, Steps/Strategies, a time frame for each step, evaluation of steps and documentation. All Plans are developed with and monitored by grade level teams collaboratively, based on data. The mentor teacher meets with the Principal on a weekly basis to discuss Plan development and the progress of each teacher in developing his/her skills and teaching practice.

Friday early release time also is used for horizontal and vertical articulation within Communities of Practice. Grade level teams set goals with action plans and evidence. Discussion and goal setting occur at the beginning of the year with review at the end of the year. This reflection and monitoring also is a part of staff members' evaluations. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data.

28. <u>HOW THE CHARTER SCHOOL WILL RECRUIT CREDENTIALED TEACHERS</u>

CAL recruits credentialed, qualified teachers with preference for those who have SDAIE training, B/CLAD credentials and experience in working with a significant EL population like ours. CAL will continue to advertise openings at local university training programs that specialize in producing high quality teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. We also advertise on EdJoin and CCSA's placement service.

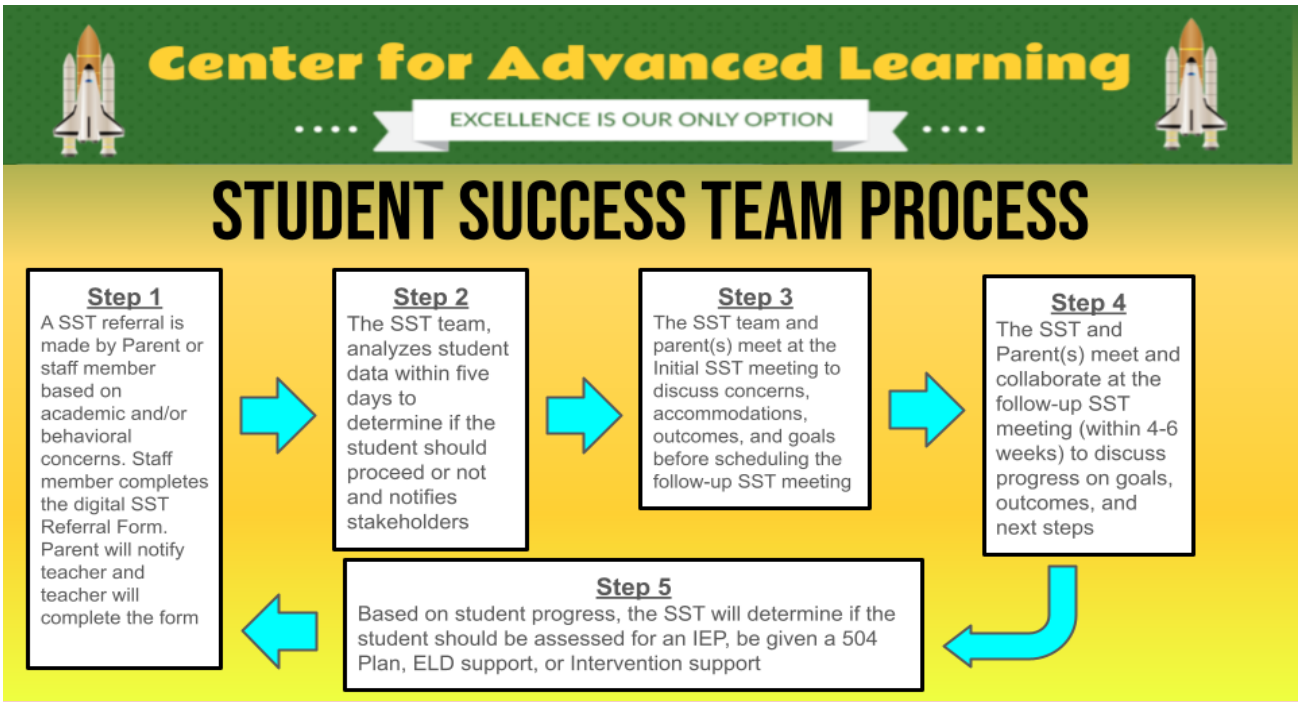
In order to ensure that candidates are qualified, CAL's teacher application package includes an "ESSA Teacher Requirements: Certificate of Compliance" form that applicants must complete. Our Human Resources Department verifies teachers' backgrounds and credentials.

Applicants are scored on a variety of measures, including demonstrated student achievement with CAL's target student population. Bilingual teachers qualify for additional points on our applicant scoring rubric. Qualifying candidates are invited for interviews with the Leadership Team (Executive Director, Principal, Operations Director and Teacher Leader), where further scoring will be completed. Candidates must express unconditional support and commitment to CAL's mission and Baldrige-based program in the interviews. Top scorers are asked to teach demonstration classes for observation by the Leadership Team members. These observations also are scored. Top scoring candidates are sent invitations to join the CAL faculty at the end of the process and, if they accept the invitations, are provided with an orientation and given employment agreements. After hire, new and returning teachers must attend summer institute that include professional developments in UFLI, iReady, Eureka Math, culture building, data dives, ELD, SPED, and logistics of CAL.

MEETING THE NEEDS OF ALL STUDENTS

CAL has a collaborative Student Success Team (SST) practice which includes our Administrators, Intervention Teachers, ELD Teacher, Teachers, Parents, and Special Education staff. These teams work collaboratively to discuss student needs, collect data, provide interventions, and provide specialized assessment (as needed) in order to identify and support students with academic and social emotional needs on our campus.

Below is a summary of the SST Team Flowchart Process.



CAL has one full-time, credentialed Resource Specialist teacher and one full-time Teaching Aide that work together to meet our students' individualized needs in a variety of innovative ways. CAL's special education program currently consists of services in the areas of academics (RSP), Speech, Counseling, and Occupational Therapy. Licensed and credentialed service providers and specialist are assigned to work with students requiring specific services. We provide pull-out services for students with disabilities, either in small groups or one on one, as indicated in their respective IEPs. Services in all related service areas are provided through pull-out services. Respective related services are provided to individual students in designated rooms for each service area. While there is no special day class setting at CAL, students receiving RSP services are provided services as indicated in their IEPs. Students with disabilities are identified through IEP assessment and evaluation process, initiated through the SST process.

Additionally, we offer "push-in" services.This model allows students with special needs – including those with IEPs – to remain fully integrated in the general education environment, while also receiving specialized services to meet their individual goals. In order to facilitate this model, the special education teacher meets weekly with general education grade level partners and Administration in order to discuss curriculum and ifferentiation of instruction to best meet all students' needs.

Special Education staff from CAL and as needed, outside experts, also provide professional development to general education teachers and staff regarding Special Education topics. For example: Writing Present Levels, Implementation of Accommodations/Modifications, Behavior Management Strategies, SST and 504 Plans, as well as meeting the needs of students with ADHD like behaviors.

In addition, Individualized Success Education Plans and Student Assessment Binders are tools for intervention and challenging students. Individual Success Education Plans are developed for students on an as needed basis, and are determined by recommendations made at Student Success Team Meetings and Parent Conferences. Student Assessment Binders are kept for each student. They serve as student portfolios to show student work and progress. The binders are shared with parents upon request, but are used specifically to allow students to track their own progress and are shared with parents at parent conference meetings held twice a year. The Student Assessment Binders are also done by the Resource Specialist Teacher and Intervention teacher for students that participate in these programs. Students routinely develop action plans to meet their IEPs.

29. ENGLISH LEARNERS

CAL is committed to serving the needs of our significant EL population and developing students' English proficiency effectively so that students can be reclassified in a timely manner. CAL implements its own comprehensive English Learner Master Plan.

PROCESS FOR IDENTIFYING ELs

CAL serves EL students in accordance with all applicable state and Federal laws and regulations. A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. A student who lists a language other than English on any of the questions of the

HLS will be identified as an English Learner initially, until their actual language proficiency is determined through the appropriate assessments.

Students whose primary language is not English are assessed using the English Language Proficiency Assessments for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC test, according to the guidelines set forth in the student's IEP. CAL notifies parents of the school's responsibility to conduct ELPAC testing and informs parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor.

We monitor all EL students based on the current California ELD standards levels:

1. **ELD 1: Beginning**: The student will respond in English using gestures, simple words and phrases to demonstrate understanding while working with familiar situations and texts.
2. **ELD 2: Early Intermediate**: The student will respond in English using expanded vocabulary in phrases and simple sentences to demonstrate understanding of story details and basic situations with increasing independence.
3. **ELD 3: Intermediate**: The student will respond in English using expanded vocabulary and descriptive words for social and academic purposes with increased complexity and independence but with some inconsistencies.
4. **ELD 4: Early Advanced:** The student will respond in English using complex vocabulary with greater accuracy; the student will also demonstrate detailed understanding of social and academic language and concepts with increased independence.
5. **ELD 5: Advanced**: The student is required to respond in English using extended vocabulary in social and academic discourse to negotiate meaning and apply knowledge across the content areas.

Parents are notified of their child's CELDT/ELPAC scores each year, as well as when a student is being considered for Reclassification and again when the student is officially reclassified.

EDUCATIONAL PROGRAM FOR ENGLISH LANGUAGE ACQUISITION

Each day, students have dedicated English Language Development (ELD) instruction in small groups based on their ELD levels. Teachers use this designated ELD time to focus on ELD standards and support students by introducing new content and emphasizing vocabulary development across all subject areas. Teachers focus on oral language development, including vocabulary, reading and writing skills. During this time, EL students build conversational practices, grammar, and vocabulary necessary for success in all academic tasks. Teachers target skills gaps and specific language learning needs.

Lessons are front-loaded for EL students who place at Tier 2 or below in small groups using ELD strategies. Our ELA curriculum includes support for front-loading and other differentiation strategies. The teacher will do the front-loading while other students are working on independent activities. Front loading strategies may include:

- Previewing in the home language
- Visual aids
- Graphic organizers
- Vocabulary previews; the teacher or an aide explain new or difficult vocabulary.

We use the Wonders curriculum to offer ELs a language-rich environment. Wonders uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native like fluency in English. Each student's progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by ongoing authentic assessment utilizing performance rubrics.

Support for our youngest English Learners who are learning to read is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, teachers utilize Sheltered Instruction / Specially Designed Academic Instruction in English (SDAIE). SDAIE includes the following practices to support EL students in accessing content:[5]

- During lesson planning and preparation, teachers identify lesson objectives aligned with state and local standards.
- Teachers link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers utilize language-based as well as content-based assessments.

[5] Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Teachers also receive professional development regarding the following strategies for working effectively with students who are English Learners:

Modified speech

- slower speech rate
- clear enunciation
- controlled vocabulary
- use of cognates
- limited use of idiomatic speech
- words with double meaning defined

Contextual clues

- gestures and facial expressions
- meaning acted out
- color-coded materials/ graphic organizers

Multisensory experiences

- realia, props and manipulatives
- audio-visual materials
- hands on activities and demonstrations
- overhead transparencies and similar projection technologies

Comprehensible input

- graphic organizers (maps, charts, graphs)
- word banks with picture clue
- bulletin boards
- explanation of word origins (etymology)
- use of examples and analogies

Frequent comprehension checks

- questions asked about details
- eliciting responses through various modalities (write on white boards, thumbs up/down, etc.)

Formative assessment

- confirmation checks
- clarification requests
- repetitions
- expansions
- variety of question types

Summative assessment

- mastery assessed using a variety of modalities
- review of main topics and key vocabulary
- resulting product shows mastery of key concepts and synthesis of information

Appropriate lesson design

- student fluency level is reflected
- evidence of scaffolding
- listening and speaking activities precede reading and writing activities
- reading assignments include pre-reading, during reading, post-reading activities ▪ writing activities preceded by pre-writing
- use of cooperative learning groups
- accessing prior knowledge
- appropriate pacing
- modeling of activities
- specific learning strategies or study skills are taught and modeled
- text adaptation
- emphasis on higher order critical thinking skills
- provision of native language support when possible
- extension/debriefing activities included

Content-driven

- rigorous core curriculum (not watered down)
- key topics organized around main themes
- topics appropriate to grade level

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide - Students are given a series of statements that relate to concepts they will be studying in the unit. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students take responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information on the topic. Graphic organizers used might include Compare/Contrast Matrices, Cause and Effect Charts and Flow Charts.

Reciprocal Teaching - Two students work together to read a passage. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide - Students work in small groups to read a longer section of the text. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for "Beyond":

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher. Students share their answers within their group and the group comes up with and records on chart paper one "best" answer for their group. Groups then walk around to view other groups' answers.

Quotes – Students identify quotes from a fictional text related to the unit that they feel exemplify important aspects of the topic. They create a chart listing the quote and a feeling they feel the quote illustrates.

HOW THE PROGRAM WILL USE THE RESULT OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

The ELPAC, which is aligned to the revised CA ELD standards. CAL will administer the ELPAC as the state's measure of ELP and for federal accountability under Title III of the Elementary and Secondary Education Act (ESEA).

EL instruction at CAL is based on the "best practices" in working with similar populations of students and is based on the CA ELD Standards. Students are expected to advance at least 1 ELD level annually, or the equivalent ELPAC Proficiency Level Descriptor, as measured by the ELPAC.

Additionally, teachers of ELs assess student progress towards attainment of the standards using standards-based data portfolios.

CAL ensures that teachers are qualified to meet the needs of our EL students, including BCLAD or CLAD credentials and experience in working with ELs and SDAIE strategies. We provide extensive professional development and support to teachers in working with EL students and monitoring their progress.

Parents will be notified regarding their child's English Language Development, along with ELPAC scores, by weekly assessments, Unit assessments, Initial and Summative ELPAC score reports, and trimestral progress reports.

PROVIDE ENGLISH LEARNERS AT ALL PROFICIENCY LEVELS WITH MEANINGFUL ACCESS TO THE FULL CURRICULUM, INCLUDING INSTRUCTIONAL STRATEGIES AND INTERVENTION

See section (b) above. All students are grouped in mainstream classrooms that implement ELD and SDAIE strategies. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the beginning and early intermediate stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Intermediate level are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.
ELD and SDAIE methods are used regularly by classroom teachers throughout the school day. In addition, extra language support is given in small group intervention groups during the school day, before school, and after school.

PROCESS FOR ANNUAL EVALUATION OF THE SCHOOL'S ENGLISH LEARNER PROGRAM

Teachers review EL data from formative and summative assessments to regularly evaluate student progress and modify instructional practices to better serve each EL student. Each EL student has a specific data portfolio used by teachers to monitor individual progress at their targeted ELD level. Teachers collect student work samples and check of mastery towards ELD and ELA standards. Portfolios are submitted for review at least twice a year. In addition to ELD portfolios, data documenting students' EL status, parental notifications to date, academic progress to date, and final reclassification decisions is also kept in students' cumulative files along with CELDT/ELPAC scores. Teachers review this master folder for each EL student early in the fall semester in order to provide teachers with most accurate reflection of their student's progress to date.

CAL's English Learner Advisory Committee (ELAC) works with the Administration to help review data on EL progress and reclassification rates and make recommendations on specific programs and interventions, along with resource allocations, all in turn reviewed by the Board of Directors at least once annually. The Board also reviews CAL's reclassification rates and assessment data to determine if EL students are making appropriate progress and whether any changes to the curriculum or instructional strategies may be warranted.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

CAL follows the LAUSD Master Plan and follows the process of reclassifying English Learners, according to the LAUSD guidelines as stated below:

California Education Code Section 313[f] identifies four required criteria for reclassification, but also allows for other measures to be included. The four required criteria are:

- Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development (an overall performance level of 4 or 5 with scores of 3 or higher in Reading, Writing, Listening, and Speaking on the CELDT or comparable scores on the ELPAC)
- Teacher evaluation, including but not limited to, a review of the student's curriculum mastery (The teacher has determined that the student has demonstrated grade level proficiency as evidenced by Progress Report Card marks of 3 or 4 in ELA in Reading, Writing, Listening, and Speaking)
- Parent opinion and consultation
- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age (The student has demonstrated basic grade-level skills in English on DIBELS Next Assessment-achieving Benchmark scores on all measures).

In the event that an EL in grades 2 through 5 meets the ELPAC and basic skills criteria, but does not meet the ELA grade criterion, the student must be referred CAL's Language Appraisal Team (LAT) to determine whether to recommend reclassification or instruction/intervention supports based on an analysis of other data that might indicate grade level proficiency in English. The following measures may be considered:

- CAL adopted standards-based ELA assessments
- End of unit assessments and/or other standards-based assessments
- Authentic student work samples, such as scored writing samples with rubric attached

If, after careful consideration of data measures, the LAT recommends reclassification, the EL Coordinator completes the CAL Reclassification Recommendation Form. In addition, include the required documentation:

- Official copies of student Report Card Marks,
- Individual student Basic Skills report, and
- Individual student ELPAC scores

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED (RFEP)STUDENTS

CAL's EL Coordinator and Principal will continue to monitor student performance for two years after reclassification in accordance with existing California regulations and Title III of the Elementary and Secondary Education Act (ESEA). ELs and RFEPs are monitored on an ongoing basis by the classroom teachers, through the implementation of the school wide ELD program and its embedded assessments and through ongoing classroom observations and the collection of anecdotal data. As needed, ELs and RFEPs are provided additional intervention and support as detailed throughout this petition. This comprehensive progress monitoring system ensures that both English Learners and Reclassified students are on track for academic success.

PROCESS FOR MONITORING PROGRESS AND SUPPORTS FOR LONG TERM ENGLISH LEARNERS(LTELS)

The EL Coordinator also has responsibility for monitoring students at risk of becoming LTELs and works to determine why a student has not acquired English at an expected rate. The EL Coordinator sets a course of action to support the student/s by implementing designated pull out supports in which supplemental resources are used to enhance English proficiency. The EL Coordinator uses individual student ELPAC data and ELD standards to determine appropriate course of action. Teachers design LTEL instruction for explicit language development, with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to comprehend and produce academic language. Teachers design lessons around carefully structured language objectives that integrate subject matter content. Lessons focus on content-related reading and writing skills and include carefully planned activities that encourage students to actively use language, with an emphasis on meaning-making and engaging with the academic content. Teachers also provide LTEL students with daily structured opportunities and support to share their responses, collaborate with peers, and present ideas. CAL will make students and their parents/guardians aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as benefits to reclassification and ways to address reclassification.

30. GIFTED AND TALENTED STUDENTS AND STUDENTS (GATE) ACHIEVING ABOVE GRADE LEVEL

During the process of targeted and frequent formative assessment data (three times annually), past and current state test data and a variety of other local assessments, CAL identifies students who are achieving above grade level. CAL does not implement a separate program for gifted students. Accordingly, faculty and staff differentiate instruction based upon the individual needs of the students and will push all students to achieve at high levels. Teachers will differentiate in the forms of acceleration, depth, complexity, and creativity. They will make a distinction between the process, content, or product to meet the needs of all students. Throughout the entire CAL academic program, the faculty and staff emphasize a series of key thinking skills which research says students need to become college-ready. Students at CAL are identified as GATE using assessments recommended by LAUSD for each qualifying category (Academic Achievement, Creative Ability, Leadership Ability and Specific Ability), including formal assessments (e.g., OLSAT), teacher observation, past grades and student work samples. Students who show consistent high

academic achievement either in specific academic areas or across academic areas will be referred for identification for GATE eligibility through LAUSD on a fee-for-service basis to afford them access to GATE programs should they transfer to another school or district. To address the needs of students performing at the Met/Exceeded levels on the CAASPP we focus on creating differentiated instruction, additional enrichment activities and resources to serve these advanced students. Flexible Grouping, Concept-focused and principle-driven instruction, interest centers, use of computer programs and product criteria negotiated jointly by student and teacher are all used to provide extra challenge. The goal is to plan and deliver lessons providing these students with adequate opportunities to learn and practice the necessary standards-based skills and knowledge at a higher level.

Steps to be taken in implementing the standards for advanced students will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels. These assessments will be administered four times annually in tandem with school wide benchmarks.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
- Examining student work to plan further instruction or individual support, as needed and using a variety of assessments to grade the work.

31. STUDENTS ACHIEVING BELOW GRADE LEVEL

Fundamental to our approach to academically low achieving students are the Baldrige systems used in the classrooms. Academically low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their data notebooks. This process has proven especially effective in supporting Special Education students and with low achieving students.

After enrollment, and three times annually, all students are assessed using iReady, the BPST, and LETRS spelling assessments. Their progress is monitored by classroom teachers, the reading intervention specialist, and Student Success Team (SST). Weekly data meetings take place between grade level teachers and the literacy coach to monitor student progress. Students academically at risk of falling behind are provided with targeted, structured, and systemic intervention by the reading specialist using UFLI to address areas of weaknesses or in dedicated small group instruction within the classroom. The reading specialist focuses on rigorous early intervention in the TK-5th grade levels through daily pull-out lessons for 30 mins, four times weekly in CAL's reading intervention classroom.
Equal access for academically low achieving students is ensured through:

- Creating an environment responsive to different learners.

- Differentiating the curriculum to meet each learner's needs through such Baldrige supported strategies as: Cooperative Grouping, Setting Objectives and Providing Feedback, also Questioning, cues and Advance Organizers.
- Curriculum topics that are relevant to students' lives; students will be encouraged to make ideas personally meaningful.
- A continuous process of pedagogical reflection undertaken to find solutions to helping struggling students meet the most challenging standards.
- Formal and informal assessment of each learner's knowledge, understanding, and interest throughout each unit of instruction. Individual learner needs are frequently assessed using a variety of measures such as school designed tests and performance assignments, state mandated standardized tests, curriculum publisher assessments, teacher assignments, portfolios, i-Ready, etc. Students record their assessment results in their data notebooks and create action plans to meet their learning goals.

32. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

The community CAL serves was chosen because of its vast cultural identity and significant needs in the community, including a significant number of residents who face economic hardships. As noted above, 89% of our current students qualify for free or reduced price lunch. CAL uses multiple data sources to identify students who are socio-economically disadvantaged; the Free and Reduced-Price Meal application, information received from CALPADS direct certification, the Student Residency Questionnaire/Affidavit, and enrollment packet data. In accordance with the practices inherent in the Baldrige in Education system, part of our work includes training and properly equipping parents to become involved in their child's educational experience. Parents are trained through PIQUE (Parent Institute for Quality Education) to:

- Be aware of their child's goals and follow their progress
- Provide feedback to the Charter School
- Provide an environment at home that is conducive to their child learning and studying • Communicate with the teacher on classroom issues
- Assist their child in goal setting and monitoring for progress

All staff and faculty are trained to recognize the signs of extreme poverty; the Principal, SPED Coordinator and Parent Coordinator all help support students and their families with referrals to community service agencies and other supports. CAL has partnerships with community organizations, including our local City Councilperson's office, that help provide school supplies, Toy Drives, Food Drives and more for our families. CAL offers annual vision and hearing screenings for all students, and provides referral vouches for dental and vision clinics in the neighborhood for any students in need. CAL also provides parents with information about local Health Fairs and community education events in the areas of health and nutrition, mental health, immigration services, community services available and more. We ensure students' basic nutritional needs are met through a healthy breakfast, snack and lunch program. A free after-school program ensures working parents have appropriate child care coverage.

As with all subgroups, CAL teachers and the Principal track the performance of this subgroup formative and summative assessments to measure their progress, with interventions and support, as well as targeted professional development for teachers, provided as needed.

Perhaps most critically, CAL offers a warm, safe, small school setting in which each child is individually known by several caring adults.

33. STUDENTS IN OTHER STUDENT GROUPS

As mentioned above, our school serves some high-need/underserved children and families, including those who may be in foster care, homeless or experiencing housing instability, or have other special needs. Based on initial self-identification (Enrollment forms), teacher and staff observation and referrals, the ELD Coordinator, reading specialist, and SPED Coordinator work to support these students within the context of our schoolwide programs for intervention and support detailed above. The School Counselor, as provided by a contracted agency (based on referrals from the SPED Coordinator or Principal), works with students who have significant needs by offering counseling as needed, and support for families include referrals to outside agencies for services and support.

34. FOR CHARTER SCHOOL IDENTIFIED AS "HIGH PERFORMING BY THE CDE – N/A

35. DESCRIPTION OF A TYPICAL DAY

The following is an example of a typical day of Jose, a 4th grade English Learner at Center for Advanced Learning:

7:25 a.m. Jose's mom walks him to school and waits on the sidewalk near the pedestrian gate on 40th Pl. He, along with the other students and their parents, are greeted by Mr. Naazir and Dr. Hammond with a warm smile and welcoming "Good Morning" as security unlocks the gate.

7:30 a.m. Jose and the other students quickly make their way to their line up areas to drop off their backpacks. The cafeteria is open when they enter the campus as well where a warm and healthy breakfast is being served. Jose and his friends rush to get their breakfast because it is Tuesday. They know that Tuesdays and Thursdays are dance days. Jose sits with his friends and quickly eats his breakfast.

7:40 a.m. Having finished his breakfast Jose realizes that he still has a few minutes before Dance Time begins, so he eagerly makes his way to the playground to take part in his favorite games "four square" and "1, 2, 3, Scramble".

7:45 a.m. After playing for a while they notice that Ms. Kalon is setting up the sound system to prepare for everyone's favorite part of the morning, Dance Time! She calls for the students to line up and with that, a palpable feeling of joy takes over the entire campus. The students, led by Ms. Kalon, stretch and then begin a high impact dance routine designed to get their bodies moving and prepare their brains for the learning that will take place throughout the day.

7:55 a.m. Jose and the other students are then directed to follow their teachers back to their designated lineup area. Jose and his classmates gather their things and make their way into their classroom with their teacher. He enters his classroom at 8:00 a.m. which is brightly lit, has live plants throughout the room, and is covered with visual reminders of the topics and skills that he and his classmates have been learning. He sits down at his desk with the rest of his table group and comfortably settles into his chair.

8:00 a.m. Jose unpacks his backpack and is ready to begin working on his reading goal. He brings his independent reading book. He is halfway to his reading goal and desperately wants to earn enough reading points to qualify him to attend the school-wide "I-Ready Party". While he and his classmates read, his teacher dismisses table groups to put their backpacks away. After all of the backpacks have been put away Jose's teacher notifies the students that they are all clear to begin their morning jobs. Each student has an assigned role in the classroom. Jose's job is feeding the class tree frog. He loves his job because he's learning all about frogs in his science class and is fascinated by them. While Jose was feeding the frog, his classmate Mia, the class technology specialist, had passed out the class Chromebooks to everyone. Jose gets really excited because he and his classmates can begin taking i-Ready quizzes and use the class digital library to select more books to read. He takes a quiz on the books he has read and tracks his progress.

8:15 a.m. It's time for Jose's UFLI lesson for the day. During UFLI, Jose is able to improve literacy outcomes while learning to read. Jose takes out his personal white board and dry erase markers for word work drills. He begins to start on phonemic awareness. Jose sees letter patterns on the board and practices the sounds aloud. Now it is time for Jose to participate in a segment drill practice demonstrated by his teacher. Jose is learning to segment words by syllables and later moves on to blending drills. The teacher will recite a vocabulary word that he will blend on his personal whiteboard. Jose is excited to work on the decodable texts based on the UFLI lesson taught.

8:45 a.m. It's time for ELA. Jose notices a Kahoot game his teacher has projected on the board. He is excited because he feels he will come in first place knowing he has studied his reading vocabulary for the week. After the games are finished, Jose takes out his Literature Anthology book to read "Turtle, Turtle, Watch Out" , his reading story for the week. His teacher has emailed a document to the students that contains their assignment for the day. The students, using their Chromebooks, work on the Wonders assignment for the day. The assignment relates to questions dependent on the lesson they have been working on in class. They use active listening and positive feedback strategies while participating in a learning carousel. They exchange ideas and help each other to better understand difficult concepts. Jose's teacher operates as a facilitator in the lesson offering feedback and guidance when needed. At the end of the activity the students share what they learned and save the group assignment to their own individual Wonders folder.

9:30 a.m. It's time for recess! Jose and his Language Arts group take their things back next door and line up to recess. Their teachers lead the group down the stairs where they are greeted by campus aides. During recess, Jose and his friends grab a quick snack from the cafeteria area and make their way out to the benches. After eating their snack, they join the other students who are fully engaged in playground games. They play and negotiate the rules of the games with ease.
Suddenly, there is a dispute about who is out of the game and who gets to continue to play. The dispute is quickly resolved with a round of Rock, Paper, Scissors. The game continues without incident.

9:50 a.m. The freeze alarm sounds that signals the end of recess. Everyone freezes and waits for more directions. Jose and the other 4th graders are signaled to proceed to their line up areas where their teachers are waiting to take them back to class.

9:55 a.m. Jose and his classmates engage in brain break breathing and stretching activities, which is a great way for them to reset and refocus after recess. After the brain break, Jose and his group mates proceed into their Eureka math lesson for the day. When he walks in, he notices that the math manipulatives he and his classmates have been using for subtracting three digit numbers with regrouping are on each desk. Jose listens attentively for his teacher's directions. Jose is attentive to his teacher's instructions, which may include a review of strategies or a specific focus on subtraction with regrouping. This ensures that students understand the expectations for the lesson and how they will solve the problems. The lesson begins and he and his table partners discuss the methods they use to navigate through the series of word problems they have been assigned. They have to determine a course of action for solving each problem and explain their thinking to the other members of the group. After solving the problems, the group members must explain their reasoning to each other. This helps deepen their understanding and encourages them to think critically about the math process. The math lesson comes to an end. Jose puts his chromebook away and prepares for lunch recess and lunch.

11:05 a.m. Jose's teacher walks the class down to the ramp area where they are met by the campus aide. As they meet the campus aide, Jose and his class are dismissed to their play area for recess activities.

11:25 a.m. His teacher's assistant walks the class into the cafeteria area where he is served a hot lunch and a carton of ice cold milk. He eats lunch in the cafeteria area with his friends.

11:50 a.m. Jose disposes of his trash and makes his way back to the classroom for his Eureka math lesson.

11:55 a.m. Jose and his classmates participate in another brain break activity before beginning their RTI (Response to Reading Intervention) group rotations. Each student has all grouped by levels based on their diagnostic testing. Jose proceeds to a separate class for reading intervention and to support his struggles with reading. After his reading intervention, Jose returns to his regular classroom activities. He reopens his chromebook and proceeds to begin his IReady lessons.

12:45 p.m. Jose is excited that today is his P.E day. Jose closes his chromebook so he can transition from his i-Ready lesson to PE. Jose and his classmates line back up and head out to the school yard for the PE activity for the day. Jose is excited because today's PE activity is kickball day. The PE instructor instructs the students to the yard for and into lines for stretching and excercising. After he participates in his six minutes of running, Jose and his friends break off into two groups for their kickball game.

1:50 p.m. Jose is almost done with his day but not before a quick science lesson. They are finishing their lessons on different animals and their habitats. Today Jose learned about frogs and how they specially adapted to survive in its environment. Jose used crayons to color a worksheet explaining the life cycle of a frog.

2:50 p.m. Jose and his classmates pack up for dismissal and straighten up their classroom. Jose stays for the school's After School Program.

3:00 p.m. He walks to his assigned room for Afterschool with his afterschool coach, where he participates in enrichment activities until his mom returns to pick him up at 6 p.m.

ELEMENT 2 – MEASURABLE PUPIL OUTCOMES AND ELEMENT 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.

1. MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 9, *The Requirements of California Education Code § 47605(c)(5)(A)(ii).*

2. MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 9, *The Requirements of California Education Code § 47605(c)(5)(A)(ii).*

3. FOR CHARTER SCHOOLS THAT SERVE GRADES THAT DO NOT PARTICIPATE IN CAASPP (CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS) (SBA) (E.G., A K-2 SCHOOL).

Please see Element 1, Section 9, *The Requirements of California Education Code § 47605(c)(5)(A)(ii).*

4. OTHER PERFORMANCE TARGETS

Please see Element 1, Section 9, *The Requirements of California Education Code § 47605(c)(5)(A)(ii).*

5. METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

Teachers closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. Ultimately, students are responsible for their own progress. All students are required to maintain data portfolios containing their achievement and progress graphs for all core subjects. Student acceptance of responsibility is one of our core values (see Element 1).

Students are first assessed upon matriculation across all content areas, using iReady, publisher assessments, and the ELPAC (for English Learners). Students take iReady personalized instruction lesson assessments to monitor student progress. Additionally, three benchmark assessments are given three times annually to further monitor progress and assist in targeted instruction. At the end of the school year, students in grades 3-5 take the CAASPP and 5th graders take the CST in Science.

At Center for Advanced Learning, students will be assessed on their mastery of California State Standards in a variety of formats. These include the following:

- **Traditional Classroom Assessments:** unit level standards-based benchmark performance assessments and formal and informal classroom assessments (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records).
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **State Required Tests.** All state required tests will be administered and closely analyzed.

- **Other Standardized Tests** (Eureka Math, ELPAC, writing assessments, etc.) are administered as well as standards-based Benchmark performance assessments provided by i-Ready
- **Oral & Written Presentations:** Speeches, position papers, essays, etc.

CAL believes that students develop more quickly and fully when they are held accountable for both performance and conduct. Students will track their own learning progress by recording the results of the formative assessments in their own Data Notebooks. Classes will track classroom progress by posting graphs summarizing class-wide assessment results.

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests. Progress monitoring assessments are given on a weekly and trimester basis. Diagnostic benchmarks are given 3 times a year for all grades, which consist of BPST, LETRS, and iReady Diagnostics. Weekly assessments are given in Wonders (for comprehension) and UFLI (for foundational skills). In the areas of math, iReady Diagnostics are 3 times a year, and Eureka mid-module, mid-module, and exit tickets are used for progress monitoring. In both ELA and math areas interim CAASPP assessments are also given. The principal is also held accountable for student progress and the principal's evaluation includes a significant student outcomes component based on assessment results. Weekly, each grade level team will meet with the principal for one-half hour to analyze classroom data. Grade level teams will assemble monthly Data Notebooks showing their classes' progress on a variety of measurements, including formative assessments, class enthusiasm for learning, attendance, and other items. The principal will review these Data Notebooks with the grade level teams.

Parents are involved in student progress through monthly learning progress reports sent home with students, incorporation of parent help in student's action plans, and participation in biannual Student Led Conferences.

6. DATA ANALYSIS AND REPORTING

To ensure our educational programs serve the Charter School's guiding principles and vision, data will be utilized to help continually improve instruction. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. The role and use of data is used to communicate to our stakeholders on an ongoing basis through various avenues. Board member meetings, English Learner Advisory Committee (ELAC), and School Site Council (SSC) are held monthly. Our stakeholders also include parents not in these committees, who are regularly updated through ClassDojo messaging from teachers as well as being invited to participate in Student Success Team's (SST) meetings to discuss student progress and how to help them reach their academic potential. Additional data from locally developed assessments and surveys will be used to determine how well CAL is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, and design programs to inform stakeholders of the school's goals and pedagogic approach.

Eureka
Teachers use Eureka math to assess student's mastery of content standards through the use of exit-tickets at the end of daily lessons, mid-module and end of module exams. Students develop an understanding of the why, not just the how behind the math. Eureka Math exhibits rigor throughout the grades. Students develop conceptual understanding and practice procedural skills and fluency. Topics, concepts, and mathematical models are linked across Eureka Math modules and grade levels to help students build an enduring understanding of math. During weekly co-planning times, grade-level teachers analyze student work and assessments from Eureka.

7. GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

CAL's grading policy is based on demonstration of mastery of CCSS. CAL's K-5 students receive letter grades based off the percentage weight of each assignment. Report cards are given 3 times a year at the end of each trimester.

Grade	Description	Percentage Scale	Academic Grade Point Average (GPA)	Effort Grades
A	Advanced	100% - 90%	3.6 - 4.5	E= Excellent Effort
B	Proficient	89% - 80%	2.6 - 3.5	G= Good Effort
C	Basic	79% - 70%	1.6 - 2.5	N= Needs Support
D	Below Basic	69% - 60%	0.5 - 1.5	U= Unsatisfactory
F	Far Below Basic	59% - 0%	Below 0.5	

Weighted Grading Scale	
Tests	40%
Quizzes	30%
Classwork	15%
Homework	5%
Projects	10%

In some cases, despite the various interventions and extra supports detailed in Element 1, if a student is still far below basic, he/she may be recommended for retention. If a student is recommended for retention, the school will inform the student's parents, by end of Trimester 2, in writing such as on the student's report cards and/or verbally inform the parents during a meeting or parent conference that the student may be retained. The final decision for retention is made by parents. If parents decline retention, the student continues to be provided with interventions and support as they move forward.

In some cases, despite the various interventions and extra supports detailed in Element 1, if a student is still far below basic, he/she may be recommended for retention. If a student is recommended for retention, the school will inform the student's parents, by end of Trimester 2, in writing such as on the student's report cards and/or verbally inform the parents during a meeting or parent conference that the student may be retained. The final decision for retention is made by parents. If parents decline retention, the student continues to be provided with interventions and support as they move forward.

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 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.

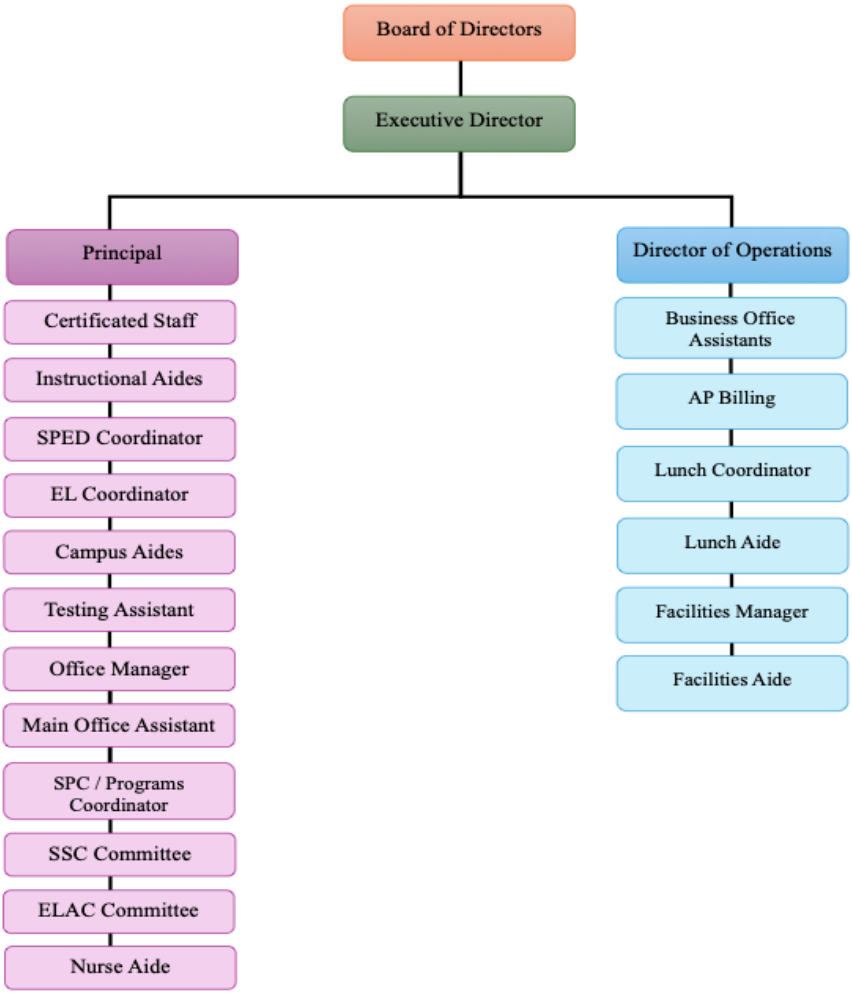
GOVERNANCE STRUCTURE

1. GOVERNANCE STRUCTURE

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

Center for Advanced Learning governs the Charter School, in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

ORGANIZATIONAL CHART



Major Roles and Responsibilities

The CAL governing board is responsible for:

- Ensuring the Charter School operates in compliance with all applicable laws and the terms of its charter.
- Hire, supervise and evaluate the Executive Director.
- Approve contractual agreements or expenditures in excess of $20,000.
- Approve and monitor the implementation of general policies of the Charter School.
- Approve and monitor the Charter School's annual budget and budget revisions.
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the Charter School.
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices.
- Approve annual independent fiscal audit and performance report.
- Establish Board Committees as needed.
- Recruit and appoint new Board members and provide orientation training.
- Execute all applicable responsibilities provided for in the California Corporations Code.
- Engage in ongoing strategic planning.
- Approve the school calendar and schedule of Board meetings.
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the district for consideration; and
- Participate in the dispute resolution procedure and complaint procedures when necessary.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which are not in conflict with this charter or the purposes for which CAL is established. While the CAL board may delegate day-to-day charter school operations and implementation of the board-approved policies, all of these listed duties are oversight duties of the CAL Board and ultimately the responsibility of the CAL board.

The Board however, retains ultimate responsibility over the performance of those powers or duties so delegated. Such delegation will:

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

The Executive Director is responsible for:

- Oversight of the day-to-day operations of the Charter School.
- Implementation and accountability for the strategic plan and annual operating goals; Fundraising and advocacy.
- Recommending policy and procedure to the Board; and
- Developing the annual operating budget for Board approval in collaboration with the back-office services provider.

The Principal is responsible for the daily administrative operation of the Charter School and is accountable to the Executive Director. The Principal.

- Sets general school policies.
- Ensures operation of the Charter School in accordance with the charter and the law.
- Oversees teachers and staff, including professional development and evaluating all; and providing a safe environment for learning.

More detailed job descriptions are provided in Element 5.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

2. COMPOSITION OF THE CHARTER SCHOOL'S GOVERNING BOARD

Under the Bylaws, the CAL governing board shall consist of at least five (5) but no more than fifteen (15) directors. Currently, the Board includes five Directors. Directors are as set elected by the existing Board. The Board is composed of individuals from diverse backgrounds. Diverse members must be selected to ensure representation that reflects not only CAL's student body population but also the surrounding community. This inclusivity ensures that different perspectives, experiences, and backgrounds are integrated into decision-making processes, fostering a more equitable and holistic environment for all individuals involved.

Persons with business and management experience and skills are essential for effectively understanding the fiscal processes and operations necessary to run a successful organization. A strong grasp of budgeting, financial planning, resource allocation, and operational efficiency is crucial for ensuring that the organization operates smoothly, remains sustainable, and meets its objectives.

Additionally, including educators ensures a wealth of expertise, because they are well-suited to effectively monitor and guide the charter school. Their extensive knowledge and experience in education will help ensure strong leadership and informed decision-making. Lastly, a community member who is deeply connected to the local community. This individual will be helpful with recruiting students, and supporting fundraising efforts, helping to raise the school's profile and strengthen its outreach.

3. CRITERIA AND PROCESS FOR SELECTING GOVERNING BOARD MEMBERS

The Board of Directors is composed of individuals of high moral character who are leaders in the Charter School's community and in the nation and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Directors reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission. No employee of CAL serves on the Board. Per by law, the Board shall maintain an odd number of Directors for voting purposes.

Each director serves a renewable term of three (3) years, with approximately one-third of the total number of directors the in office elected each year. Vacancies are filled by a majority vote of the Board of Directors. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; and (d) the failure of the members, at any meeting of members at which any director or directors are to be elected, to elect the number of directors required to be elected at such meeting. Vacancies on the Board of Directors may be filled by approval of the Board of Directors or, if the number of directors then in office is less than a quorum, by (a) the unanimous consent of the directors then in office, (b) the affirmative vote of a majority of the directors then in office at a meeting held according to notice or ·waivers of notice complying with Corporations Code Section 5211, or (c) a sole remaining director.

The selection process for new Board members shall adhere to the procedures set forth in the bylaws and Board policies and include review of candidates' curricula vitae and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Pursuant to California Education Code § 47604(c), the District may, at its discretion, appoint a representative to CAL's Board. If the District chooses to do so, CAL may appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, CAL will comply with conflict of interest laws related to public entities including Government Code section 1090 and the Political Reform Act.

GOVERNANCE PROCEDURES AND OPERATIONS

4. MEETING REQUIREMENTS AND PROCEDURES

The Board meets monthly; special and emergency meetings may be called as necessary. Meetings of the Board of Directors shall be called, noticed, and held in compliance with the provisions of the Ralph M. Brown Act ("Brown Act"), Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the California Government Code). All Board meetings to be

held within the boundaries of LAUSD, with telephonic or video participation available within the requirements of the Brown Act. The Board shall set an annual calendar of meetings prior to each calendar school year. These meetings shall take place during the second week of each month to allow time for completed financial and administrative reports. Agendas for regular meetings will be published in advance and distributed to each member of the Board of Directors and will be posted near the entrances of the Charter School and at the entrance of the Charter School's main office, and on the Charter School's website, for public viewing at least 72 hours in advance of scheduled meetings. The schedule for regular Board meetings will be included in the CAL's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting in the main office, at the primary entrance to the Charter School, and on CAL's website. Minutes of each meeting will be kept and available for review by the public.

CAL has adopted a conflicts of interest policy that complies with the Political Reform Act, Corporations Code, and District policy. The Board of Directors receives annual training on their responsibilities with topics including at minimum Conflicts of Interest and the Brown Act. A majority of the directors then in office shall constitute a quorum. If a quorum is present, the affirmative vote of the majority of the voting power represented at the meeting and voting on any matter shall be a decision of the Board of Directors. Members of the Board of Directors may participate in teleconference and videoconference meetings so long as all of the requirements in the Brown Act are complied with.

5. GOVERNING BOARD'S DECISION-MAKING PROCEDURES

A quorum of the Board must be present to allow a vote. The Board Chair must handle all motions to vote. Directors can submit motions to the Board Chair before a board meeting to include them on the agenda, but they may also be brought up "impromptu" during a board meeting. A motion or amendment must be seconded before getting voted on by the Board. If a motion is not seconded, it will not be voted on. Board voting procedures involve showing hands, or verbally and saying 'yes' or 'no' in a vote face-to-face, via videoconference, over the telephone, or by written consent.

STAKEHOLDER INVOLVEMENT

6. STAKEHOLDER INVOLVEMENT PLAN AND PROCESS

Parent and teacher involvement in the governance of the school will be ensured in the following manner:

- The School Site Council meets monthly at the school to discuss school issues and policies with the principal. The Council provides input to the CAL Principal regarding operations, policies and budget priorities. The School Site Council reviews and provides input on policies and procedures for expulsions, curriculum and fundraising ideas for increasing performance. The School Site Council will include the elected president of the parent association, a representative of the staff, the principal and such other persons as may be necessary to accomplish its tasks.

- Student-led conferences will be held at least biannually in order to facilitate communication among the parents, teachers, administration, and students; review the progress of the students; and develop any necessary interventions.

- The CAL Parent Association includes all families enrolled at CAL. Parent/guardians are encouraged to form committees that plan events and fundraisers, or get involved in other areas of interest consistent with the vision, mission, and policies of the school. Parents are involved in school-wide events including, but not limited to: Red Ribbon Week, Hispanic Heritage Month, Black History Month, Read Across America, Accelerated Reader Celebrations, Perfect Attendance Field Trips, Thanksgiving Food Drive, Holiday Toy Drive, Scholastic Book Fair, Multicultural Festival

- Translation for meetings and conferences

- CAL's Student-Parent-Community Coordinator organizes, directs, and oversees these processes and then reports the findings and concerns to the Site-Based Advisory Council.

Center for Advanced Learning staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

As detailed in Element 1, CAL engages all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal setting, and resource allocation.

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.

EMPLOYEE POSITIONS AND QUALIFICATIONS

All personnel will have objectives, knowledge, skills, and motivation and share a common belief system that supports the mission and goals of the Charter School.

EMPLOYEE POSITIONS

Certificated	Classified
Executive Director	Director of Operations
Principal	Facilities Manager
Teachers	AP Billings
Special Education Coordinator	Lunch Coordinator
English Learner Coordinator	Lunch Aide

RTI	Facilities Aide
Sub / Testing Assistant	Business Office Assistant
	Instructional Aide
	Campus Aide
	SPC / Programs Coordinator
	Nurse Aide

KEY POSITIONS

Executive Director
The Executive Director is responsible for providing the operational and administrative leadership necessary to ensure the success of the Charter School. He or she organizes, administers, and evaluates all instructional and non-instructional aspects of the Charter School. The Executive Director is held accountable for the continuous improvement of the Charter School.

The Executive Director will:

- Develop and manage the school budget.
- Supervise all non-instructional operations involving the management of the Charter School, including Charter School funds, payroll, purchases, inventories, and operations.
- In collaboration with the principal recruit, select, and hire school staff, including school-based support staff.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Complete and publicly present an annual school progress report to Center for Advanced Learning Board of Directors, Los Angeles Unified School District, and the school community.
- Report to the Board of Directors and oversee the school principal.
- Seek feedback on the progress of the Charter School.
- Serve as a spokesperson for the Charter School in the community and elsewhere.
- Issue reports to the Board of Directors on the progress of students in the school and on matters of school operations as requested.

- Administer the Charter School policies determined by Center for Advanced Learning Board of Directors and the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Los Angeles Unified School District Charters Schools Division and the CAL Board of Directors.

Qualifications:

- A Master's degree in education or business, and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

PRINCIPAL

The Principal is responsible for onsite administration of the Charter School. In collaboration with the Executive Director, he or she will provide the instructional leadership necessary to ensure the academic success of Center for Advanced Learning's students. The Principal is also the Baldrige Program Leader and will be responsible for assisting the Executive Director in the continuous improvement of the Charter School and its staff.

The Principal will:

- Build an effort-based school culture of high expectations for all students throughout the Charter School community.
- Communicate the vision that supports the Charter School's goals and articulate the Charter School's values and model those values.

- Engage the active support of parents and community members in support of the education of the students in the Charter School.

In collaboration with the Executive Director, the Principal will:

- Create an effective team of staff jointly responsible for attainment of Charter School goals and committed to achieving excellence.
- Manage the student recruitment and enrollment process.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and problem-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of noninstructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of Charter School policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the Charter School's instructional program plans.
- Administer the academic policies determined by its Board of Directors and the applicable local, state, and federal regulations.
- Set standards for student achievement.
- Ensure the implementation of the high standards and research-based curricula in all classrooms of the Charter School.
- Provide instructional leadership in advancing proven teaching and learning practices.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Address discipline issues in coordination with teachers and staff, including entering discipline information into student records.
- Train staff in elements of the Baldrige program.
- Develop a plan for achieving the Charter School's vision within the context of the Baldridge Criteria.
- Lead the Charter School's application process for progressively higher California Awards for performance Excellence and, ultimately, the Baldrige Award.

Qualifications:

- California Administrative Credential
- California K-12 Cleared Multiple Subject Teaching Credential
- Master's degree in education, or its equivalent, from an accredited college or university

- At least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels,
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

Director of Operations

Job Description: Director of Operations performs an array of duties needed for the school to function efficiently. Performs detailed tasks in a fast-paced work environment with frequent interruptions, changing priorities, and multiple deadlines, accuracy.

Responsibilities:

- Meet with Executive Director and Principal daily as needed.
- Collaborate with the principal for hiring needs.
- Responsible for staff onboarding, clearances, training and CSD Annual Oversight Review documentation.
- Oversee the breakfast and lunch program, staff, annual application, reimbursement claims, vendor selection and State Audit Review.
- Work with the back-office payroll and accounting department.
- Work with the back-office accountant.
- Manage Federal and State wage Laws updates for compliance.
- Monitors Facility Grant, Mandated Block Grant and other Funding grants.
- Oversee annual mandatory training for all staff for compliance.
- Post positions on Ed Join website.
- Hold a DOJ Custodian of Records certificate.
- Perform Fiscal Policy and Procedure training for staff and the board of directors, with back office if available.
- Certify Reports; CALPADS, CARS, CRDC, CBEDS, SB740, Interim reports, etc.
- Oversee internal documents for Audit review.

- Oversee internal documents for the Annual CSD Oversight Review.
- Collaborate with Facility management.
- Contract with vendors as needed.
- Interface with staff, students, parents / stakeholders, community and the Board of Directors.
- Other duties as assigned.

Qualifications:

- Five years of business management experience with charter school (or equivalent customer related ability).
- Must have High school diploma or evidence of equivalent educational proficiency.
- Must be familiar with budget, Ed Codes, HR Laws and Funding Grants. Inc.

TEACHER

Reports to: Principal

Objective: Significant student progress towards meeting the Charter School's academic standards.

Responsibilities:

- Fosters a safe and nurturing learning environment
- Organizes classroom systems/procedures and manages student behavior to ensure all students are fully engaged in learning.
- Develops and maintains lesson plans as well as prepares lesson plans for substitutes.
- Communicates with parents/guardians on a constant basis
- Analyzes data and identifies students' areas for improvement while providing continual assessment of students' progress, maintaining student records and portfolios, and complete assigned paperwork.
- Conduct and attend teacher and student led conferences, SST meetings, and other school-based meetings
- Works well and collaborates with the principal, SPED Coordinator, instructional assistants, and other certificated support staff to ensure teaching methods are meeting the needs of all students.
- Regular attendance, dependability and punctuality in conformance with the standards is essential and required to the successful performance of this position.

Experience and Qualifications:

- Must possess a current California Multiple Subject Teaching Credential or be enrolled in a credentialing/internship program at a college/university
- Bachelor's degree from an accredited college/university
- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral,-written, and technological communications.
- Capacity to work as an effective team member.

SPECIAL EDUCATION COORDINATOR/TEACHER
Reports to: Principal

Responsibilities:

- Instruction and services for students whose needs have been identified in an Individualized Education Program (IEP) developed by the IEP team
- Participates, schedules, and conducts IEP meetings with parents/guardians, teachers, principal, and service providers
- Information and assistance to students with disabilities and their parent/guardians
- Consultation, resource information, and material regarding students with disabilities to parents and to general education staff members
- Coordination of special education services with the regular school programs for each student with disabilities
- Analyzes data and identifies students' areas for improvement while providing continual assessment of students' progress, maintaining student records and portfolios, and complete assigned paperwork.
- Co-plan and collaborate with teachers and certificated support staff
- Support with behavior, basic academic skills, organization and study skills, social skills, and the use of cognitive strategies
- Attends and participates in school-based meetings, activities, and teacher-led conferences
- Prepares substitute lesson plans if needed
- Regular attendance, dependability and punctuality in conformance with the standards is essential and required to the successful performance of this position.

Experience and Qualifications

- Must possess a current California Education Specialist Credential or be enrolled in a credentialing/internship program at a college/university
- Bachelor's degree from an accredited college/university
- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Skill in oral,written, and technological communications.
- Capacity to work as an effective team member.

ENGLISH LEARNER COORDINATOR
Reports to: Principal

Job Description

- Collaborate with classroom teachers to provide strategies on integrated & designated ELD instruction through an inclusive model.

- Schedule and plan small group instruction with classroom teachers utilizing the school's ELA curriculum.
- Create ELD class schedules and instructional groups by using data from, ELPAC literacy lab and ELA classes and any additional resources.
- Implement a support plan for supporting teachers and EL students
- Pull out students for small group support and reinforcement of language skills
- Schedule, administer, and ensure accurate and timely reporting of all ELPAC testing
- Collaborate with administrators to plan and provide effective professional development when needed throughout the year regarding EL Master Plan & ELD instruction.
- Stay current on the best practices in English Language Development
- Meet with administration and teacher leaders, as needed, to develop and refine systems for collecting and analyzing data to improve instruction and student achievement
- Organize and implement a progress monitoring system for EL students
- Oversee re-designation & reclassification process
- Organize and facilitate ELAC meetings and communicate with EL parents as needed.
- Other duties as assigned

Qualifications:

- Clear California Multiple Subject teaching credential including English Learner authorization (CLAD, BCLAD, ELD or Bilingual Certificate of Competence authorization required)
- Minimum of 3 years of successful full-time classroom teaching experience
- Excellent oral and written communication skills
- Ability to work collaboratively with colleagues and administrators
- Commitment to the success of all students and CAL's mission & vision.
- Demonstrated experience planning and facilitating professional development for teachers, instructional assistants, and/or administrators

OFFICE MANAGER

Reports to: Principal

Objective: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail

Responsibilities:

- Prepares and communicates reports.
- Reads and routes incoming mail.
- Locates and attaches appropriate file to correspondence to be answered by Charter School.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens telephone calls, and arranges conference calls.
- Coordinates schedules and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.

- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.
- Will also perform complex clerical and attendance accounting work associated with computerized period attendance record keeping system, maintain Power School Attendance Program, Summer School Attendance Roster and record all matters of attendance during the school year. Must have First Aid and CPR certification, two years' reception experience, and a valid High school diploma (or equivalent.)

Qualifications:

- High School diploma or equivalent, one or two years' related experience and/or training
- Ability to read, analyze and interpret general education periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally, the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of parents, students, teachers, Board members, supervisors, and the general public.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

MAIN OFFICE ASSISTANT

Reports to: Principal

Responsibilities:

- Greeting visitors to the elementary school campus.
- Closing and locking the elementary reception area at the end of the school day.
- Act as school's main receptionist; answering phones and relaying messages to other departments and offices, screening calls when necessary.
- Maintaining Attendance, Student Sign In/Out Sheets.
- Recording/maintaining elementary parent/family roster information.
- Maintaining email account and responding promptly to faculty, staff, and parent queries.
- Greeting visitors and maintaining visitor logs on a daily basis.
- Overseeing drop off and pick up of students in coordination with elementary teachers.
- Provide guidance for parent volunteers for elementary school campus including parent and visitor sign-in to support the campus safety program.
- Coordinate with School Nurse and assist with school health initiatives.
- Creating the parent conference schedules and helping with conference day procedures.

- Have general knowledge of school database and learning management system to perform essential tasks: attendance, annual registration forms, classes set up, roster management, publishing mid-term and semester reports.
- Coordinate with administrative assistants and Academic Data Manager to create, publish, process and maintain annual registration forms and send regular notices to families to ensure timely return for processing.
- Communicating school information to parents via emails, newsletters, and other forms of communication.
- Helping teachers with clerical tasks as needed.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications:

- High School diploma or equivalent.
- Computer literacy - proficiency in Microsoft Word, Excel, Outlook.
- Experience with school databases and learning management software.
- Attendance/Punctuality - is consistently at work and on time.
- Friendly, calm and helpful demeanor.
- Proactive, solution-oriented, able to work autonomously.
- Good planning and organizational skills.
- Well-developed verbal, listening and written communication skills.

LUNCH COORDINATOR

Reports to: Director of Operations

Responsibilities:

- Determines quantities and varieties of food items to be prepared in compliance with the school meals program and child nutrition regulations.
- Coordinates with food vendors to schedule and assure that meals are ready in the proper quantity at the appointed time.
- Determines the appropriate point of service for food serving locations, salad bars, and warming units for student meals.
- Oversees meal planning and ordering; If necessary, serves meals for students.
- Coordinates the Food Service program by establishing the pace of work, communicating program expectations, offering constructive feedback, and informally addressing performance concerns with Food Service Assistants; communicates ongoing performance concerns to the Director of Operations.
- Responsible for setting up Lunch Aide training courses prior to the start of each school year.
- Orders, accepts, inspects, and stocks food items and supplies as needed; maintains inventory.
- Maintains effective sanitation of such things as food, supplies, utensils, and work/storage areas.
- Maintains awareness of and accommodates any necessary special dietary requirements or restrictions.
- Assign and supervise student workers/volunteers in the Food Service program.
- Tracks, records, and maintains internal accountabilities for all Free Meal application process, as well as lunch transactions.
- Completes and submits monthly meal counting reports for claim reimbursement.
- Assist parents and students with depositing funds and credits student food service accounts.

- Observes sanitary/safety violations, fixture/equipment malfunctions, and damages to facilities and reports them to supervisor; actively participates in emergency situations.
- Overseas and participates in cleaning of food preparation areas, equipment, utensils, and surfaces.
- Monitors the behavior of students in the food service area and refers them to the appropriate administrator as necessary.
- Monitors and guides the work of student workers/volunteers.
- Cares for, supervises, controls, and protects students in a manner commensurate to assigned duties and responsibilities.
- Completes other reasonable duties as assigned.

Qualifications:

- High School diploma or equivalent.
- Complete a Food Handlers Certificate.
- 3 years of supervisory experience in Food Service Operations in a school setting including school wellness programs.
- Strong writing and communication skills.
- Strong interpersonal, planning and training skills.
- Organized, systems-thinker with experience in project management.
- Competent computer skills and use of programs such as Word, Excel, Power Point and related programs necessary.

LUNCH AIDE

Reports to: Director of Operations

Responsibilities:

- Arranges individually packaged and/or portioned food items along a service line so that students can make easy selection. Serves food items according to specified quantities.
- May prepare certain food items such as slicing meats, breads, sandwiches, and salad bar foods. Cuts fruits and vegetables and prepares serving trays. Operates miscellaneous kitchen equipment such as a slicing machine, mixer and warming oven.
- May distribute materials and food items to participants in special events. May assist in merchandising, promotion, and catering efforts that support education and school activities.
- Restocks food service supplies and food product to meet demand.
- May assist in receiving, storing, and inventorying supplies and food product items.
- Records food temperatures at regular intervals during storage, heating, and service of food items.
- Washes, sanitizes, and cleans meal area surfaces, utensils, serving areas, tables, and sweep floors.
- Operates a food production station, assembling, sealing, and stacking standardized portions of food items onto transferable food carriers. Maintains pace with acceptable units of production.
- Performs other duties as assigned that support the overall objective of the position.

Qualifications:

- High School diploma or equivalent.
- Complete a Food Handlers Certificate.
- Experience in a school cafeteria setting and use of kitchen equipment.

- Enthusiasm for the school's values, mission and educational philosophy.
- Enthusiasm to work as part of a team but also be a self-starter.
- Excellent communication skills.
- Experience working with young children in an elementary school setting.
- Strong customer service orientation, responding to customer needs in a timely manner.
- Demonstrate the ability to take direction well, work independently, and take initiative.

SPC/PROGRAMS COORDINATOR

The use of the term "programs" applies to Extracurricular Events, Activities, Assemblies, Field Trips, Awards Assemblies, 5th-Grade Culmination, and other school activities.
Reports to: Principal

Objective: Plan and coordinate school events and activities for students, parents, and staff.
Act as a liaison between the Charter School and parents/community/partner organizations.

Responsibilities:

- Plans and Coordinates art projects/art walks for all classes and teachers.
- Plans and coordinates student participation in school fundraising activities.
- Plans and coordinates with teachers and administrator the certificates and awards for perfect attendance, honor student, student of the month.
- Plans and coordinates the school annual multicultural festival with administrator and teachers
- Purchases gifts for the student awards events and assemblies.
- Assist teachers in classroom with state testing, as a test administrator as needed.
- Plans field trips
- Assists and supports school leadership and administration with Oversight andLCAP preparation, where appropriate
  Annually takes inventory of school curricula and places orders as needed.
- Organizes Parent and Community Volunteers
- Performs related duties as assigned

Qualifications:

- High school diploma or equivalent.
- Excellent oral/written communication skills.
- Excellent customer relationship skills.
- Deal courteously with employees and the public.
- Must be able to lift and/or move up to 15 lbs.

TESTING ASSISTANT
Reports to: Principal

Job Description:

- Provide coordination for testing program.
- Work with Principal to ensure program compliance with all state Accountability Policies.
- Manage all facets of assessment protocols to include: storage, security, inventory, ordering, scheduling, delivery and pickup, scanning, scoring, pre-coding, test disposal, testing modifications, printing of scoring reports, and distribution of scoring reports.
- Provide appropriate training regarding test administration requirements for instructional staff.
- Coordinate all testing and test-related activities.
- Coordinate in developing short and long term planning for testing administration.
- Operate state developed software to support the testing program.
- Perform other duties as assigned.

Qualifications:

- Bachelor's degree from an accredited college/university
- Thorough knowledge of rules and regulations regarding the administration of standardized tests in the California public schools.
- Thorough knowledge of the various tests required of public-school students by the CDE.
- Through knowledge of the technical variables associated with testing.
- Thorough knowledge of the operation of computer and scanning equipment.
- Considerable knowledge of state and local testing requirements.
- Considerable knowledge of the proper conditions, practices and procedures for testing.
- Considerable knowledge of the current literature, trends, methods, and developments in standardized testing.
- Considerable knowledge of the ethical guidelines applicable to the position as outlined by professional organizations and/or federal, state and local laws, rules and regulations.
- Demonstrated skill with interpreting testing results.
- Demonstrated skill in training and supporting administrative teaching staff.
- Ability to utilize basic Excel functions.
- Ability to maintain complete and accurate records.
- Ability to use common office machines and computer-driven word processing, spreadsheet and file maintenance programs.

INSTRUCTIONAL AIDE

Reports to: Principal

Objective: Supports academic instruction within the classroom

Job Description:

- Collaborate with the teacher to establish and achieve high expectations for all students.
- Collaborate with the classroom teacher with planning, clerical duties, and supporting instruction where needed.
- Assist the classroom teacher with the implementation of the lesson plans by providing positive learning experiences.
- Assist the classroom teacher with small group instruction and individual student support, including students with disabilities.
- Help students to self-monitor and track their progress.

- Monitors work, correct papers, and supervise curriculum-based testing and makeup work as assigned by the classroom teacher
- Provide support for students inside and outside the classroom to enable them to fully participate in activities (e.g. lunch periods, recess and field trips)
- Assist with morning recess and lunch supervision on the yard.
- Attend all professional development as designated by the principal.
- Model professional conduct as described in the employee handbook.
- Other duties as assigned

Experience and Qualifications:

- Must be in college or possess a BA/BS degree
- High school diploma or equivalent,
- Ability to work collaboratively with colleagues and administrators
- Excellent oral and written communication skills
- Commitment to the success of all students and CAL

CAMPUS AIDE

Reports to: Principal

Objective: Patrol school facilities to prevent violations of rules or safe practices

Responsibilities:

- Patrol's school corridors, rest rooms, bus-loading areas, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Provides information to school administrators regarding causes and effects of campus and community tension.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May work with groups authorized to be on the campus before and after school and keep the campus free of unauthorized persons.
- May assist school administrators in contacting parents regarding students with behavioral problems and in discussing campus security with parent and community groups.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in supporting individual students or groups of students or in assisting student clubs.
- May deliver, set up, layout, or collect equipment and other materials.
- Monitor all students, including students with disabilities, during morning , all recesses and after school dismissal. Monitor all students, including students with disabilities, during morning assembly, , all recesses and after school dismissal.
- Performs related duties as assigned.

Knowledge and Skills:

- High school diploma or evidence of equivalent educational proficiency

- Demonstrate knowledge of safety rules and procedures, standards of courtesy and behavior, adolescent development and problems, vocabulary and usage of common youth terms
- Operate two-way radio equipment
- Assess problems and situations and respond decisively and independently
- Establish good relations with individual students and groups
- Think clearly and logically, use good judgment, make quick decisions in emergency situations
- Manage individual engagements with a strong focus on excellence, accountability, service and support.
- Keep complete and accurate records of names, faces, and details of occurrences. Communicate effectively orally and in writing
- Deal effectively and maintain good relations with students, school personnel, parents, police officers, and the public

NURSE AIDE

Reports to: Principal

Responsibilities:

- Document student health and medical information in Power School.
- Assist with mandatory hearing and vision screenings for students.
- Informs students on hygiene and safety practices.
- Dispensing prescription medications to students per physician instructions
- Verifying vaccination records.
- Taking students' temperatures when fever is suspected.
- Administering first aid and CPR.
- Treating minor injuries such as cuts, scrapes and bruises.
- Contacting parents when students are ill or injured.

Qualifications:

- High school diploma or equivalent required; certification as a Medical Assistant, Certified Nursing Assistant (CNA), or related field preferred.
- Previous experience in a healthcare setting, particularly with children, is preferred.
- CPR and First Aid certification required.
- Strong organizational skills, attention to detail, excellent communication abilities, and a compassionate demeanor.
- Ability to stand for extended periods, lift and move up to 25 pounds, and perform tasks that require frequent bending and reaching.

BUSINESS OFFICE ASSISTANT

Responsibilities:

- Assist Executive Director and Director of Operations with day-to-day tasks.
- Perform basic clerical duties such as filing, photocopying, and faxing.
- Reconcile monthly expenditures with bank statements.
- Process purchase requests and fulfill supply orders.

- Create Spreadsheets, PowerPoints, and Presentations as needed.
- Design engaging, informational, and/or promotional flyers for the school as needed.
- Manage school website by maintaining the overall design, functionality, and content updates.
- Data Analysis.
- Record and transcribe Minutes for Administrative and Leadership Meetings as needed.
- Perform other duties as assigned.

Qualifications:

- High school diploma or equivalent.
- Computer literacy - proficiency in Microsoft Word, PowerPoint, Excel, Outlook.
- Experience with school databases and learning management software.
- Proactive, solution-oriented, able to work autonomously.
- Good planning and organizational skills.
- Well-developed verbal, listening and written communication skills.
- Must be able to work well with others.

ACCOUNTS PAYABLE BILLING

Job Description:

- Responsible for assisting with the financial operations of the school.
- Responsibilities include accounts receivable functions, various reconciliations, payment processing, process invoices and payments, and special projects as assigned in the accounting cycle.
- The Accounts Payable (AP) specialist will report directly to Director of Operations.

Qualifications:

- Bilingual in Spanish preferred.
- Associate's degree in related field or High school diploma or general education degree (GED) with minimum of two years related accounting experience.
- Minimum of two to three years related accounting experience.
- High level of attention to detail essential.
- Ability to enter data accurately and good mathematical skills are essential.
- Proficiency in accounting and bookkeeping principles and practice required.
- Proficiency SAGE Intacct software.
- Proficiency in Windows environment, basic Internet, and e-mail operations.
- Experience in Microsoft Excel, including being able to create, format and manage spreadsheets required.

FACILITIES MANAGER

Responsibilities:

- Provide formal supervision to facility employees.
- Monitor the training and development of staff.
- Schedule and manage the team's daily activities.
- Establish work schedules, assign tasks, and cross-train staff.
- Set and track staff and department deadlines.

- Mentor and coach as needed.
- Coordinate and manage facility repairs and maintenance by working with technicians, vendors, and contractors.
- Maintain positive relationships and conduct meetings on unresolved facility issues.
- Perform facility inspections quality assurance following local, state, and federal regulations.
- Suggest operational efficiencies, repairs, and upgrade opportunities.
- Manage environmental health and safety procedures for facilities.
- Oversee vendor relationships and invoicing procedures.
- Review price quotes for the procurement of parts, services, and labor for projects.
- Conduct process and procedure training on maintenance, repairs, and safety best practices.
- Lead by example and model behaviors that are consistent with the school values.
- Influence parties of shared interests to reach an agreement.
- Apply knowledge of own discipline and how own discipline integrates with others to achieve team and departmental objectives.
- Identify, troubleshoot, and resolve day-to-day and moderately complex issues which may or may not be evident in existing systems and processes**.**

Qualifications:

- Hands-on knowledge and experience in the safe operation of a variety of tools, machinery, power equipment used in performing essential functions.
- Basic knowledge of building codes and construction and architecture terminology. • Working knowledge of Word and Excel.
- Ability to multi-task, prioritize, and efficiently complete all activities.
- Effective communication skills, both oral and written, including the ability to interact/communicate with all types of members of the community including teachers, administrators, board members, parents and students.
- Ability to problem solve
- Main the ability to satisfy all physical demands: significant lifting, carrying, pushing and/or pulling up to 50 pounds; frequent stooping, kneeling, crouching and/or crawling; reaching above shoulder level; fine finger dexterity.
- Ability to withstand a variety of indoor and outdoor environmental conditions

FACILITIES AIDE

Responsibilities:

- Reports to Facilities Manager daily.
- Complete schoolwide Facilities request within a reasonable time frame as directed by the Facilities Manager.
- Assists in keeping school buildings, facilities and equipment clean and in proper running order and working condition.
- Carry out minor repairs on school campus: ex) securing broken windows, changing light bulbs, lighting tubes and unblocking sinks and drains and report any faults requiring professional help.
- Inventories and stocks restrooms with supplies throughout the school day.
- Ensure the safe storage of equipment and supplies and the keeping of appropriate records.

- Set up furniture and prepare rooms for meetings and activities and clearing away afterwards.
- Follow all health and safety requirements.
- Perform other duties as assigned.

Qualifications:

- High school diploma or equivalent.
- Prior experience in facilities or maintenance.
- Knowledge of basic plumbing, electrical, and carpentry repairs.
- Able to lift up to 50 pounds and perform physical labor as needed.
- Excellent verbal and written communication skills.
- Ability to multitask and prioritize tasks based on urgency.
- Perform other duties as assigned.

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 school site 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 Charter 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, include cyberbullying, and shall annually make available the online training module developed by the California Department of Education pursuant to Education 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 7-12, 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.

COURT-ORDERED INTEGRATION

1. **PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL**

As the mission of Center for Advanced Learning is to contribute to the improvement of the community in which it resides, the first step to that end would be to ensure that our student body is representative of the community. For this reason, CAL is committed to achieving a student population that is ethnically, racially and socio-economically reflective of LAUSD. Our plan includes aggressive community outreach,

in both English and Spanish, that will provide an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of South Central Los Angeles.

While we are committed to serving any child who wishes to attend Center for Advanced Learning, the majority of our recruitment efforts focus on attracting families living within the boundaries of South Central Los Angeles. We work in the community and closely with community organizations to continue to build support for the school and maintain successful enrollment.

To ensure an applicant pool that matches the representative population, CAL will take the following steps:

- Distribution of marketing, application, and enrollment materials in English and Spanish
- Discussions and distribution of application materials to Los Angeles area preschools and other areas where diverse student families may be reached
- Presentations and flyer distribution at community meetings/events, such as the South Los Angeles Neighborhood Council, Chamber of Commerce, Neighborhood Watch meetings, etc.
- Presentations and flyer distribution at community organizations who work with families, such as local health and dental clinics, etc.
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc.
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, and shopping centers
- Open Houses and informational meetings at Center for Advanced Learning
- Outreach and advertising with local television, radio, and print media reporters as needed.

Below is a schedule of outreach and recruitment activities that CAL bilingual staff and volunteers participate in throughout the year:

June:	Ebb & Flow Community Arts Festival
July:	Vernon - Leon Washington Library
August:	Plaza-Americana Swap Meet
August:	CD 9 Farmer's Market
August:	LAPD Newton Division & CPAB - National Night Out
August:	A Place Called Home Fair
August:	Augustus Hawkins Fair
September:	Central Avenue Jazz Festival
October:	Fall Festivals, e.g. Augustus Hawkins Nature Park; South Park
December:	CD 9 Holiday Giveaway
March:	Flyer Distribution Campaign to Local Merchants
April:	University Gardens Health Fair
April:	LAPD Newton Division Community Carnival

To further increase exposure, CAL Staff and volunteers visit local merchants, daycare centers, and preschool programs at various times of the year.

We also utilize our website, online postings, and the Class Dojo platform for marketing and recruitment offers.

2. HOW THE CHARTER SCHOOL WILL ACHIEVE A RATIO OF STUDENTS IN SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT PUPILS

To achieve a ratio of students in Special Education, and English Learners, including Redesignated Fluent English Proficient pupils that is reflective of the general population residing within LAUSD, CAL will ensure our outreach efforts focus on communities reflective of the broader LAUSD demographics; including reaching out to English-speaking and non-English speaking households. In doing this, we expect to encompass households where students with special needs may live. We will host informational sessions and collaborate with community organizations that serve students in these demographics, offering translation services to ensure all families are informed about the opportunities available at our school. All recruitment materials contain highlights of CAL's SPED, EL, and RFEP programs and services, and are available in Spanish as well as English. Additionally, our open enrollment policy and lottery system ensure equitable access for all families, making certain no student or family is excluded.

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 Chapter.

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 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 schoolsite.

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

1. SPECIFIC POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT

Center for Advanced Learning will admit all students who wish to attend the Charter School as specified in Education Code § 47605(e)(2)(A). If the number of students who wish to attend the Charter School exceeds capacity, enrollment shall be determined by a random public drawing. CAL shall only admit students who reside in California.

Students and their parent(s)/guardian(s) must complete a Lottery Application Form, which is available on the school's website and in the Charter School's office. The Charter School will annually designate an application deadline (see below), which shall signify the close of the open enrollment period. If the number of students who wish to attend the Charter School exceeds capacity, only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the Charter School site regarding a date, time, and location of the public drawing once the deadline date has passed. The lottery will be held at the Charter School. This information is also included on our Lottery Application. Lottery applications will also include the date, time, and location of the drawing, as well as the school's web site, a flyer invitation to parents is mail out two weeks in advance, a phone call to parents ahead of time is done, a one call message thru our parent system program is sent out with an email and a sms and txt message included.

2. HOW THE CHARTER SCHOOL WILL RECRUIT AND REACH OUT TO STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

To Recruit and reach out to students with a history of low academic performance, socioeconomical disadvantaged students, and students with disabilities, CAL will use local data to analyze and partner with neighboring communities with a high percentage of students from socio-economically disadvantaged backgrounds to target outreach efforts. A partnership with community organizations will help publicize information about the school's offerings. Recruitment materials are translated into and English and Spanish to ensure families from diverse backgrounds can access the same programs and support offered by the Charter School. Outreach materials will highlight the school's commitment to equity in education, easy access for enrolment, and promotion for student support of diverse learning.

LOTTERY PREFERENCES AND PROCEDURES

3. PROPOSED PREFERENCES IN ADMISSION

California state residency is the only requirement for enrollment, and Center for Advanced Learning will admit all pupils who wish to attend the Charter School, subject only to capacity. If the number of pupils who wish to attend CAL exceeds capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of such a drawing, students who are

currently enrolled will be exempt from the lottery, and preference in admissions will be granted in the following order:

1. Students who reside in the Los Angeles Unified School District
2. Siblings of currently enrolled students
3. Children of employees of Center for Advanced Learning (up to 10% of enrollment)
4. All other students

All admissions exemptions and preferences are designed to ensure compliance with state and federal laws and regulations regarding charter school admissions, and, in the case of the employee preference, facilitate the recruitment and retention of high-quality employees. Center for Advanced Learning uses a computerized lottery program to maintain, organize and tag applicants for preference in the lottery. To ensure fairness, all students names by grade level are uploaded into a computer program system used by the school and the system draws the names in an order from one to depending how many applications for that grade level we have names. CAL office staff will send out letters to parents informing them of the time and day of the lottery and that it is not mandatory for parents to be present in order for their child to participate.

CAL staff will communicate to parents at the lottery drawing that all names of students per grade level will be called out and will be shown on the screen through our lottery program for every family to see. Parents will also be informed that students who reside in the Los Angeles Unified School District, siblings, and children of staff have priority. Parents do not need to be present for the lottery.

A designee of Center for Advanced Learning's Board of Directors will be present at the drawing and will verify whether the lottery procedures were fairly executed. The Board designee will observe the loading of the list of students into the computer, and monitor the Principal as each grade level is uploaded and announced. Once capacity is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a computerized waiting list in the order drawn (see next subsection below). If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

4. MANNER IN WHICH THE CHARTER SCHOOL WILL CONDUCT A PUBLIC RANDOM DRAWING

During Open Enrollment, CAL engages in a variety of outreach and recruitment activities, as detailed in Element 7. As evidenced by the fact that CAL's student population is 89% students who are Socioeconomically Disadvantaged (SED), we take care to reach out to families of children who are SED, who may be low-academically achieving and students with disabilities and other special needs, and any other "hard to reach" families (e.g., recent immigrants, non-English speakers, etc.).

The CAL Application process includes:

1. Open Enrollment Period (January 2 through February 28th at 5:00 p.m.)
   a. Recruitment/Informational Meetings (see Element 7)
   b. Completion of Lottery Application Form

2. Random Public Drawing (Second Saturday after March 1st at 6:00 p.m.)
   a. Lottery (if necessary) at the school site.

b. Notification of families: A flyer is sent out to parents with instructions of the date, time, location and process of the lottery taking place at least two weeks ahead of time. A one call message is sent out that includes a text message to parents to their cell phone and an email. Phone calls are done daily to remind parents of the lottery day.

3. Enrollment Paperwork (within two weeks of lottery)
   a. Acceptance letter signed and mailed to school by parent/guardian
   b. Completion of all necessary paperwork, including but not limited to:
      1. Proof of age
      2. Immunization records
      3. Home language survey
      4. Emergency medical information
      5. Family Agreement (summarizing school policies, etc.)

4. Orientation (May-August)
   a. Parent attendance at school orientation Parents are informed in a flyer, phone call one call message with txt an email that the new school year Orientation is important Information but it is not mandatory for them to be present, the office staff will make sure to mail out the information being said at Orientation, office staff will answer their questions when they call the school if they were not present at the Orientation.
   b. Student attendance at school orientation

Waiting List

CAL uses a computer system to draw a waiting list. Students who were not selected in the lottery will be placed on a waiting list these students will be added to the system and the program will draw the names in an order from one till how many names we have. Parents are informed that this is the waiting list and they can call us constantly to ask if their children have moved up on the list or where they are on the waiting list. We also inform them if a position opens during the school year. A second drawing for the waiting list will follow the lottery. Parents are informed that the same process as the initial lottery drawing will happen for the waiting list. Parents do not need to be present, and if a sibling of an accepted student is on the waiting list, they will be placed at the top of the list. The family at the top of the wait list will be contacted by telephone, by the Office Manager to offer their student admission. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. The family is required to provide a working contact number on their Lottery Application form.

The Charter School will maintain on file all records relating to the lottery process, including the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

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

1. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of CAL to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

1. The Governing Board will act as the audit committee to select an independent auditor by March 1st in order to meet the state requirement to contract for an audit by April 1st and the Authorizer's requirement of March 31st.

2. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the (Audit) committee.

3. After the Auditors prepare the Federal Return, the Executive Director and the Governing Board are responsible for reviewing within 60 days of receipt.

4. The audit shall include, but not be limited to:
    a. An audit of the accuracy of the financial statements
    b. An audit of the attendance accounting and revenue accuracy practices
    c. An audit of the internal control practices

5. School Leadership will work with and provide to the independent auditor all necessary information to complete the audit.

6. School Leadership will ensure that the independent auditor sends the completed audit to the required agencies by the statutory deadline.

2. PROCESS THAT THE CHARTER SCHOOL WILL EMPLOY TO ADDRESS AND RESOLVE ANY DEFICIENCIES, FINDINGS, MATERIAL WEAKNESSES, OR AUDIT EXCEPTIONS IDENTIFIED IN THE ANNUAL INDEPENDENT FINANCIAL AUDIT AND THE POSITION AT THE CHARTER SCHOOL RESPONSIBLE FOR ADMINISTERING THIS PROCESS

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. The Executive Director will provide a final copy of the audit to LAUSD, LACOE and the CDE as required, by the December 15 annual deadline.

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)." (Ed. Code § 47605(c)(5)(J).)
(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.

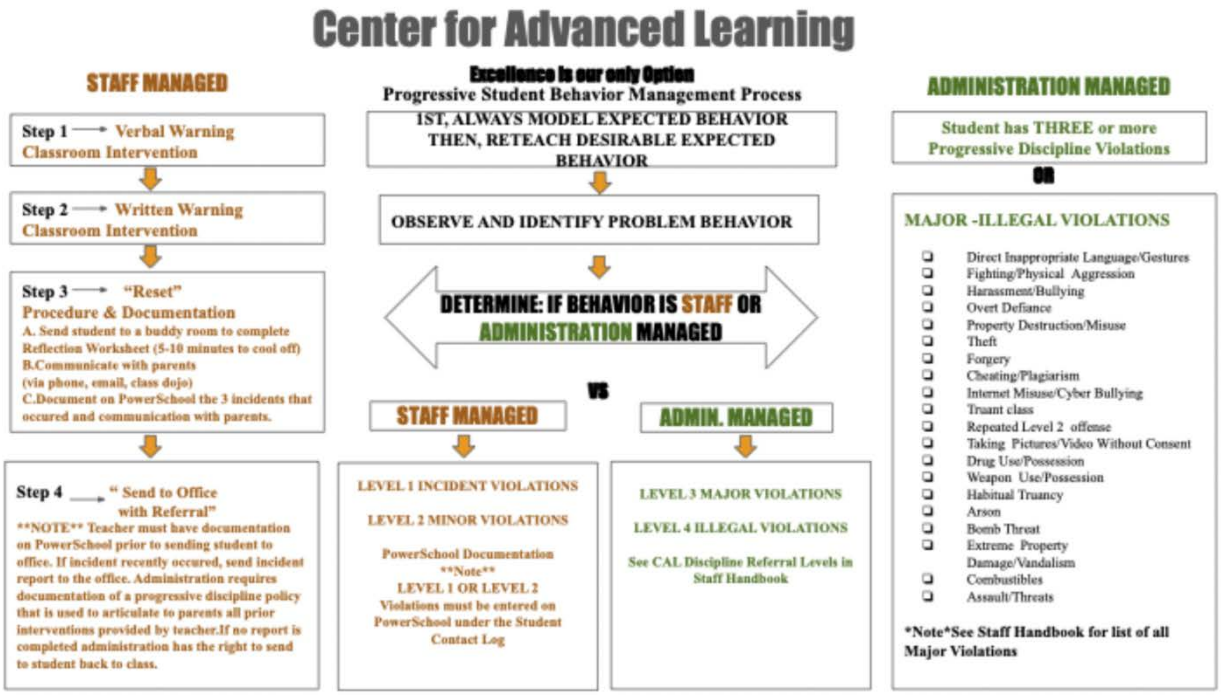
SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

Center for Advanced Learning's discipline policy attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students' standards of behavior are acceptable,
- Regulate student conduct.

To that end, CAL has implemented a school climate and discipline system, PBIS that aligns with the District's Discipline Foundation Policy and School Climate Bill of Rights. The PBIS program provides research-based methods of child guidance and discipline for teachers and schools. Students receive immediate feedback for their behavior and are given ideas on how to work towards making positive behavior choices. The approach to discipline is done in tiered steps:



Center for Advanced Learning

Discipline Referral Levels

Level 1 Incidental Violations (Intervention)	Level 2 Minor Violations (Non referred/Recorded)	Level 3 Major Violations (Referred/Recorded)	Level 4 Illegal Violations (Referred/Recorded)
❑ Running ❑ Loud Voices/Yelling ❑ Off-Task Behavior ❑ Disruptive Sounds ❑ Insubordination ❑ Out of Seat ❑ Missed Homework ❑ Not Being Prepared for Class ❑ Disruptive ❑ Breaking Cafeteria Rules ❑ Breaking Common Area Rules ❑ Inappropriate behavior in the bathrooms ❑ Off-Task, Use of electronic devices	❑ Lying ❑ Indirect, Inappropriate Language/Gestures ❑ Inappropriate Dress ❑ Repeated Level 1 Offense ❑ Spitting ❑ Off-task, Use of Electronic Devices that are Disruptive to Learning ❑ Unauthorized Access to Non Student Areas	❑ Direct Inappropriate Language/Gestures ❑ Fighting/Physical Aggression ❑ Harassment/Bullying ❑ Overt Defiance ❑ Property Destruction/Misuse ❑ Theft ❑ Forgery ❑ Cheating/Plagiarism ❑ Internet Misuse/Cyber Bullying ❑ Truant class ❑ Repeated Level 2 Offense ❑ Taking Pictures/Video Without Consent	❑ Drug Use/Possession ❑ Weapon Use/Possession ❑ Habitual Truancy ❑ Arson ❑ Bomb Threat ❑ Extreme Property Damage/Vandalism ❑ Combustibles ❑ Assault/Threats
Addressing the Behavior & Documentation on PowerSchool			
Staff Handled The staff address the behavior using the classroom management strategies. Staff must document on Powerschool	**Staff Handled** The staff address the behavior using logical consequences (Eg: Apology of action, take a break or loss of privilege). Staff must document on Powerschool	**Office Managed** Send the student to the office where the administrator will address the behavior or call the office to remove the student from the class. Staff must document on Powerschool	**Office Managed** Send the student to the office where the administrator will address the behavior or call the office to remove the student from the class. Staff must document on Powerschool

We encourage positive behavior and a positive school climate in all aspects of our program. Function-based problem solving and restorative practices are used to address the needs of students who engage in repeated violations of the school's behavioral policies. Just as staff regularly reflects on student achievement data, staff also uses data-based decision making using a school wide behavior tracker to guide the planning and reflection on behavioral interventions.

The School Site Council, which includes administration, parents, and staff, reviews our discipline policy annually and recommends changes, as needed. The Board of Directors will have the final decision on any changes to the discipline policy, and will ensure that any changes align with this petition and the District's School Climate Bill of Rights.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow CAL's stated discipline policies, which are distributed to all students and families in the Family Handbook each year.

The discipline policy, including this Pupil Suspension and Expulsion Procedures is reviewed with parents and students upon the students' admission to Center for Advanced Learning as part of the Parent Student Handbook. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the policy. The policy will determine student responsibilities, unacceptable behavior, and the consequences for noncompliance as aligned with grounds for student suspension and expulsion.

In creating the CAL discipline policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review

of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

Discipline includes but is not limited to advising and counseling students, restorative practices using mindfulness and growth mindset, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Age, grade level, and severity of behavior are taken into account when correcting student misconduct. PBIS and restorative practices aim to create positive environments and opportunities for all students using personal reflection, accountability, and growth. PBIS and restorative practice professional developments are embedded into the beginning of the year summer institute as well as revisited throughout the school year.

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. CAL regularly reviews its discipline policy, and provides training to all employees on the school's discipline policy, including the prohibition of corporal punishment. In an emergency, where the imminent risk of serious physical self-harm or harm to others exists, CAL's discipline policy allows properly-trained staff to employ the use of restraint. At CAL, the use of restraint utilizes the least restrictive measures possible, consistent with a pupil's right to be treated with dignity and to be free from abuse. Restraint is only used as a safety measure and never used as punishment, discipline, or for convenience.

IN-SCHOOL SUSPENSION

A student may be issued in-school suspension for Level 3 Violations. In-school suspensions will not exceed the maximum of 2 consecutive days per incident and 5 days in one academic school year.

In-school suspensions are given as an alternative to out of school suspensions and may be assigned by the principal or designee to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated. At the time a student is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the parent/guardian. A parent should be notified in writing if the student is assigned to the supervised suspension classroom for longer than one class period. Students assigned to a supervised classroom shall be separated from other students at the school site for the period of suspension (no more than five (5) consecutive school days) and supervised by the principal, designee, SPED coordinator, and/or SPED assistant. Upon the request of the suspended student, the teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork. For the duration of the class suspension, each student has access to

appropriate counseling services. Students with disabilities shall be provided supports and services as written in their IEP.

GROUNDS FOR SUSPENSION AND EXPULSION

CAL's Principal bears primary responsibility for overseeing all student discipline. The Principal has the authority to suspend students; expulsions must be approved by the Student Success Team.

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

- Caused/attempted to cause, or threatened to cause physical injury to another person (including faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code**,** an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code**,** an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material *as a* controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used here, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events;

- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in grades 4 to 12, inclusive.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

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

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

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

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

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

2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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

(c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a

profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

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

- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may result in suspension, but not expulsion pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a);
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or CAL personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile academic environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family;
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Suspension Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

Discretionary Expellable Offenses. The decision to expel a pupil by the Principal or Designee shall be based on the finding of one or both of the following:

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

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

- Caused/attempted to cause, or threatened to cause physical injury to another person (including faculty and staff);
- Willfully used force or violence upon another person, except in self-defense;
- Unlawfully possessed, used, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code**,** an alcoholic beverage, or an intoxicant of any kind;
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code**,** an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material *as a* controlled substance, alcoholic beverage or intoxicant;
- Committed or attempted to commit robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stole or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including but not limited to cigarettes, cigars, miniature cigars, close cigarettes, smokeless tobacco, snuff, chew packets.
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code;
- Knowingly received stolen school property or private property;
- Possessed an imitation firearm. As used here, “imitation firearm” means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm;
- Harassed, threatened or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both;
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs;
- Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, “hazing” does not include athletic events or school-sanctioned events;
- Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating,

hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

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

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

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

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

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

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

4) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

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

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

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

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

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

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

- Aiding or abetting, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may result in suspension, but not expulsion pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a);
- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence, as defined in subdivision (e) of Section 233;
- Intentionally engaged in harassment, threats or intimidation, directed against school or CAL personnel or pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of either school personnel or pupils by creating an intimidating or hostile academic environment. This section shall apply to pupils in any of grades 4 to 12, inclusive;
- Made terroristic threats against school officials or school property, or both. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family;
- Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

Non-Discretionary Expellable Offenses. Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Possessed, sold, or otherwise furnished a firearm.
- Brandishing a knife at another person.
- Unlawfully selling a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code.
- Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive.

If it is determined by the Administrative Panel and/or Board of Directors after a hearing that a student has brought a firearm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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

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

Out-of-School Suspension

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

SUSPENSION PROCEDURES

Suspensions shall be initiated according to the following procedures:

a. Conference: Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee with the student and his or her parent and, whenever practical, the teacher or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

b. Notice to Parents/Guardians: At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time

when the student may return to school. School officials will request that the parent/guardians confer regarding matters pertinent to the suspension; the notice may request that the parent/guardian respond to such requests without delay.

c. Suspension Time Limits/Recommendation for Expulsion: Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of expulsion by the Principal, the pupil and the pupil's parent/guardian will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

The length of suspension for students may not exceed a period of 5 continuous days unless an principal recommendation had been made and agreed to by the student's parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may be suspended from school for not more than 20 school days in any school year however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

EXPULSION PROCEDURES

The Expulsion Policy has been established in order to provide a safe learning environment for all stakeholders. Rules and procedures for expulsion are consistent with state and federal laws and provide students their due process rights.

Authority to Expel

A student may be expelled by the principal following a hearing conducted by the Student Success Team. The Student Success Team consists of the principal, the SST coordinator, and the SPED coordinator. The principal appoints the Student Success Team and is approved by CAL's Board of Directors. The SST team may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Student Success Team to the Charter School's Board, which will make the final determination.

Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student or his/her parent, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in private (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the date of the scheduled 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:

- The date and place of the expulsion hearing;
- A statement of the specific facts, charge(s)and offense(s) upon which the proposed expulsion is based;
- A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- 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;
- 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;
- The right to inspect and obtain copies of all documents to be used at the hearing;
- The opportunity to confront and question all witnesses who testify at the hearing;
- The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

Addressing Suspension/Expulsion of Students with an IEP

When suspension is being considered for a student receiving special education services, the school staff must review the implementation of the current Individualized Education Program (IEP). If the student's current IEP includes a Behavior Support Plan (BSP), school staff must review its implementation and progress monitoring information including services tracked in Welligent.
The following procedures apply:
A. Before any suspension, there will be an informal meeting with the student and/or parent(s).
1. Evaluate the severity of the misconduct and determine whether there are interventions that can be used that do not require an IEP meeting.
2. Determine whether the implementation of current Behavior Support Plan (BSP) needs to be modified. If so, an IEP meeting should be held to develop or revise the BSP/BIP to prevent recurrence of the misconduct. In addition, if the student has been suspended two (2) times, or the total days of suspension accumulate to 5, 8, or 10 school days, an IEP meeting must be convened upon the student's return to school to determine appropriate services/placement.

During the meeting, the IEP team should review, develop, or modify the student's entire program including academic and behavioral intervention plans (such as BSP) used with the student in an effort to prevent the recurrence of the misconduct. Additionally, consideration should be given to any assessments that must be done to identify the function of the student's behavior (i.e., Functional Behavior Assessment).

If the number of cumulative days of suspension approaches 10 days, the IEP team shall hold an IEP meeting to conduct a manifestation determination analysis. This analysis is to include discussion and documentation of the misconduct and relationship between the misconduct and the student's disability to determine:
1. Was the misconduct caused by, or directly and substantially related to, the student's disability?
2. Was the misconduct a direct result of the Charter School's failure to implement the IEP? If the answer to either or both questions is "yes," the IEP team shall address the behavior through implementing behavioral interventions, additional assessments, and/or changes in the student's IEP. If the answer to both questions is "no," the school shall continue to support and guide the student throughout implementation of all the services required in the IEP.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses
The Charter School may, upon a finding of good cause, determine that the disclosure of either the identity of the witness or the testimony of that witness at the hearing, or both, would subject the witness to an unreasonable risk of psychological or physical harm. Upon this determination, the testimony of the witness may be presented at the hearing in the form of sworn declarations that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

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

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

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

4. The Student Success Team may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Student Success Team also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

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

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

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

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

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

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

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 determination by the Student Success Team 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 Student Success Team determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Student Success Team shall be in the form of written findings of fact.

If the Student Success Team decides not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel
The Executive Director or designee, following a decision of the Student Success Team to expel, shall send written notice of the decision to expel, including the Student Success Team's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) 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.

The Executive Director shall send a copy of the written notice of the decision to expel to the authorizer. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Any parent/guardian can appeal expulsion within 30 days from the date of the SST's decision by submitting and expulsion appeal to the principal. Appeals will be heard by the Student Success Team and the Executive Director. Once a recommendation has been made, the decision shall be final and binding upon the student, and upon CAL.

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

APPEAL OF SUSPENSION OR EXPULSION

The suspension of a student will be at the discretion of the Principal. A suspension appeal may be in writing (hand-delivery or email) made to the Executive Director within ten days of the suspension. Immediately following the request to appeal the suspension, the Executive Director will meet with the parent/guardian to hear their evidence as to why the student should not be suspended. Following the meeting, the Executive Director will determine whether to uphold or deny the request to suspend. The parent/guardian and Principal will be notified within 24 hours of the final decision.

An expulsion may be appealed within 30 working days of the Student Success Team's decision to expel, and must be submitted in writing to the Principal. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days of the SST's decision to expel). The appeal will be considered by the CAL Board and the family will have a meaningful opportunity to

he heard in the appeal process. For a student who is not reinstated upon appeal, the family will be sent written notification by the Principal, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the CAL Board of Directors will be impartial and final. CAL will maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from CAL shall be given a rehabilitation plan upon expulsion as developed by the Student Success Team at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan shall include improved behavior, attendance and academic performance criteria and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to CAL for readmission.

CAL will provide post expulsion support to expelled students and their families to facilitate continued access to education by coordinating services with other districts, school staff and community agency personnel such as:

- Department of Probation
- Department of Children and Family Services
- Department of Mental Health
- Los Angeles County Office of Education
- Drug Treatment Counseling Centers
- Gang Intervention Programs
- Community Counseling Agencies (i.e. anger management, social skills)

The readmission process will include a meeting with the Principal, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to campus safety. The Principal shall make a recommendation the CAL Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The CAL Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued.
CAL's Board is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of schoolwork; and community service hours. CAL shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. CAL's Board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student,

CAL shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

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

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

"The manner by which staff members of the charter schools will be covered by the State Teacher's 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.

1. CERTIFICATED EMPLOYEES

CAL certificated staff will participate in the California State Teachers Retirement System (Cal STRS). Employees will contribute the required percentage of their salary and CAL will contribute the employer's required amount. CAL will contract with LACOE to provide reporting and processing of retirement (CalSTRS) information services to comply with California Education Code Section 47611.3 for charter schools. LACOE will forward withholdings to the Cal STRS as required and will maintain the program for the duration of CAL's existence under the same CDS code.

2. CLASSIFIED EMPLOYEES

All non-certificated staff will participate in the Federal Social Security plan and CAL will maintain participation in Social Security for the duration of the Charter School's existence under the same CDS code. Social Security taxes will be deducted from employee salaries, and CAL will contribute the required employer' share.

3. OTHER EMPLOYEES

Mandated benefits (e.g., Social Security) will be provided for all other employees and CAL will maintain participation in mandated benefits for the duration of the Charter School's existence under the same CDS code.

CAL's Executive Director will be responsible for ensuring that appropriate arrangements for the aforementioned coverages 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 Schools 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.

1. HOW THE CHARTER SCHOOL INFORMS PARENTS AND STUDENTS OF THEIR PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

As a school of choice, CAL does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public-school attendance alternatives during the enrollment process through such publications as the District's School Choices brochure.

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

Executive Director/Principal
Center for Advanced Learning
4016 South Central Ave
Los Angeles, California 90011

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

Executive Director/Principal
Center for Advanced Learning
4016 South Central Ave
Los Angeles, California 90011

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.

1. POSITION THAT WILL SERVE AS THE CHARTER SCHOOL'S CLOSURE AGENT(S) IN THE EVENT THAT THE CHARTER SCHOOL CLOSES

The Executive Director, or, in the event the position is vacant, Principal, will serve as the school's closure agent in the event that the school closes.

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).)

ADDENDUM

Assurances, Affirmations, and Declarations

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

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(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 Education Policies 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 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 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 schoolsite.

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:

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

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:

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

Director/Principal
[Charter School Name]
[Charter School Address]

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

   Director/Principal
   [Charter School]
   [Charter School Address]

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.

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.

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, 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).)