

CRETE ACADEMY



CHARACTER ● EQUALITY ● EXCELLENCE
RESPONSIBILITY ● TEACHABILITY

Renewal Charter Submitted on October 17, 2024
Los Angeles Unified School District
333 South Beaudry Avenue, Los Angeles, CA 90017

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Renewal Charter
For the term: July 1, 2025-June 30, 2027

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Assurances, Affirmations, and Declarations

Crete Academy (also referred to herein as “Crete” 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.

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.

General Information

1. GENERAL INFORMATION TABLE

The name and title of the contact person for this Charter School is:	Brett Mitchell, Financial Manager
The contact address for the Charter School is:	6103 Crenshaw Blvd. Los Angeles, CA 90043
The contact phone number of the Charter School is:	323-791-1600
The contact address for Charter School is: (Please note: As charter schools’ eligibility for and allocation of Proposition 39 facilities are determined on an annual basis, a charter school’s current occupancy of Proposition 39 facilities is subject to change in subsequent school years.)	Crete Crenshaw (TK-2) 6103 Crenshaw Blvd. Los Angeles, CA 90043 Crete MLK (3-6) 1729 W Martin Luther King Jr Blvd, Los Angeles, CA 90062
This location is in the LAUSD Board District:	1
This location is in the LAUSD Region:	South
The grade configuration of the Charter School is:	TK-6
The number of students the first year will be:	355
The grade levels of the students in the first year will be:	TK-6
Charter School’s scheduled first day of instruction in 2025-26 is:	August 11, 2025
The 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.)	355
The type of instructional calendar (e.g., traditional/year round, single track/multi-track, extended day/year) will be:	Traditional
The regular bell schedule (e.g., daily hours) for the Charter School will be:	TK-K - 8:15 AM - 12:15 PM (1st month), then 3:15 PM 1-6 8:15 AM - 3:15 PM
If approved, the term of this Charter for Low performing schools (ensure term consistency throughout the document e.g., rollout plan, LCFF, etc.):	July 1, 2025 to June 30, 2027

Community Need for Charter School

2. CRETE ACADEMY HAS AND WILL CONTINUE TO MEET THE NEEDS OF THE COMMUNITY

Crete Academy Inc., a California nonprofit public benefit corporation with 501(c)(3) tax-exempt status, is proud to submit the Crete Academy charter petition for renewal to LAUSD. Crete Academy is committed to providing a high-quality, rigorous educational program with wrap-around services to historically disadvantaged students in grades TK-6. At Crete Academy, every student has a chance to attend a high-quality Charter School that best meets their individual and familial needs, and every student has the opportunity and support to be successful.

Crete Academy has and will continue to meet the needs of the community by fulfilling the mission and vision of the Charter School. Crete Academy was founded by a group of individuals passionate about creating opportunities for children living in poverty. The vision for the school came about from the Founder's own educational experience in rural central California, coupled with a life-changing experience on Skid Row, twenty years ago. Reflecting on the inequalities around her, the Founder concluded that homelessness is a social injustice. Moreover, to end the cycle of poverty, children need a quality education and access to services, which are critical to meet their basic needs: physical, mental and emotional. Although there are many organizations addressing the immediate issues of homelessness in and around the Los Angeles, Crete Academy is uniquely designed to meet the needs of children who are living homeless or in poverty. Crete seeks to end the cycle of poverty by giving children the resources and skills to thrive.

Definition of parent used throughout the Charter Petition

A parent is defined as any individual who has a legal or caregiving responsibility for a child, encompassing a variety of roles and relationships. This includes biological parents, legal guardians, foster parents, caregivers, and those residing in group homes. Additionally, the term extends to educational rights holders, individuals who are authorized to make decisions regarding a child's education and welfare. Each of these roles plays a crucial part in providing support, guidance, and advocacy for the child's development and well-being. The term parent will be used throughout the charter petition connoting all the definitions included herein.

Serving the Community

Crete Academy serves a community who is majority African American/Black, Latino, low-income, many who are homeless or unhoused and English Learners. Crete Academy serves a highly transient population. Due to the economy, the mobility at Crete Academy has increased.

From the outset, Crete's students' status in society and the resulting issues that they face have been central to the Charter School's educational approach. Critical issues students face include, but are not limited to:

- poverty;
- meals and food security;
- housing;
- access to health care;
- Students with Limited or Interrupted Formal Education ("SLIFE");
- feeling of disempowerment and dependency; and,
- family separation, which is particularly hard on the youth.

Crete realizes that no individual can be successful academically unless these issues are addressed. Experience teaches us that despite these circumstances, students can and do succeed in pursuit of their goals. Crete is a school community that goes beyond traditional academic instruction to provide a wide range of services and support to students and their families. Crete fulfills a vital need in the community, proudly serving diverse families who are historically underserved, with the support and collaboration of the community.

Based on the extraordinary needs of the students served, the community has shared through survey results their confidence in Crete Academy by advocating for the students and helping them to advocate for themselves. Most of the students have experienced trauma and have overcome this trauma with the support of the Harmony Center and school community. Students who have promoted from Crete Academy have gone on to be successful in secondary education. The key data used to define success in secondary education and slow and steady growth in elementary education.

Justifications to Renew for a Two Year Term

Crete is proud of its accomplishments during the current charter term. Crete remains committed to supporting historically disadvantaged students through providing interventions and opportunities to ensure every student achieves their fullest potential. Crete utilizes a personalized approach to bring every student to grade level or beyond. Crete consistently supports students, families and the community, to ensure students are ready for college and career.

During the 2017 to 2025 term, Crete achieved the following successes:

1. The Charter School has presented a **sound educational program**.

- Average student-teacher ratio is **18:1**.
- Charter School offers **personalized support** to ensure students make progress toward meeting Renaissance STAR growth in Reading and Math.
- **Curriculum is aligned with California State Standards** including but not limited to, the Common Core State Standards ("CCSS"), Next Generation Science Standards ("NGSS"), History-Social Science Framework, remaining State Content

Standards, and English Language Development (“ELD”) Standards (hereinafter collectively referred to as the “State Standards”).

- The Charter School has demonstrated **one year’s progress in one year’s time** on the verified data of Renaissance STAR outcomes in Reading and Math.

LAUSD, parents, guardians, and the **community as a whole have also benefited:**

- The Charter School has a **clearly defined mission** to provide opportunity for children **living in poverty and experiencing homelessness** in their greater community.
- The Charter School improves economic opportunity for families and the community by **increasing academic achievement and English language acquisition for low-income students and students of color.**
- The Charter School has **strong parent/guardian and community investment** in the Charter School and is **supported by local partnerships.**
- Students and families also support local organizations through **community service.**

2. The Charter School has shown that it is demonstrably likely to **successfully implement the proposed educational program.**

- **Nearly 90% of students at the Charter School reported that they feel safe and connected** to the Charter School community based on the Local Climate Survey in 2024.
- **Nearly 90% of parents at the Charter School reported that their children are well-prepared for the next school year** based on the Local Climate Survey in 2024.
- **The Charter School is a diverse, 21st Century School.** Crete’s enrollment includes the following numerically significant student subgroups: 92.7% were SED students; 7.3% of students were EL; 15.2% were Homeless Youth; 4.2% were Foster Youth, 63% were African American/Black, 35.5% were Latino, and 8.5% were Students with Disabilities.
- The Charter School serves a **significantly higher percentage of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and African American/Black students** than the District or the State.
-
- The Charter School has demonstrated **one year’s progress in one year’s time** on the verified data of Renaissance STAR outcomes in Reading and Math.
- **The Charter School provides a range of professional development opportunities for its teachers and staff.** Professional Development opportunities are paramount at Crete. All staff members have completed required training courses, including all mandated and legally required. Crete’s teachers work collaboratively to best serve the students at Crete and also learn together in focused trainings. These trainings have included and will continue to include: suicide prevention and awareness, alternative to suspension, instructional strategies to promote academic engagement, instructional strategies to support homeless and FY, instructional strategies to support ELs, increasing academic achievement in

English, history, math, and science, classroom management, de-escalation strategies, Positive Behavior Intervention and Supports (“PBIS”), Understanding by Design (“UbD”), Positive School-wide Climate and Culture, Culturally Relevant Pedagogy, student choice and voice in the classroom, (Growth) Mindset Matters, addressing learning modalities, and the development of diversity, equity, and inclusion goals. Teachers are offered professional development opportunities for two weeks over the summer and monthly to ensure the application of new concepts and successful implementation of new skills. In addition, new teachers are given additional support. Most importantly, the Charter School examines a variety of internal and external assessments to determine progress and areas of opportunities. These assessments include Smarter Balance Assessment Consortium (“SBAC”), English Language Proficiency Assessments for California (“ELPAC”), Renaissance STAR, curriculum embedded assessments, attendance, and behavior. During these data analysis sessions, the administrators, teachers, and staff analyze their students’ assessment data to identify common areas of opportunity. Finally, the teachers then revise lesson plans using UbD to focus on the areas of opportunities. Administration assesses the impact of these data analysis sessions by conducting frequent classroom walk-throughs, classroom observations, and by providing meaningful feedback to teachers and staff. Teachers are encouraged to attend workshops and seminars. For example, staff may choose to attend the California Charter School Association Annual Conference. Many staff members also participate in a variety of local and County conferences and workshops.

- **The Charter School has established an effective communication and student record system.** PowerSchool, Crete’s Student Information System (“SIS”) is a powerful, easy-to-use communication tool which enables students, parents/guardians, teachers, and administrators to work together to improve student achievement. With ClassDojo (Crete’s general broadcast system), teachers and administrators can send student-specific and general messages home whenever necessary via telephone, text message, or via electronic mail. Messages can also be sent concerning school events and emergencies, or individual communications sent to each parent/guardian concerning their child’s school experience and attendance. Crete also utilizes Google Classroom, Teacher Newsletters, and its own website.
- **The Charter School is an integral part of the local community.** Crete is focused on providing students opportunities to be academically and socially emotionally successful. Moreover, students engage and interact with the community at large through community service activities, participation in clubs, groups, activities to develop school culture, and mentorship. Crete students are an integral part of the community and recognize the challenges in the world around them.
- **The Charter School provides value to their school community,** in comparison to schools they would otherwise attend. Looking at culture data comparisons to the District and Neighboring Schools, Crete has achieved **lower suspensions and chronic absenteeism rates.**

3. The Charter School is **servicing all students** who wish to attend.
 - The Charter School has a respected **history of servicing historically disadvantaged students**, including “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.” The best evidence that Crete is servicing all students who wish to attend is that it is servicing these historically disadvantaged populations in numbers, on a percentage basis, which are higher than the territorial jurisdiction of the District with respect to Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and African American/Black students,
 - The Charter School serves **historically marginalized populations**. In fact, Crete **enrolls a significantly higher percentage of Foster Youth, Homeless Youth, Socioeconomically Disadvantaged students, and African American/Black students compared to the District, State, and neighboring schools**.
 - The Charter School’s attendance rate has remained constant over the last five years of the charter term with an **average daily attendance rate of over 91%**.

4. The Charter School’s **petition is reasonably comprehensive**.

This charter petition is reasonably comprehensive. The petition contains reasonably comprehensive descriptions for each element and fully describes the program illustrating how **Crete will continue to meet its goals and objectives** described herein. Crete will continue to benefit the District by providing parents within its jurisdiction with another great choice and expanded educational opportunities for their children.

5. The Charter School **satisfies the academic renewal criteria** for a two-year renewal. Pursuant to the amendments made to Education Code Section 47607, and the creation of Education Code Section 47607.2, by Assembly Bill 1505 (2019), at the time of charter renewal, a chartering authority shall consider the performance of the charter school on the state and local indicators reported on the California School Dashboard (“Dashboard”), and the performance of the Charter School on assessments deemed to be “verified data.”
 - The Charter School has made progress toward meeting standards, as evidenced by its **improvement on CAASPP from 2019 to 2023 in ELA and 2019 to 2022 in Math**.
 - The Charter School has demonstrated **one year’s progress in one year’s time** on the verified data of Renaissance STAR outcomes in Reading and Math.

As part of continuous improvement, Crete Academy acknowledges areas of improvement and has developed a comprehensive written Action Plan to address the areas of improvement. The Crete Academy Board approved this plan and expects monthly updates from Charter School administrative staff on the growth of the Charter School. The specific

steps to be taken will demonstrate successful improvement in governance, student achievement and educational performance, organizational management, programs, and operations, and fiscal operations.

The Dashboard state indicators include the following:

- Chronic Absenteeism: kindergarten through grade eight
- Suspension Rate: kindergarten through grade twelve
- English Learner Progress: grades one through twelve
- Graduation Rate: high school only
- College/Career: high school only (Note: The College/Career Indicator was not reported on the 2022 Dashboard)
- Academic: grades three through eight and grade eleven – English language Arts (“ELA”)/literacy and Mathematics (“Math”)

Crete fits into the low performing category, as determined by law and the California Department of Education, and as clearly demonstrated by the evidence, meets the criterion for charter renewal for a term of two (2) years, as demonstrated below.

Dashboard Performance Renewal Criteria – Low Performing

Education Code Section 47607.2(a) states:

- (1) The chartering authority shall not renew a charter if either of the following apply for two consecutive years immediately preceding the renewal decision:
 - (A) The charter school has received the two lowest performance levels schoolwide on all the state indicators included in the evaluation rubrics adopted pursuant to Section 52064.5 for which it receives performance levels.
 - (B) For all measurements of academic performance, the charter school has received performance levels schoolwide that are the same or lower than the state average and, for a majority of subgroups performing statewide below the state average in each respective year, received performance levels that are lower than the state average.
- (2) ...
- (3) A charter school that meets the criteria established by this subdivision and paragraph (2) of subdivision (c) of Section 47607 shall only qualify for treatment under this subdivision.
- (4) The chartering authority **shall consider the following factors**, and may renew a charter that meets the criteria in paragraph (1) or (2) only upon making both of the following written factual findings, specific to the particular petition, setting forth specific facts to support the findings:
 - (A) that the charter school is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected, or will be reflected, in a written plan adopted by the governing body of the charter school.

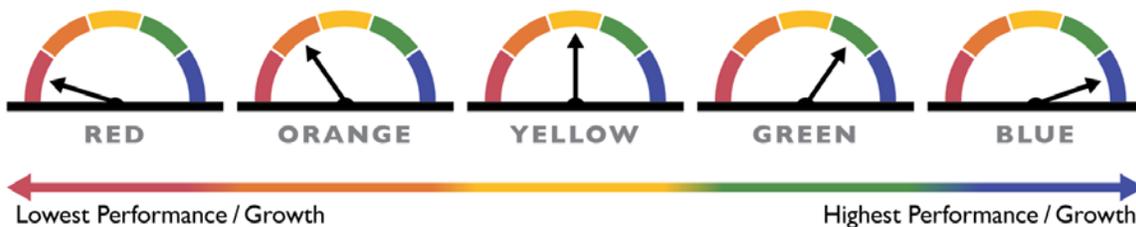
- (B) There is clear and convincing evidence showing either of the following:
 - (i) The school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school.
 - (ii) Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.
- (C) Clauses (i) and (ii) of subparagraph (B) shall be demonstrated by verified data, as defined in subdivision (c).
- (5) ...
- (6) For a charter renewed pursuant to this subdivision, the chartering authority may grant a renewal for a period of two years. (Emphasis added.)

“Measurements of academic performance” are defined in statute as “statewide assessments in the California Assessment of Student Performance and Progress (‘CAASPP’) system, or any successor system, the English Language Proficiency Assessments for California, or any successor system, and the college and career readiness indicator.” (Education Code Section 47607(c)(3)).

Dashboard Performance

The 2023 California State Dashboard identifies performance levels using one of five status levels (ranging from Very Low (red), Low, Medium, High, and Very High (blue)) for state measures. Please note that the status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are effectively reversed (ranging from Very High (red), High, Medium, Low, and Very Low (blue)).

Graphic 1.1: Dashboard Performance Level by Color



The following table displays the State’s and Crete’s performance on statewide and local indicators for the 2019, 2022, and 2023 Dashboard¹.

¹ Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 and 2021 Dashboard. Crete had no performance colors in 2018.

Table 1.1: 2019, 2022, and 2023 State and Crete Performance from CA School Dashboard

Indicator	2019 State	2019 Crete	2022 State	2022 Crete	2023 State	2023 Crete
Statewide Indicators						
CAASPP ELA						
CAASPP Math						
Suspension Rate						
EL Progress						
Chronic Absenteeism						

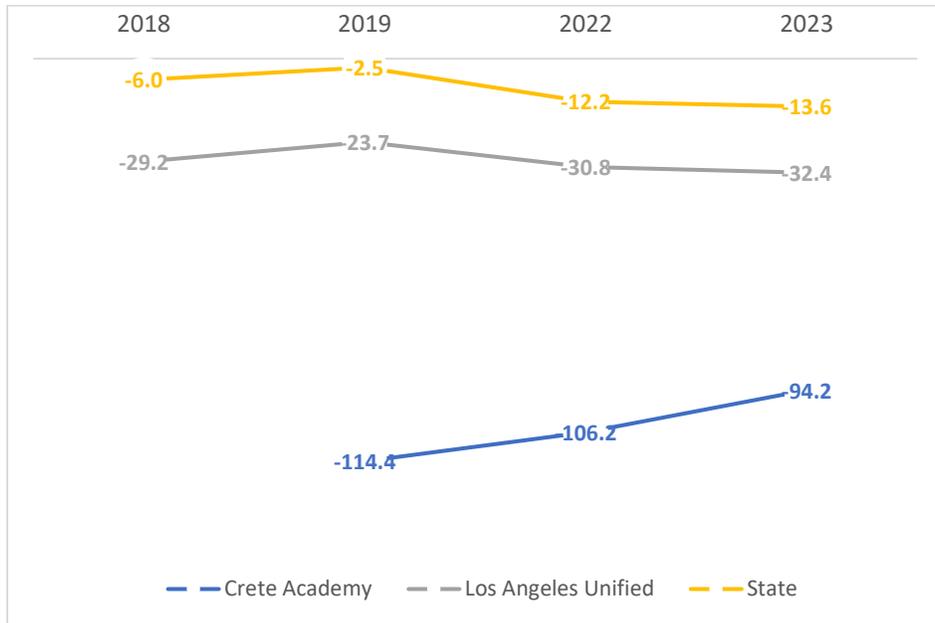
Crete experienced an overall, year over year, increase in DFS in ELA performance from 2019 to 2023. Crete also included year over year increase in DFS in Math performance from 2019-2022. The focus on ELA improved student performance in 2023, and the Charter School has added additional focus and instructional strategies to ELA and Math in 2024. The Suspension Rate and Chronic Absenteeism Rate far exceed the State for all years of the charter term.

Table 1.2: 2019, 2022, and 2023 State and Crete Performance from CA School Dashboard

Indicator	2019 State	2019 Crete	2022 State	2022 Crete	2023 State	2023 Crete
CAASPP ELA						
African American						
Socioeconomically Disadvantaged						
Latino						
CAASPP MATH						
African American						
Socioeconomically Disadvantaged						
Latino						
Suspension Rate						
African American						

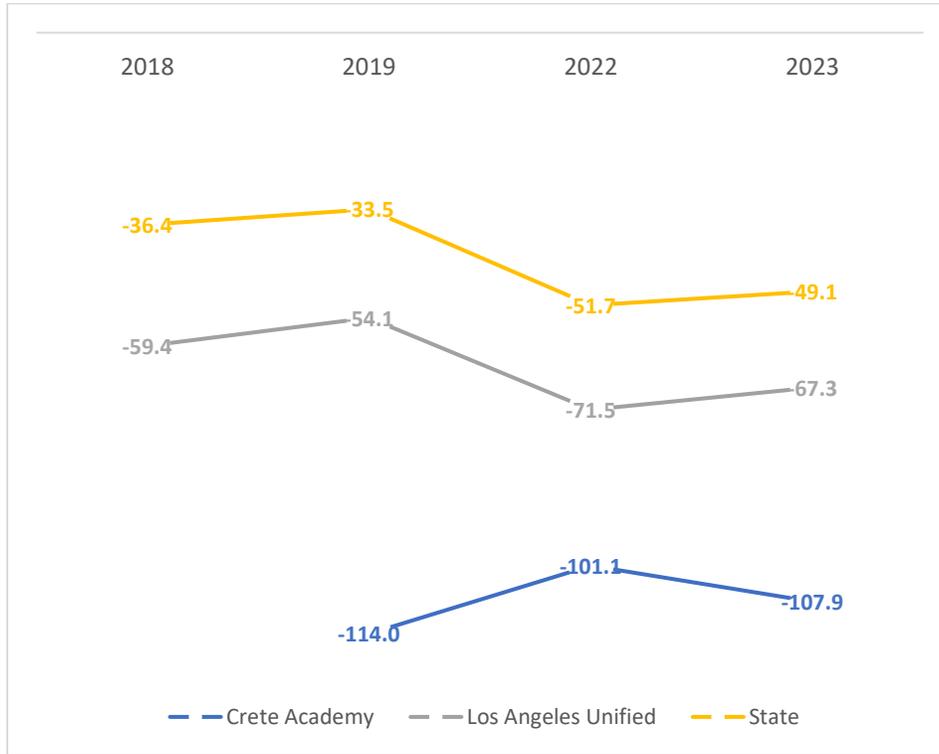
Socioeconomically Disadvantaged	Yellow	Green	Yellow	Blue	Orange	Blue
Latino	Yellow	Green	Yellow	Blue	Orange	Blue
Chronic Absenteeism Rate						
African American	Orange	Green	Yellow	Yellow	Yellow	Green
Socioeconomically Disadvantaged	Orange	Yellow	Yellow	Yellow	Yellow	Green
Latino	Orange	Yellow	Green	Green	Yellow	Blue

Chart 1.1: SBAC ELA DFS Comparisons by Crete, LAUSD, and State 2018-2023 from CAASPP



Although overall Crete Academy remains below the State average in ELA, Crete has also experienced a year-over-year increase in DFS since 2019. Additionally, ELA results for English Learners, Latino, and African American/Black students have shown an upward trend since 2019, with consistent year-over-year increases. Moreover, no student groups have dipped below their pre-pandemic (2018-2019) average DFS for ELA. This has been achieved by deep focus on curriculum, academic intervention, and data driven conversations.

Chart 1.2: SBAC Math DFS Comparisons by Crete, LAUSD, and State 2018-2023 from CAASPP



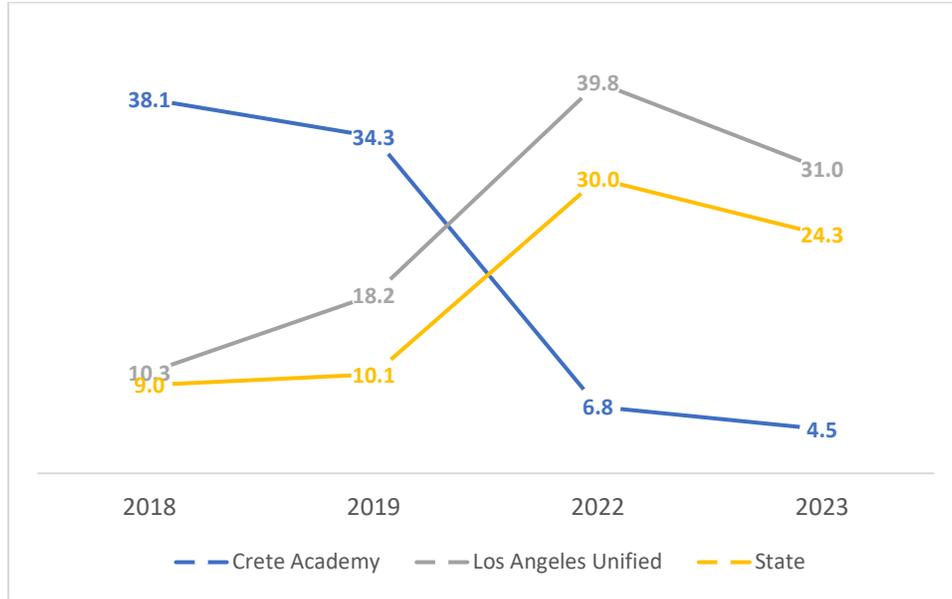
Crete has performed below the state average in Math since 2019; however, Crete’s scores have not dropped below pre-pandemic performance in 2019. Crete experienced a decline in Math DFS from 2022 to 2023. The reason for this was overfocusing on ELA, and not focusing as much on the data and instructional strategies needed to improve achievement in Math. The action plan included deeper academic intervention, curriculum fidelity, and data driven conversations in both ELA and Math.

Other Dashboard Measures

Crete is proud of its performance on the Dashboard indicators for Chronic Absence Rate and Suspension Rate and is improving its performance on English Learner Performance Indicator.

Chronic Absenteeism Rate

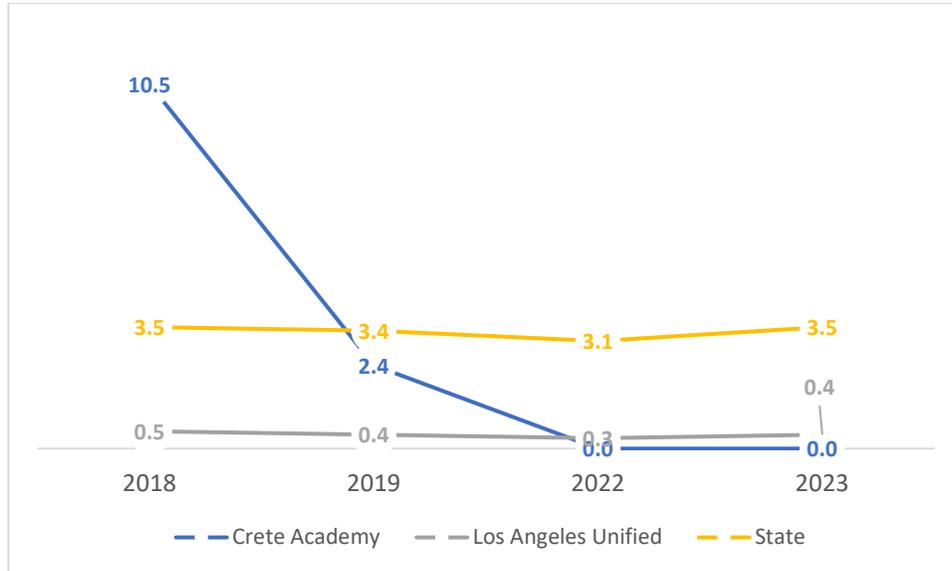
Chart 1.3: Chronic Absenteeism Rate Comparisons by Crete, LAUSD, and State 2018-2023 from CA School Dashboard



Since 2018, Crete's rates of chronic absenteeism declined significantly from 2018 to 2023. Crete's rates of chronic absenteeism are below the District and the State's average in 2022 and 2023. Additionally, in 2023, the rate of chronic absenteeism for African American/Black, Latino, and Low Income students at Crete is dramatically below the District and the State's average.

Suspension Rate

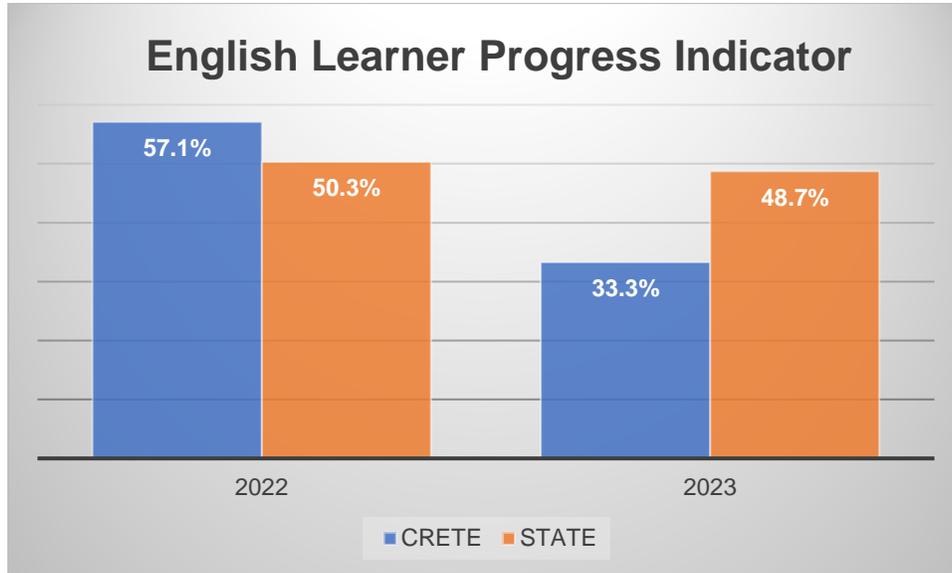
Chart 1.4: Suspension Rate Comparisons by Crete, LAUSD, and State 2018-2023 from CA School Dashboard



At Crete, no suspensions were reported in 2022 and 2023. This is a significant improvement from a 10% suspension rate in 2018. Crete’s rates of suspension are below the State and District average in 2022 and 2023. Suspension rates across student groups at Crete were below the the District and the State’s, average in 2022 and 2023.

English Learner Progress

Chart 1.5: English Learner Progress Indicator Comparisons by Crete and State 2022 and 2023 from CA School Dashboard



Year-over-Year Progress

Crete students met the Renaissance STAR threshold for a year’s progress in Math for Fall to Spring results in the past three school years. Students met the threshold for a year’s progress in Reading in the 2021-22 and 2022-23 school year. According to state guidance, students whose Fall to Spring SGPs are between 35 to 65 have demonstrated a year’s growth in a year’s time. This is clear and convincing evidence showing that the Charter School achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

*Table 1.3: Crete Students Median Growth Percentile in Math and Reading from Fall to Spring (2022 - 2024 School Years)**

School Year	Math	Reading
2023-24	38	30
2022-23	46	45
2021-22	36	57

*Groups of students with a median growth percentile of 35+ are considered to have made a year or more progress in that subject. “Reading” results also include 1-3rd graders’ Early Literacy growth.

Crete supports students in reaching measurable increases in academic achievement in one year’s time, as evidenced by verified data. Crete students met Renaissance STAR threshold for a year’s progress in Math from 2021-2024. Although Crete was just below

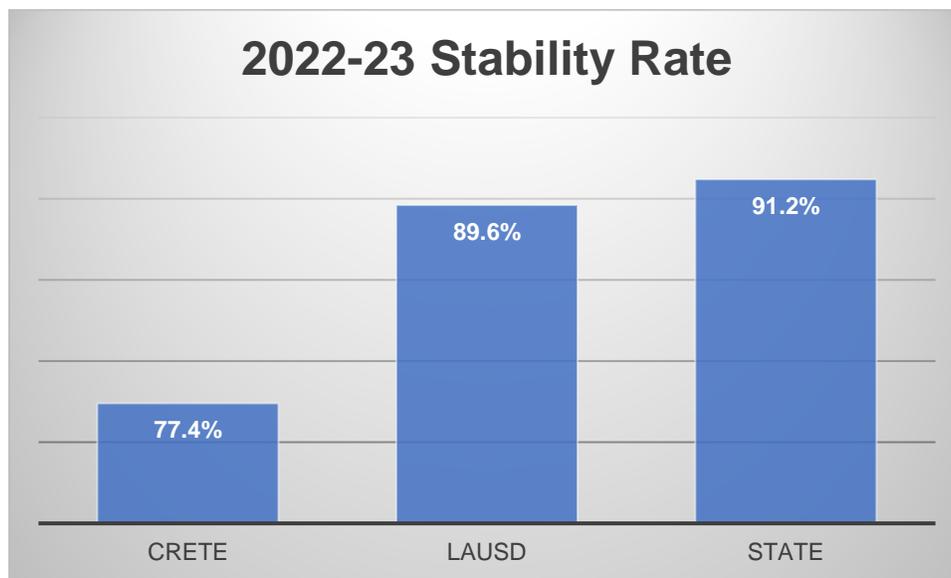
the threshold in Reading in 2023-2024, students met the threshold in Reading in the 2021-2022 and 2022-2023 school years.

Other Data Considerations

Stability Rate

It should be noted that based on the nature of the Charter School, the population has a high transiency rate and therefore, the stability rate of the students is lower than that of the District, and the State. The CDE developed a stability rate measure to identify the number and percent of students who receive a “full year” of learning in the same school. Though this is not an accountability measure, the stability rate report is intended to support educators and other educational partners to better understand the needs of students and to support academic and social emotional needs of students and families.

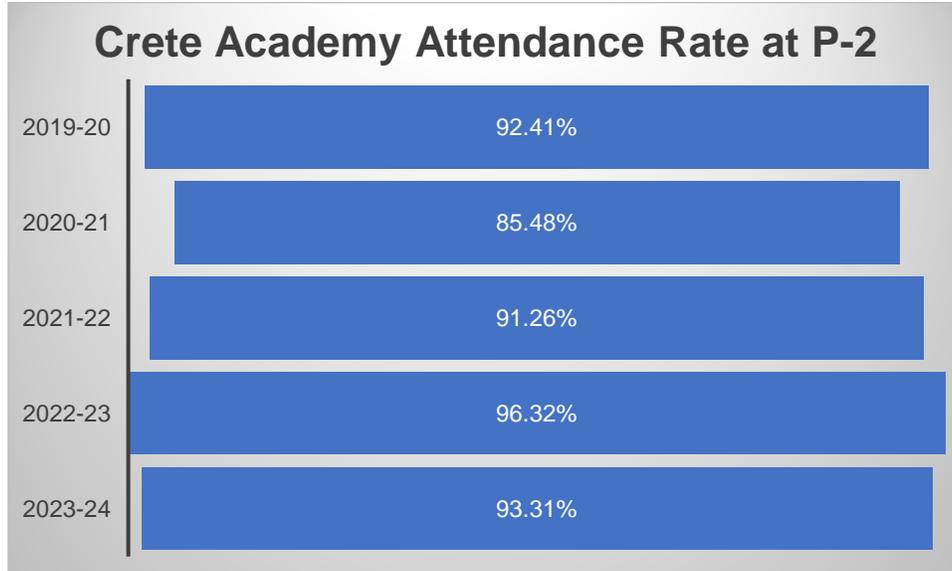
Chart 1.6: 2022-23 Stability Rate Comparison of Crete Academy, LAUSD, and State from DataQuest



Crete has a stability rate of 77.4%, while the District schools have a stability rate of 89.6%, and the State has a stability rate of 91.2%. Crete has a very low stability rate because of the population that is served which is highly transient and mobile, and particularly because of its high percentage of Homeless Youth. Crete's stability rate is 12.2% lower than the District and 13.8% lower than the State. Crete has developed procedures to best serve students and families who enter the Charter School on a rolling basis and many of whom do not experience a “full year” of instruction at the same school. The fact that Crete is able to demonstrate improvement in academic achievement with such a highly mobile student population is a testimony of their commitment to serving the community.

Attendance Rate

Chart 1.7: Crete Schoolwide Attendance Rate Based on P-2 Attendance Reports from the 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 from CALPADS

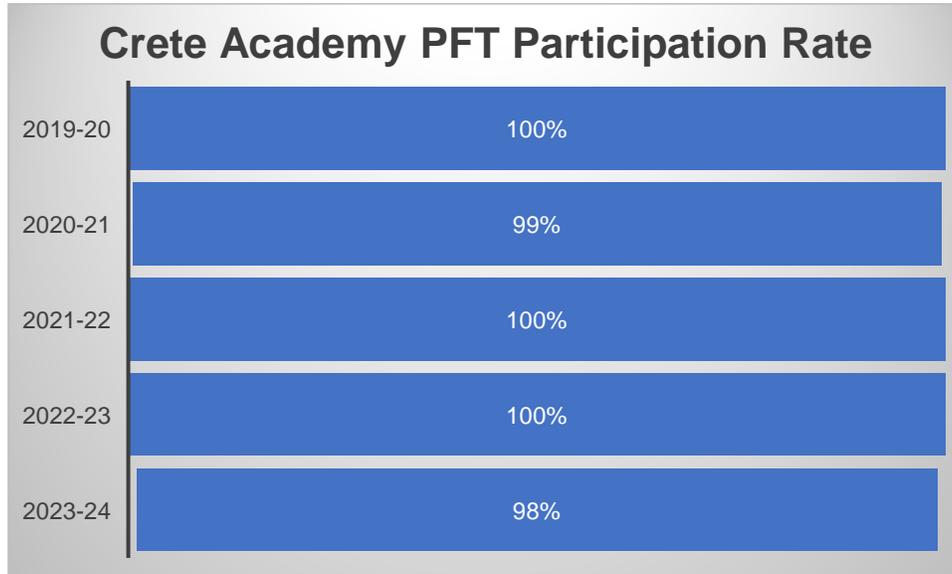


Crete is proud that the average attendance rate over the last five years averages 91.7%. This is notable because the students want to attend Crete, and the strategies used to ensure students attend school, like providing transportation, are working.

Physical Fitness Test

In order to fulfill the vision and mission of the Charter School, the high percentage of the participation rate is extraordinary. Crete meets the student’s physical, mental and emotional needs while developing strong character.

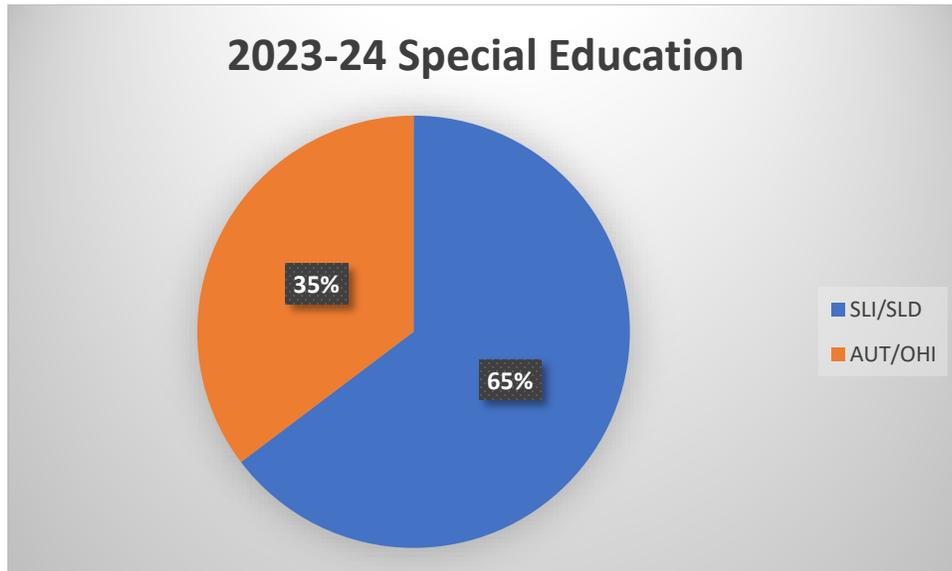
Chart 1.8: Crete Schoolwide PFT Participation Rate from the 2019-20, 2020-21, 2021-22, 2022-23, and 2023-24 from Internal PFT Participation Rate



Special Education

Crete Academy is an Option 1 School of LAUSD, and it serves all students regardless of their disability.

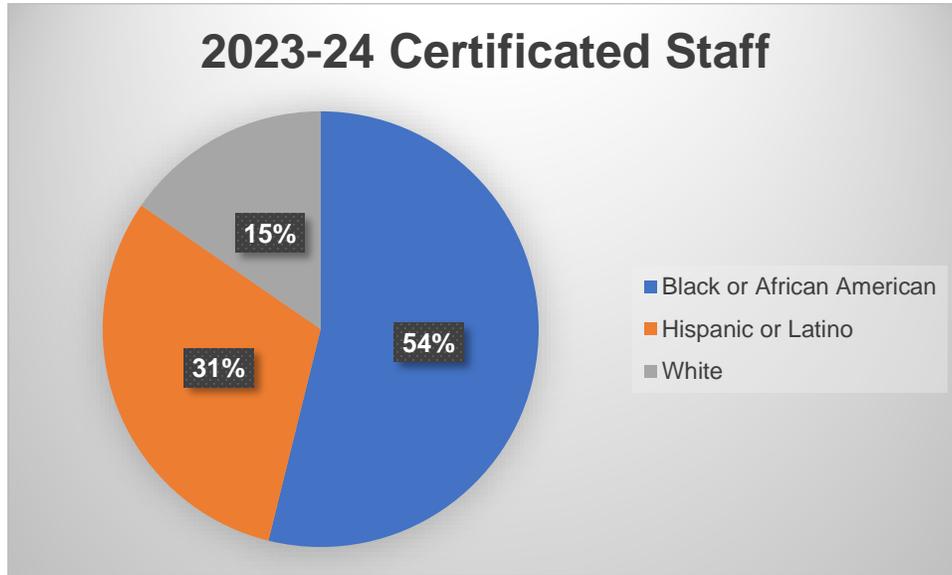
Chart 1.9: 2023-24 Students of Disabilities at Crete Academy from Welligent



A strength of Crete is that the ethnicity of the certificated staff is highly reflective of the student population. 54% of Crete’s certificated staff are Black or African American and

31% are Latino, which provides the students with teachers who look like them and who have similar cultural experiences. The remaining certificated staff is 15% white, all of whom are committed to the vision and mission of the Charter School. The sense of belonging created by Crete staff for its students is pivotal to their academic and social emotional growth.

Chart 1.10: Crete’s Ethnicity of Certificated Staff in 2023-24



Beyond the Dashboard and CAASPP measures, Crete is closing the achievement gap through year over year progress despite the challenges faced by the students and families. Renewal of the Crete Academy charter is in the best interest of the hundreds on students it serves each year who may not otherwise have access to a program so adept at serving the specific communities enrolled at Crete, including African American/Black, Latino, and low-income students as well as homeless/unhoused and highly mobile, English Learner, and students with disabilities. Crete Academy is fulfilling its vision and mission.

Crete Academy meets the renewal criteria under Education Code Section 47607.2(a), and should be granted a renewal for a term of two years. The Charter School is taking meaningful steps to address the underlying cause or causes of low performance, and those steps are reflected in a written plan adopted by the governing body of the charter school. Further, there is clear and convincing evidence showing that Crete Academy achieved measurable increases in academic achievement, as defined by at least one year’s progress for each year in school.

Student Population to Be Served

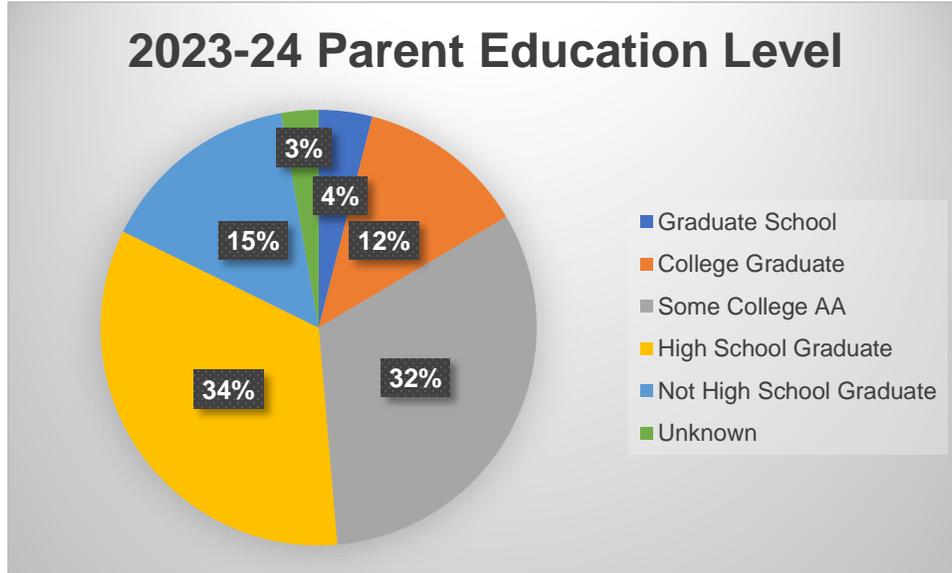
3. CHARTER SCHOOL'S TARGET POPULATION

Crete Academy will serve students in grades TK-6. The California School Dashboard ("Dashboard") in 2023 reports that in 2022-23, Crete Academy served 330 students with diverse needs and backgrounds: 92.7% socioeconomically disadvantaged ("SED") or low income ("LI") students; 7.3% of students were English Learners ("ELs"); 48% of English Learners were Redesignated Fluent English Proficient ("RFEP"); 8.5% of students with disabilities ("SWD"); 4.2% Foster Youth ("FY"); and, 15.2% Homeless Youth ("HY"). As of the 2022-23 school year, enrollment by race and ethnicity at Crete Academy was African American/Black (63%), Hispanic/Latino (35.5%), Two or More Races (0.9%), and White (0.6%). Of these subgroups, SED students, HY, African American/Black students, Latino students are significant subgroups at Crete Academy meaning there are at least 30 students in the subgroup in both the current and prior year with the exception of FY and HY which is considered a significant subgroup if there are 15 students in those student groups. Crete Academy also considers FY, ELs, and SWD to be significant subgroups based on the growing number of students at the Charter School and based on the significant needs of the students. Crete Academy is committed to providing equal access to a high-quality program for all students.

The majority of the student population comes from South Central Los Angeles with zip codes of 90002, 90003, 90007, 90011, 90037, 90044 (West Athens), 90047, and 90062 and from Hyde Park with a zip code of 90043. Students also come from Florence-Graham, View Park/Windsor Hills, Chinatown, West Adams, Central Los Angeles, Hollywood, Westchester, Ladera Heights, Watts, Compton, Gardena, Hawthorne, Inglewood, Lawndale, Santa Monica, and Lakewood. Due the nature of many of students who are homeless or who travel with their parents to Los Angeles for their parent's work.

The majority of Crete's parents in 2023-24 were high school graduates (34%), many with some college (32%), 15% of parents are not high school graduates, were as 12% are college graduate and 4% have a graduate degree. The parents know how important education is, and support Crete Academy to provide it for their children.

Chart 1.11: Crete’s Parent Education Level in 2023-24 from Student Information System



As detailed above, our target community has significant needs. These specific student needs are described in the section above titled, “Community Need.”

4. ENROLLMENT ROLLOUT PLAN

Crete Academy intends to maintain a similar enrollment to the current year serving grades TK-6 for the two year term.

GRADE	2024-25	2025-26	2026-27
TK	18	40	40
K	48	45	45
1	56	45	45
2	47	45	45
3	51	45	45
4	52	45	45
5	34	45	45
6	47	45	45
Total	353	355	355

Goals and Philosophy

5. VISION AND MISSION

Vision

One day, the cycle of poverty will end and children who once were homeless and living in poverty will be leaders of this world.

Mission

Crete Academy provides a rigorous, college preparatory education to historically underserved TK-6 students.

Academic Philosophy

An unwavering focus on its mission to prepare student's mind, body and soul to enter and succeed in college, serves as the single guiding principle for every aspect of Crete Academy's educational program and instructional methodology. Fundamentally, the Crete Academy community acts upon the belief that all students can learn at high levels and deserve the opportunity to receive a college preparatory public education. Crete Academy believes in establishing clear and measurable goals for academic performance for every leader, teacher and student, and believes that it is ultimately the responsibility of adults at Crete Academy to do whatever it takes to ensure students meet the high academic and social standards set for them.

Core Values

Crete Academy staff members embody and teach these values:

Character: Crete is dedicated to ensuring students have strong character, which means they are honest and trustworthy, and have integrity, and a strong sense of perseverance.

Equality: Crete students will learn to appreciate and embrace the differences of others, including, but not limited to, individuals of different ethnic backgrounds, religious faiths, sexual preferences and learning abilities. Students will learn that everyone deserves to experience life equally and should not be treated differently based on circumstances beyond their control.

Excellence: Crete students will do all things with excellence, understanding that they are not perfect, but they are always asked to do their best.

Responsibility: Crete students will be taught to take responsibility for their actions. Students will learn humility in times of celebration and acceptance in times of failure.

Teachability: Crete students will be taught the growth mindset in order to remain life-long learners. This means students will have an understanding that intelligence is not fixed.

6. CHARACTERISTICS OF AN “EDUCATED PERSON” IN THE 21ST CENTURY

An "educated person" in the 21st century embodies a set of essential characteristics and skills vital for success in college, careers, and civic life. Central to this profile is college and career readiness, which includes critical thinking and problem-solving abilities. Additionally, personal attributes such as character, responsibility, equality, teachability, and excellence play a crucial role in shaping well-rounded individuals (Wagner, 2014)². These attributes empower students to navigate complex challenges, demonstrate ethical decision-making, and work effectively within diverse environments, ensuring they can adapt to rapidly changing job markets and societal demands (Zhao, 2016)³.

Moreover, proficient use of technology is a hallmark of a 21st-century educated individual. Digital literacy has become fundamental, requiring students to be adept at utilizing technology for research, communication, collaboration, and innovation (Binkley et al., 2012)⁴. This includes the ability to evaluate information critically, engage in digital citizenship, and leverage various tools for effective problem-solving. The integration of technology in learning environments supports these competencies, providing access to resources and platforms that enhance educational experiences (Partnership for 21st Century Skills, 2015)⁵.

The combination of critical thinking, effective communication, interpersonal skills, and technological proficiency, along with core personal attributes like character and responsibility, defines a 21st-century educated person. This holistic profile equips individuals to contribute meaningfully to their communities and succeed in an increasingly interconnected world.

7. HOW LEARNING BEST OCCURS

Learning best occurs when instructional strategies align with the diverse needs of students, particularly those from socioeconomically disadvantaged backgrounds, including homeless individuals, African American/Black, Latino students, English learners, and students with disabilities. Current learning theories emphasize the importance of culturally responsive pedagogy, which recognizes and utilizes students' cultural backgrounds as

² Wagner, T. (2014). *Creating Innovators: The Making of Young People Who Will Change the World*.

³ Zhao, Y. (2016). *Preparing Globally Competent Citizens: The Role of Education*.

⁴ Binkley, M., Erstad, O., Herman, J., & Raizen, S. (2012). *Defining 21st Century Skills*.

⁵ Partnership for 21st Century Skills. (2015). *Framework for 21st Century Learning*.

assets in the learning process (Gay, 2018)⁶. This approach fosters a sense of belonging and validation, essential for engagement and motivation. Furthermore, the Universal Design for Learning (UDL) framework promotes flexible learning environments that accommodate varied learning preferences and needs, ensuring that all students, including those with disabilities, can access the curriculum (CAST, 2018)⁷.

Constructivist theories also highlight the importance of experiential learning, where students actively construct knowledge through real-world experiences and collaborative interactions (Brusilovsky & Millán, 2007)⁸. For marginalized groups, this can mean integrating community resources and relevant content that resonates with their lived experiences, thus enhancing engagement and retention. Additionally, social-emotional learning (“SEL”) frameworks are crucial for supporting students' emotional and psychological needs, which are often heightened in socioeconomically disadvantaged populations (Durlak et al., 2011)⁹. By fostering skills such as self-awareness, relationship-building, and resilience, SEL equips students to navigate challenges effectively. Overall, a holistic, inclusive approach that combines these theories can create an equitable and supportive learning environment for all students, particularly those facing systemic barriers.

At Crete, we believe that learning best occurs when students' basic needs are met. We also believe that learning occurs best when personalized, through the gradual release of responsibility from the teacher to the student, and when students are motivated to learn based on positive school culture and positive feelings of self-efficacy, not when they are not overloaded cognitively and when they are able to understand and reflect on their own learning. Activities and assessments at Crete are aligned to these learning theories and guide teacher instruction. The following theories are the foundation of how we believe learning best occurs:

1. **Maslow's Hierarchy of Needs:** Maslow stated that people are motivated to achieve certain needs, and that some needs take precedence over others. When one need is fulfilled a person seeks to fulfill the next one, and so on.¹⁴¹⁰
2. **Personalized Learning:** student learning experiences--what they learn, and how, when, where and by whom they learn it--are tailored to their individual needs, skills, and interests, and their school enables them to take ownership of that learning.
3. **Gradual Release of Responsibility:** supporting student learning through gradual independence from the teacher

⁶ Gay, G. (2018). *Culturally Responsive Teaching: Theory, Research, and Practice*.

⁷ CAST. (2018). *Universal Design for Learning Guidelines version 2.2*.

⁸ Brusilovsky, P., & Millán, E. (2007). *User Modelling 2007: Adaptation in Educational Hypermedia*.

⁹ Durlak, J. A., Domitrovich, C. E., Weissberg, R. P., & Gullotta, T. P. (2011). *Social-emotional learning: An integral part of education*.

¹⁰ <http://www.simplypsychology.org/maslow.html>

4. **Motivation:** this theory asserts that individuals learn when they are influenced by their sense of self-efficacy and other factors
5. **Cognitive Load Theory:** the belief that learning best occurs when the working memory is not overloaded
6. **Metacognition:** the development of critical thinking, higher-order thinking and problem solving skills

Maslow's Hierarchy of Needs

Meeting the diverse needs of students who are homeless or living in poverty requires a comprehensive understanding of the barriers they face. As highlighted by Eric Jensen in his book, *Teaching with Poverty in Mind*, children from low-income families often experience poorer physical health compared to their more affluent peers, facing issues such as asthma, obesity, and inadequate access to healthcare (Jensen, 2015)¹¹. These health challenges are compounded by poor nutrition and unhealthy living environments, significantly impacting their ability to engage in the learning process. At Crete, we recognize that addressing these foundational health issues is essential for fostering academic success. Our approach is rooted in supporting the "whole child," aiming to mitigate the adverse effects of poverty and enhance educational achievement.

According to Maslow's Hierarchy of Needs, students' basic needs must be met before they can achieve higher levels of learning and self-actualization (Maslow, 1943; updated by others in recent discussions)¹². Jensen emphasizes that students living in poverty often struggle with nutrition (level 1), reside in low-quality neighborhoods where safety is a constant concern (level 2), and may lack stable relationships with caregivers due to high stress levels (level 3). This results in a diminished sense of belonging and self-respect (level 4), ultimately hindering their intellectual capabilities (level 5). By addressing these layers of need, Crete seeks to create an environment conducive to learning, where students feel safe, supported, and valued.

A study published by the National Center for Chronic Disease Prevention supports the notion that a holistic approach to education can significantly impact student outcomes. The research underscores the effectiveness of the Whole School, Whole Community, Whole Child (WSCC) model, which integrates health and education to foster student well-being and academic success (CDC, 2016)¹³. Additionally, Frisvold (2014) found that the availability of school breakfast positively correlates with improved student achievement, reinforcing the importance of addressing nutritional needs¹⁴. By prioritizing the physical, mental, and emotional well-being of our students, Crete aims to provide the necessary support for their academic journeys.

¹¹ Jensen, E. (2015). *Teaching with Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About It*.

¹² Maslow, A. H. (1943). *A Theory of Human Motivation*.

¹³ Centers for Disease Control and Prevention (CDC). (2016). *Whole School, Whole Community, Whole Child (WSCC) Model*.

¹⁴ Frisvold, D. (2014). *The Effects of School Breakfast on Student Achievement*

To further assist our students and their families, Crete will offer a variety of resources aimed at meeting their needs. Access to medical, dental, and mental health services will be facilitated through partnerships with local organizations, ensuring comprehensive support. Our Food Pantry will provide essential non-perishable items and toiletries, while clothing and shoes will be collected and distributed to those in need throughout the year. Additionally, Crete will offer afterschool enrichment programs designed to engage students and promote their holistic development. By focusing on the whole child, we strive to create an educational environment where every student has the opportunity to thrive.

Personalized Learning

At Crete, personalized learning means that every student receives an educational experience tailored to their unique needs, skills, and interests. According to Childress and Benson (2019), when effectively implemented, personalized learning can engage students by meeting them where they are, motivating them based on their interests and academic levels, and ultimately preparing them to become lifelong learners¹⁵. Crete will present students with both academic content and extracurricular activities aligned with their developmental levels and individual interests.

Childress and Benson further emphasize that rather than adopting a one-size-fits-all instructional approach, personalized learning allows each student to follow an optimal learning path at their own pace. This may involve a variety of instructional methods, including individual and small-group instruction, collaborative projects, and the use of instructional software. Early evidence suggests that personalized learning can empower teachers to better address student needs (Hassel & Hassel, 2011)¹⁶. At Crete, teachers will be supported in implementing differentiated instructional strategies such as direct instruction, targeted interventions, and Response to Intervention (RTI). This support will empower teachers to select and apply strategies best suited to their students' specific learning needs.

Moreover, personalized learning fosters meaningful relationships between teachers and students, which can significantly influence student achievement. Research by John Hattie (2012) indicates that the quality of teacher-student relationships has a high impact on educational outcomes¹⁷. Recognizing the pivotal role that teachers play in influencing student achievement, Crete is committed to creating a positive classroom environment and employing diverse instructional strategies to meet individual needs. This approach is especially vital for students from low SES families, as personalized instruction can significantly enhance their educational experiences and outcomes.

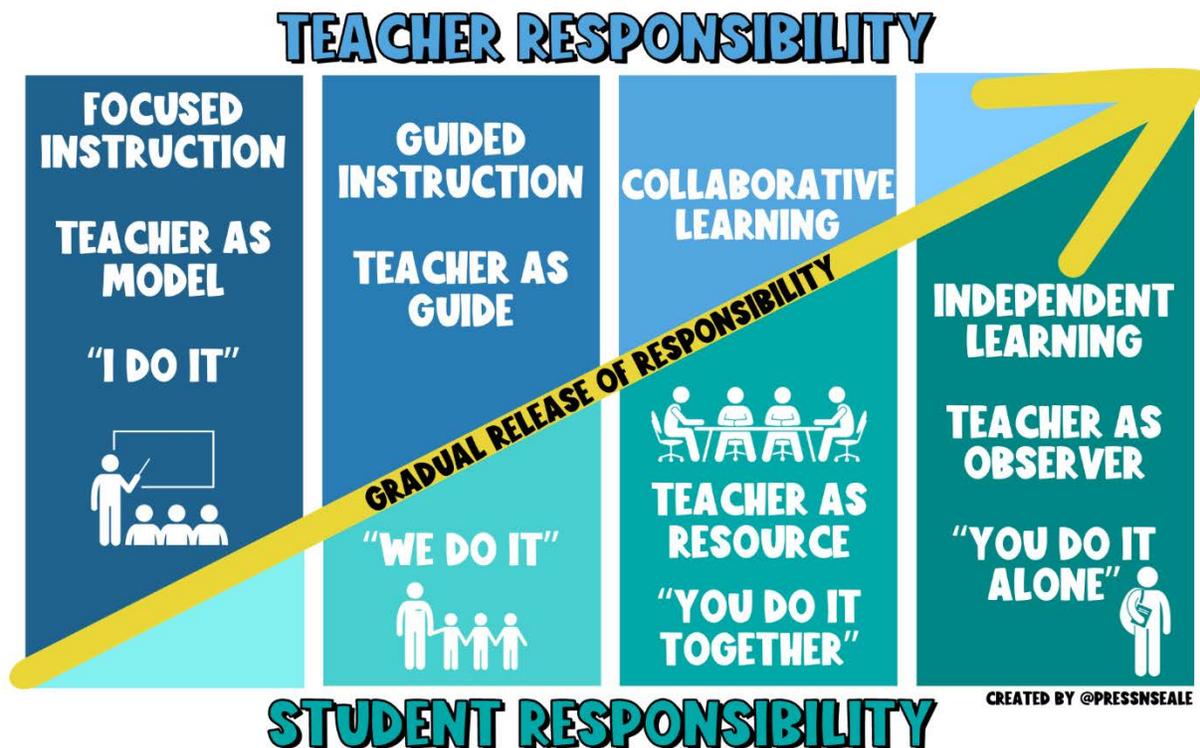
¹⁵ Childress, S., & Benson, J. (2019). *Personalized Learning: A Guide for Engaging Students with Technology*

¹⁶ Hassel, E. & Hassel, B. (2011). *The Future of Personalized Learning: Findings from the 2010–2011 Personalized Learning Pilot Projects*.

¹⁷ Hattie, J. (2012). *Visible Learning for Teachers: Maximizing Impact on Learning*.

Gradual Release of Responsibility

The Gradual Release of Responsibility model, developed by Fisher and Frey, is an instructional framework that systematically shifts the responsibility of learning from the teacher to the student. This model emphasizes that by providing appropriate supports, students can develop into self-directed learners capable of engaging with tasks independently (Fisher & Frey, 2016)¹⁸. The process begins with teacher-led instruction, where the educator provides direct guidance and modeling. As students progress, they receive increasing levels of support until they are able to work in small groups or independently, ultimately achieving a high level of control over their learning.



19

The Gradual Release model encompasses four distinct phases: focused instruction, guided instruction, collaborative learning, and independent learning. Focused instruction involves direct teaching strategies such as modeling think-alouds, which promote metacognitive practices and activate prior knowledge (Fisher & Frey, 2016)²⁰. Following this, guided instruction provides students with cues and prompts to help scaffold their

¹⁸ Fisher, D., & Frey, N. (2016). *Guiding Readers and Writers (Grades 3-6): Teaching, Comprehension, Genre, and Content Literacy*.

¹⁹ Saele, K. (2023). *Going Beyond Digital Literacy: Fostering Readers as Learners*.

²⁰ Fisher, D., & Frey, N. (2016). *Homework and the Gradual Release of Responsibility: Making "Responsibility" Possible*

understanding and thinking processes. Next, students engage in collaborative learning through discussions and problem-solving activities, allowing them to learn from their peers. Finally, the independent learning phase enables students to apply the skills and knowledge they have acquired, fostering autonomy and self-efficacy.

For instance, in a mathematics lesson focused on adding fractions, a teacher may begin with a demonstration of the process, providing direct instruction. As students begin to grasp the concept, the teacher can prompt them to solve similar problems on their own whiteboards, gradually stepping back to offer guidance as needed. This approach not only utilizes the Gradual Release model but also incorporates differentiated instructional techniques to meet individual learning needs (Fisher & Frey, 2016). By employing strategies like “I do, We do, You do,” teachers can effectively guide students from dependence to independence, ultimately fostering their ability to problem-solve autonomously. This model can be adapted for various instructional settings, including whole class, small group, or one-on-one instruction, aiming to ensure that all students can achieve high levels of control in their learning processes.

Motivation and Self-Efficacy

Motivation and self-efficacy are critical elements in fostering student learning and achievement, significantly influencing how students approach their educational experiences. Self-efficacy, defined as an individual's belief in their ability to succeed in specific tasks, greatly impacts motivation (Schunk & Zimmerman, 2012)²¹. Students with high self-efficacy are more likely to set challenging goals, persist in the face of difficulties, and ultimately perform better academically (Bandura, 2018)²². When students believe in their capabilities, they tend to engage more deeply in their learning, take risks, and seek assistance when necessary.

Moreover, motivation can be categorized as intrinsic or extrinsic, with each type playing a distinct role in the learning process. Intrinsic motivation arises from genuine interest or enjoyment in the subject matter, while extrinsic motivation is driven by external rewards or recognition (Ryan & Deci, 2017)²³. Research has shown that fostering intrinsic motivation is particularly effective for promoting long-term engagement and achievement, as it leads to deeper learning and a stronger connection to the material (Guiffrida, 2019)²⁴. Educators can enhance motivation by creating supportive and challenging learning environments, offering choices, and connecting learning to students' interests and real-life contexts.

²¹ Schunk, D. H., & Zimmerman, B. J. (2012). *Self-Regulation and Learning: An Educational Psychologist's Perspective*. In *Handbook of Self-Regulation of Learning and Performance* (pp. 3-12). Routledge.

²² Bandura, A. (2018). *The application of social cognitive theory to self-regulation: A model of the role of self-efficacy in self-regulated learning*. In *Self-Regulated Learning and Academic Achievement* (pp. 49-65). Routledge.

²³ Ryan, R. M., & Deci, E. L. (2017). "Self-determination theory: Basic psychological needs in motivation, development, and wellness." *Guilford Press*.

²⁴ Guiffrida, D. A. (2019). "A Social Justice Approach to Motivation in Higher Education." *Journal of College Student Development*, 60(3), 307-313

At Crete, we recognize the importance of both motivation and self-efficacy in promoting student success. Our approach involves providing targeted feedback, encouraging a growth mindset, and cultivating a classroom culture that values effort and improvement. By focusing on building self-efficacy and motivation, we aim to equip students with the resilience and determination necessary to overcome obstacles and achieve their educational goals.

Cognitive Load Theory

Cognitive Load Theory posits that learning is optimized when the cognitive demands placed on students align with their existing knowledge and skills. For elementary school students, this theory emphasizes the importance of managing cognitive load to enhance learning outcomes (Sweller, 2016)²⁵. Young learners have limited working memory capacity, so instructional designs should minimize unnecessary cognitive overload. This can be achieved by simplifying complex information and breaking down tasks into manageable steps (Mayer, 2019)²⁶.

In practice, teachers can implement strategies such as chunking information, using visual aids, and providing clear, concise instructions. For instance, when teaching mathematical concepts, a teacher might introduce new operations through step-by-step examples, allowing students to grasp each component before moving on to more complex problems (Sweller, van Merriënboer, & Paas, 2019)²⁷. Additionally, integrating collaborative learning opportunities can help distribute cognitive load among peers, fostering a deeper understanding of the material (Kahoot & Wiggins, 2020)²⁸.

Ultimately, by applying Cognitive Load Theory in the classroom, educators can create a supportive learning environment that enhances comprehension and retention for elementary students. This approach not only aids in knowledge acquisition but also promotes students' confidence and motivation as they experience success in mastering new concepts.

Metacognition

At Crete, we believe that students learn most effectively when they engage in metacognitive practices that enhance their critical thinking skills and help them construct meaning from the content. Central to our approach is the Gradual Release of Responsibility model, which allows teachers to demonstrate metacognitive strategies during the "I Do" phase. For example, in a science lesson focused on distinguishing mammals from non-mammals, the teacher begins by connecting to students' prior

²⁵ Sweller, J. (2016). "Cognitive Load Theory: Recent Theoretical Advances and Future Directions." *Educational Psychology Review*, 28(2), 263-276.

²⁶ Mayer, R. E. (2019). *Educational Psychology: A Cognitive Approach*. Pearson.

²⁷ Sweller, J., van Merriënboer, J. J. G., & Paas, F. (2019). "Cognitive Architecture and Instructional Design." *Educational Psychologist*, 54(1), 3-15.

²⁸ Kahoot, K., & Wiggins, R. (2020). "Collaborative Learning and Cognitive Load: The Role of Peer Interaction." *Educational Psychology Review*, 32(3), 569-586

knowledge through questions about animal characteristics. This not only activates prior knowledge but also allows the teacher to assess understanding (Hattie & Donoghue, 2016)²⁹.

In the next phase, "We Do," students collaborate in small groups to apply a checklist to determine whether an animal is a mammal. During this process, the teacher encourages one group to articulate their reasoning, thereby modeling metacognitive strategies for the entire class (Schraw, 2018)³⁰. This collaborative engagement fosters a shared understanding of the metacognitive process. Moving to the "You Do, I Help" phase, students independently apply their knowledge while the teacher provides individualized support based on their learning needs. Finally, in the independent phase, students document their understanding in a journal, further reinforcing their metacognitive skills.

Teaching metacognitive strategies is essential for developing critical thinking and problem-solving abilities. These skills not only enable students to tackle complex problems but also promote self-regulation in managing their learning (Zimmerman, 2017)³¹. Research shows that self-directed learners can assess task demands, evaluate their skills, plan approaches, monitor their progress, and adjust strategies as necessary (Ambrose et al., 2010)³². At Crete, we emphasize these principles to help students become self-directed learners who are capable of reflecting on their knowledge and skills.

By addressing students' basic needs and providing a personalized learning environment, along with a positive school climate that motivates learning, we aim to optimize cognitive load and support the development of metacognitive strategies. This comprehensive approach ensures that our students thrive and achieve high academic standards (Mayer, 2011)³³.

8. ENABLE STUDENTS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

Crete Academy is dedicated to fostering self-motivated, competent, and lifelong learners through a holistic educational model aligned with the CCSS and NGSS. The curriculum is designed to empower students to think critically, problem-solve, and monitor their academic progress, while also prioritizing their physical, mental, and emotional well-being.

²⁹ Hattie, J., & Donoghue, G. (2016). "Learning Strategies: A Syntheses and Conceptual Model." *Educational Psychologist*, 51(3), 279-293.

³⁰ Schraw, G. (2018). "Promoting Self-Regulation in the Classroom." *Educational Psychologist*, 53(2), 131-142

³¹ Zimmerman, B. J. (2017). "Theories of Self-Regulated Learning and Academic Achievement: An Overview and Analysis." In *Handbook of Self-Regulation of Learning and Performance* (pp. 1-12). Routledge.

³² Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M., & Norman, M. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass

³³ Mayer, R. E. (2011). *Applying the Science of Learning*. Pearson.

By ensuring that students' foundational needs are met, Crete creates an environment conducive to higher-level intellectual engagement.

Central to this model is the clear alignment of lesson plans with CCSS and NGSS, enabling teachers to collaborate effectively and tailor strategies to meet the diverse academic needs of their students. This collaborative approach supports all learners by recognizing individual experiences and learning styles, fostering a sense of competence and motivation among students. Furthermore, Crete emphasizes the development of metacognitive skills, teaching students to assess tasks, reflect on their learning processes, and engage in self-monitoring. As highlighted by Ambrose et al. (2010)³⁴, these skills are crucial for managing one's own learning, particularly in higher education settings.

Through structured activities, such as peer discussions before assignments, students learn to articulate their understanding and clarify task requirements, enhancing their critical thinking abilities. This proactive approach not only prepares students for academic challenges but also instills lifelong learning habits applicable across disciplines. Additionally, Crete Academy promotes the overall well-being of its students through a Wellness Program that provides wraparound services, including access to medical, dental, and mental healthcare resources. This comprehensive support system ensures that students are healthy and ready to engage fully in their educational journeys, thus reinforcing the school's commitment to nurturing self-motivated, competent learners prepared for college and career success.

9. ANNUAL GOALS AND ACTIONS

Crete Academy is committed to ensuring that all students achieve their maximum potential while addressing the unique needs of various student groups identified under California's Local Control Funding Formula. The school has established three key annual goals aligned with the eight state priorities outlined in Education Code Section 52060(d).

The first goal focuses on equitable access to quality education, ensuring that all students have access to qualified teachers who are appropriately assigned and fully credentialed in the subject areas and, for the students they are teaching, every student has sufficient access to well-maintained facilities, and robust, standards-aligned instruction. To achieve this, Crete Academy will maintain safe and clean school facilities, employ credentialed teachers and administrators, and provide comprehensive professional development that emphasizes instructional strategies tailored to support all students, particularly English Learners. Additionally, the school will offer enrichment programs in Visual Arts, STEM, Coding, and Performing Arts alongside core subjects, and will utilize state-verified instructional materials to enhance learning. Recruitment and retention of well-qualified

³⁴ Ambrose, S. A., Bridges, M. W., DiPietro, M., Lovett, M. D., & Norman, M. K. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass.

teachers will also be prioritized, supported by financial assistance for teacher induction expenses.

The second goal centers on academic growth, with a commitment to ensuring that all students demonstrate progress toward meeting or exceeding standards in English Language Arts (“ELA”), Math, and Science. Specific actions will include implementing Tier I extensions through differentiated instruction, providing targeted interventions for students who are academically behind, and offering after-school, intersession, and summer academic support. Engaging activities such as math field days and science fairs will be organized to foster enthusiasm for these subjects, along with enhanced designated English Language Development instruction to support English Learners and additional curriculum supports for newcomer students and their families.

The third goal aims to create a strong sense of parental involvement, family engagement, and community support, ensuring that all students, families, and staff feel connected and valued. To this end, Crete Academy will establish partnerships with local health and dental clinics, counseling services, and housing organizations to provide comprehensive support. Events such as Family Fair, Back to School Night, and Parent-Teacher Conferences will be organized to engage families in school life, while regular communication will be maintained in both English and Spanish to keep parents informed. Restorative Justice practices and Positive Behavioral Interventions and Supports (PBIS) will be implemented to promote a positive school climate, and the Harmony Center will offer intake and support services, including counseling and medical assistance, to address the diverse needs of families. By focusing on these comprehensive goals and specific actions, Crete Academy aims to foster an inclusive and supportive educational environment that addresses the needs of all students, particularly those from socioeconomically disadvantaged backgrounds and other identified groups.

LCFF STATE PRIORITIES		
GOAL #1		
All students will have equitable access to fully-credentialed teachers, qualified staff, well-maintained facilities, and robust, standards-aligned instruction and materials.	Related Priorities:	State
	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6	
	Local Priorities:	
	<input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal		

- Provide all students, staff and stakeholders with a safe, clean and operational school facilities (maintenance and custodial, updated cleaning equipment)
- Hire Credentialed Teachers and Administrators
- Provide all classrooms with Teaching Fellows and Support Staff
- Provide comprehensive grade level curriculum training and professional development, including instructional strategies for teaching state standards, helping English Learners access the standards, effective use of supplemental materials, determining academic readiness, and differentiated instruction (All instruction related PD)
- Provide all students with equitable access to the enrichments of Visual Art, Stem, Coding, and Performing Arts, in addition to their core subjects (Foreign Language and Arts Teachers, Supplies for enrichment courses)
- Provide state-verified, standards aligned instructional and assessment materials (curriculum and consumables)
- Recruit well-qualified teachers to maintain small class sizes, and support credential clearance through reimbursement of teacher induction expenses (Induction, Edjoin, Indeed and other teacher recruitment expenses)

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will ensure that students are taught by credentialed teachers.

Metric/Method for Measuring: Annual review of credentials and teaching assignments, CDE DataQuest *Teaching Assignment Monitoring Outcomes by FTE*

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	76% 2022-23	100% 2025-26	100% 2026-27

Outcome #2: The Charter School will ensure that students have access to standards-aligned instructional materials.

Metric/Method for Measuring: Textbook Inventory

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	100% 2023-24	100% 2025-26	100% 2026-27

<p>Outcome #3: The Charter School will ensure the school facilities are in “Good Repair.” Metric/Method for Measuring: Facilities Inspection Tool (FIT)</p>			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Good Repair 2024-25	Good Repair 2025-26	Good Repair 2026-27
<p>Outcome #4: The Charter School will implement Instructional Materials Aligned to State Standards. Metric/Method for Measuring: Local Indicators – CA School Dashboard</p>			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Instructional Materials Aligned to Standards – Local Indicators ELA 3 ELD 3 Math 3 Science 2 History 3 2023-24	Instructional Materials Aligned to Standards – Local Indicators ELA 4 ELD 4 Math 4 Science 4 History 4 2025-26	Instructional Materials Aligned to Standards – Local Indicators ELA 5 ELD 5 Math 5 Science 5 History 5 2026-27
<p>Outcome #5: The Charter School will implement Instructional Materials Aligned to State Standards especially for English Learners who have access to CA ELD Standards aligned instruction. Metric/Method for Measuring: Textbook Inventory</p>			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	100%	100%	100%

	2023-24	2025-26	2026-27
<p>Outcome #6: The Charter School will ensure that students, including unduplicated pupils and students with disabilities, who have access to and are enrolled in a broad course of study. Metric/Method for Measuring: Master Schedule</p>			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	90% 2023-24	95% 2025-26	100% 2026-27
GOAL #2			
All students will demonstrate growth toward meeting or exceeding standards in English Language Arts, Math, and Science.		Related Priorities:	State
		<input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7	
		<input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8	
		<input type="checkbox"/> 3 <input type="checkbox"/> 6	
		Local Priorities:	
		<input type="checkbox"/> :	
		<input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal			
<ul style="list-style-type: none"> • Provide Tier I extensions through differentiated instruction within the classrooms for ELA and Math (STAR, eduCLIMBER, assessment Licenses and intervention materials, i-Ready) • Provide targeted ELA and Math interventions to students who are behind Academically • Provide after-school, intersession, and summer academic intervention for students who are behind academically. • Provide Math and Science enrichment activities like math field days, science fairs and family events • Improve designated ELD instruction for all English Learners, as well as integrated ELD support within the classrooms • Provide additional curriculum supports for newcomers and translation services for their families 			
Expected Annual Measurable Outcomes			
<p>Outcome #1: The Charter School will increase the percentage of students in grades 3-6 who meet or exceed standard mastery on the SBAC ELA.</p>			

Metric/Method for Measuring: SBAC ELA Score Reports			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Spring 2023 14.37%	Spring 2026 20%	Spring 2027 26%
English Learner Students	0%	6%	12%
Socioeconomically Disadvantaged Students	14.76%	21%	27%
Foster Youth Students	*	*	*
Homeless Students	5.26%	12%	18%
Students with Disabilities	0%	6%	12%
African American Students	16.98%	24%	30%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	10.91%	17%	23%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*
Outcome #2: The Charter School will decrease the Distance from Standard (DFS) of students in grades 3-6 on the SBAC ELA.			
Metric/Method for Measuring: SBAC ELA Score Reports			
APPLICABLE STUDENT GROUPS	Baseline	Year 1 of Term	Year 2 of Term

	(Based on most recent data available)		
All Students (Schoolwide)	Spring 2023 -94.2	Spring 2026 -87	Spring 2027 -80
English Learner Students	-95.8	-88	-81
Socioeconomically Disadvantaged Students	-95.8	-88	-81
Foster Youth Students	*	*	*
Homeless Students	-124.5	-122	-120
Students with Disabilities	-150.5	-148	-146
African American Students	-97.6	-90	-83
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	-88.6	-82	-74
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*
Outcome #3: The Charter School will increase the percentage of all students who are “At or Above” grade level in Reading.			
Metric/Method for Measuring: Winter Renaissance STAR Reading Report			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term

All Students (Schoolwide)	Winter 2023 25.8%	Winter 2025 31%	Winter 2026 38%
English Learner Students	14%	20%	26%
Socioeconomically Disadvantaged Students	N/A	31%	38%
Foster Youth Students	*	*	*
Homeless Students	20%	26%	32%
Students with Disabilities	29%	35%	41%
African American Students	27%	33%	39%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	16%	22%	28%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #4: The Charter School will increase the percentage of students in grades 3-6 who meet or exceed standard mastery on the SBAC Math.

Metric/Method for Measuring: SBAC Math Score Reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Spring 2023 6.59%	Spring 2026 13%	Spring 2027 19%
English Learner Students	0%	6%	12%

Socioeconomically Disadvantaged Students	7.38%	14%	19%
Foster Youth Students	*	*	*
Homeless Students	5.26%	11%	17%
Students with Disabilities	0%	6%	12%
African American Students	5.66%	12%	18%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	9.09%	15%	21%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #5: The Charter School will decrease the Distance from Standard (DFS) of students in grades 3-6 on the SBAC Math.

Metric/Method for Measuring: SBAC Math Score Reports

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Spring 2023 -107.9	Spring 2026 -101	Spring 2027 -96
English Learner Students	-100.6	-94	-88
Socioeconomically Disadvantaged Students	-110.2	-104	-98
Foster Youth Students	*	*	*

Homeless Students	-129.4	-123	-117
Students with Disabilities	-165.5	-159	-153
African American Students	-113.1	-107	-101
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	-96.1	-90	-84
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #6: The Charter School will increase the percentage of all students who are “At or Above” grade level in Math.

Metric/Method for Measuring: Winter Renaissance STAR Math Report

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Winter 2023 31%	Winter 2025 37%	Winter 2026 43%
English Learner Students	0%	6%	12%
Socioeconomically Disadvantaged Students	N/A	37%	43%
Foster Youth Students	*	*	*
Homeless Students	18%	24%	30%
Students with Disabilities	33%	39%	45%

African American Students	31%	37%	43%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	31%	37%	43%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #7: The Charter School will increase the percentage of students in grade 5 who meet or exceed standards mastery in Science.

Metric/Method for Measuring: CAST Score Report

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	Spring 2023 2.63%	Spring 2026 9%	Spring 2027 15%
English Learner Students	*	*	*
Socioeconomically Disadvantaged Students	2.86%	9%	15%
Foster Youth Students	*	*	*
Homeless Students	*	*	*
Students with Disabilities	*	*	*
African American Students	4.17%	10%	16%
American Indian/Alaska Native Students	*	*	*

Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	0%	6%	12%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #8: The Charter School will increase the percentage of English Learners who make one year of progress.

Metric/Method for Measuring: English Learner Progress Indicator – CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
English Learner Students	2022-23 33.3%	2025-26 42%	2026-27 51%

Outcome #9: The Charter School will ensure the English Learner Reclassification Rate that is the same as or higher than the State.

Metric/Method for Measuring: English Learner Reclassification Rate - CALPADS

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
English Learner Students	2020-21 CDE 0% v. 6.9% State 2022-23 CALPADS 30%	2023-24 CDE 7% 2023-24 CALPADS 7%	2024-25 CDE 14% 2024-25 CALPADS 14%

GOAL #3

All students, parents/guardians, families, and staff will feel connected to the school community, engaged in their respective work, and supported to be their best.	Related Priorities:	State
	<input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 6	
	Local Priorities:	
	<input type="checkbox"/> : <input type="checkbox"/> :	

Specific Annual Actions to Achieve Goal

- Crete will establish partnerships with health and dental clinics, counseling services, food banks, housing organizations and more to support students and their families. LCSW will supervise MSW interns and Housing Specialist.
- Family Fair, Back to School Night, Parent-Teacher Conferences, Open House, Family Nights and Parent Education Workshops will be held to help engage families in school life and their child's learning.
- School Site Council (SSC) and English Learner Advisory Committee (ELAC), with increased facilitation being provided to support and engage families.
- Regular communication via our online platforms and email will be provided to parents of upcoming events, resources, and workshops. All communication will be present in both English and Spanish. Training will be provided to teachers, staff, and parents on the use of digital communication tools. Parent outreach and communications will stress the importance of regular attendance and arriving on time each day.
- Restorative Justice practices and whole school PBIS will be used to minimize suspensions and keep kids in school. Teachers will receive support and training in best practices regarding positive behavioral support, classroom management, and crisis intervention. Culture assemblies will be held monthly for school culture.
- Providing harmony center intake and support for students and their families with counseling, medical, dental, vision and hearing services. Providing transportation for students who identify that as a need during Harmony intake.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will increase the percentage of parents reporting that the school administrators create a school environment that helps students learn.

Metric/Method for Measuring: Local Climate Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent	Year 1 of Term	Year 2 of Term

	data available)		
All Students (Schoolwide)	97% 2023-24	98% 2025-26	99% 2026-27
Outcome #2: The Charter School will increase the number of opportunities for parents to provide input on policies and programs. Metric/Method for Measuring: Parent Engagement Calendar, SSC Meetings, ELAC Meetings			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	27 2023-24	34 2025-26	40 2026-27
Outcome #3: The Charter School will increase the number of parents of unduplicated pupils and students with disabilities participating in advisory groups. Metric/Method for Measuring: Parent Engagement Calendar, SSC Meetings, ELAC Meetings			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	0 2023-24	1 2025-26	2 2026-27
Outcome #4: The Charter School will increase the percentage of students reporting that they feel safe at school (grades 4-6). Metric/Method for Measuring: Local Climate Survey			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2023-24 83%	2025-26 89%	2026-27 95%
English Learner Students	*	89%	95%
Socioeconomically Disadvantaged Students	*	89%	95%

Foster Youth Students	*	*	*
Homeless Students	*	89%	95%
Students with Disabilities	*	89%	95%
African American Students	*	89%	95%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	*	89%	95%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #5: The Charter School will increase the percentage of students reporting that they feel connected to the school (grades 4-6).

Metric/Method for Measuring: Local Climate Survey

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2023-24 76%	2025-26 84%	2026-27 90%
English Learner Students	*	84%	90%
Socioeconomically Disadvantaged Students	*	84%	90%
Foster Youth Students	*	*	*
Homeless Students	*	84%	90%

Students with Disabilities	*	84%	90%
African American Students	*	84%	90%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	*	84%	90%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

Outcome #6: The Charter School will maintain a 0% Suspension Rate.

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

APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2022-23 0%	2025-26 0%	2026-27 0%
English Learner Students	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%
Foster Youth Students	*	*	*
Homeless Students	0%	0%	0%
Students with Disabilities	0%	0%	0%
African American Students	0%	0%	0%
American Indian/Alaska Native Students	*	*	*

Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*
Outcome #7: The Charter School will maintain a 0% Expulsion Rate. Metric/Method for Measuring: Expulsion Rate – CDE DataQuest			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2022-23 0%	2025-26 0%	2026-27 0%
English Learner Students	0%	0%	0%
Socioeconomically Disadvantaged Students	0%	0%	0%
Foster Youth Students	*	*	*
Homeless Students	0%	0%	0%
Students with Disabilities	0%	0%	0%
African American Students	0%	0%	0%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*
Filipino Students	*	*	*
Latino Students	0%	0%	0%

Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*
Outcome #8: The Charter School will increase the Attendance Rate to 96%.			
Metric/Method for Measuring: Attendance Rate - PADC			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2023-24 94%	2025-26 95%	2026-27 96%
Outcome #9: The Charter School will increase the Chronic Absenteeism Rate to 3%.			
Metric/Method for Measuring: Chronic Absenteeism Rate – CA School Dashboard			
APPLICABLE STUDENT GROUPS	Baseline (Based on most recent data available)	Year 1 of Term	Year 2 of Term
All Students (Schoolwide)	2022-23 4.5%	2025-26 3.75%	2026-27 3%
English Learner Students	0%	0%	0%
Socioeconomically Disadvantaged Students	4.9%	4%	3%
Foster Youth Students	0%	0%	0%
Homeless Students	2.7%	1%	0%
Students with Disabilities	0%	0%	0%
African American Students	6.8%	5%	3%
American Indian/Alaska Native Students	*	*	*
Asian Students	*	*	*

Filipino Students	*	*	*
Latino Students	0.8%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*
Students of Two or More Races	*	*	*
White Students	*	*	*

* Student group not numerically significant at this time.

Instructional Design

10. EDUCATIONAL PROGRAM

The educational program at Crete Academy is designed to be comprehensive, inclusive, and adaptable to meet the diverse needs of all students. It aligns with California State Standards, emphasizing inquiry-based and project-based learning, as well as differentiated instruction. These approaches foster a personalized educational experience that caters to students' unique strengths and needs. Instruction is delivered through a blend of direct instruction, collaborative group work, and independent projects, promoting critical thinking and problem-solving skills.

Teachers are organized into collaborative teams that engage in continuous professional development and data-driven decision-making, enabling them to share best practices and tailor instruction based on student performance. The staffing model includes well-qualified educators, specialized support staff, and Teacher Fellows. Each classroom has a teacher responsible for instructional leadership, while intervention specialists provide targeted support for students who require additional assistance, including English Learners and students with disabilities. This collaborative staffing approach ensures that every student receives the necessary support to succeed.

The design of the educational program is informed by key educational theories, including constructivism, social learning theory, and culturally responsive pedagogy. Constructivism posits that learners actively construct knowledge through engagement with their environment, and research supports that inquiry-based learning leads to deeper understanding and retention (Hmelo-Silver, 2004).³⁵ Social learning theory emphasizes the importance of social interaction in learning, with Bandura (2006) noting that students learn through observation and collaboration, integral to our group-based instructional

³⁵ Hmelo-Silver, C. E. (2004). Problem-Based Learning: An Instructional Model and its Constructivist Framework. *In Theoretical Models and Processes of Literacy*, 4th ed. (pp. 215-239). Newark, DE: International Reading Association.

strategies.³⁶ Culturally responsive pedagogy acknowledges the diverse cultural backgrounds of students, enhancing engagement and academic success for marginalized populations (Gay, 2010).³⁷ These theories, combined with current research, confirm the soundness of Crete’s educational program’s design, fostering an inclusive, inquiry-driven, and collaborative learning environment that prepares all students for academic success and lifelong learning.

11. INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

The educational program at Crete Academy incorporates several innovative components designed to enhance the overall well-being and development of students. A key feature is the Harmony Center, a dedicated space that prioritizes mental and emotional well-being. This center offers students a tranquil environment for meditation, counseling sessions, and opportunities for play and reading, fostering a holistic approach to education that recognizes the importance of mental health in academic success (Weare & Nind, 2011).³⁸ Additionally, the school provides essential resources for families facing homelessness, demonstrating a commitment to supporting the broader community and ensuring that all students have access to necessary services.

Crete Academy also emphasizes the importance of partnerships by collaborating with local businesses, organizations, and educational institutions to create supportive networks for students and families. This initiative includes mentorship programs that connect students with community leaders, enhancing their personal and professional development. Furthermore, the school offers a wide range of enrichment activities, including dance, performing arts with two annual theater productions, chess, culinary arts, and various sports such as basketball and soccer. These programs not only enrich students' academic experiences but also promote teamwork, creativity, and physical well-being, contributing to a well-rounded education (Eccles & Gootman, 2002).³⁹ By integrating these innovative components, Crete Academy provides a nurturing environment that prepares students for both academic success and personal growth.

³⁶ Bandura, A. (2006). *The “Law of Effect” and the “Law of Reinforcement” in the Learning of Behavior*. In A. Bandura (Ed.), *Adventures in the Psychology of Human Behavior* (pp. 59-70). New York: Cambridge University Press.

³⁷ Hmelo-Silver, C. E. (2004). Problem-Based Learning: An Instructional Model and its Constructivist Framework. *In Theoretical Models and Processes of Literacy*, 4th ed. (pp. 215-239). Newark, DE: International Reading Association

³⁸ Weare, K., & Nind, M. (2011). Mental Health Promotion in Schools: A Theoretical Framework. *Health Promotion International*, 26(1), 17-29. doi:10.1093/heapro/eqs030.

³⁹ Eccles, J. S., & Gootman, J. A. (2002). *Community Programs to Promote Youth Development*. Washington, DC: National Academy Press.

12. KEY FEATURES OF THE EDUCATIONAL PROGRAM

Crete Academy’s educational program is strategically designed to address the diverse needs of its student population, particularly socioeconomically disadvantaged students, African American/Black and Latino students, English Learners, and Students with Disabilities. At the core of this approach is a commitment to inclusivity and differentiated instruction, which allows educators to tailor their teaching methods to accommodate the varied learning styles and cultural backgrounds of all students (Tomlinson, 2001)⁴⁰. This responsiveness is critical in creating an equitable learning environment where every student feels valued and capable of succeeding.

One of the primary frameworks guiding this curriculum is Understanding by Design (UbD), which emphasizes backward planning in lesson design. Teachers begin by identifying desired learning outcomes based on California State Standards, focusing on what mastery looks like in various subjects (Wiggins & McTighe, 2005)⁴¹. This approach not only clarifies educational goals but also encourages the integration of culturally relevant materials that reflect the students’ experiences and histories. For instance, incorporating literature and resources that resonate with African American/Black and Latino students can enhance engagement and foster a sense of belonging, making learning more meaningful.

In addition to academic content, Crete Academy prioritizes SEL through character education and the promotion of core values, such as responsibility and respect. These elements are vital in building resilience and a positive school culture, especially for students facing external challenges associated with poverty or discrimination (Zins & Elias, 2006)⁴². The Harmony Center at Crete provides a dedicated space for students to focus on their mental and emotional well-being, offering resources such as counseling and mindfulness practices. This holistic support is essential in addressing the barriers that many socioeconomically disadvantaged students encounter, enabling them to thrive both academically and personally.

Moreover, the curriculum includes enrichment opportunities, such as visual and performing arts, physical education, and various extracurricular activities. These programs are designed to engage all students and provide equitable access to personal expression and physical health, which can often be limited in underfunded schools. Engaging in arts and sports fosters creativity, teamwork, and discipline—skills that are invaluable for success in the 21st century.

⁴⁰ Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*. Alexandria, VA: ASCD.

⁴¹ Wiggins, G., & McTighe, J. (2005). *Understanding by Design*. Upper Saddle River, NJ: Pearson.

⁴² Zins, J. E., & Elias, M. J. (2006). Social and Emotional Learning: Overview and Assessment. *Handbook of Child Psychology*.

Assessment practices at Crete Academy also emphasize equity. By using formative assessments, teachers provide ongoing feedback that allows all students, including those with disabilities, to identify areas for improvement and adjust their learning strategies accordingly (Dweck, 2006)⁴³. This focus on growth and development rather than solely on final grades encourages a growth mindset, which is particularly empowering for students who may have previously struggled with self-esteem related to their academic abilities.

Furthermore, the collaborative environment fostered among teachers and students enhances the learning experience. Regular professional development and collaborative planning sessions enable educators to share best practices and refine their instructional strategies, ensuring that all students receive high-quality, differentiated instruction tailored to their specific needs. This collaboration not only improves instructional quality but also strengthens the sense of community within the school, which is crucial for student engagement and success.

In summary, Crete Academy's educational program is designed with a comprehensive understanding of the challenges faced by its diverse student population. Through a combination of inclusive curriculum design, social-emotional support, enrichment opportunities, and ongoing formative assessments, the school aims to create an equitable learning environment where every student can flourish academically and personally. By prioritizing the unique needs of this community, Crete Academy is committed to fostering a culture of excellence, resilience, and inclusivity.

Curriculum and Instruction

13. CRETE ACADEMY'S CURRICULUM

The curriculum at Crete Academy is intentionally designed to address the diverse needs of SED students, African American/Black and Latino students, ELs, and SWD. By aligning with California State Standards, we ensure that all students receive a high-quality education that is both rigorous and accessible. Our English Language Arts and English Language Development programs provide targeted support for English Learners, incorporating scaffolded instruction and culturally relevant materials that promote language acquisition while connecting to students' backgrounds and experiences. In mathematics, differentiated instruction allows teachers to tailor lessons to meet the varying levels of understanding among students, fostering engagement and mastery. Furthermore, our history-social science curriculum emphasizes diverse perspectives and the contributions of different cultures, helping all students see themselves reflected in the content. Our science curriculum aligns with the NGSS, emphasizing hands-on, inquiry-based learning. Students engage in scientific practices and investigations to foster critical thinking and collaboration. For students with disabilities, our instructional strategies, such as small group interventions and individualized support, are designed to accommodate

⁴³ Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House.

unique learning needs, ensuring that these students have equal access to the curriculum. By implementing social-emotional learning frameworks, we also address the holistic needs of students, fostering a supportive environment that promotes resilience and well-being. Crete offers short-term independent study consistent with applicable law. Overall, our curriculum not only meets academic standards but also actively works to empower all students, providing them with the skills and confidence necessary to succeed in school and beyond. The curriculum resources adopted offers distinct strengths that enhance educational outcomes.

Benchmark Advance for English Language Arts (ELA)

Benchmark Advance is a comprehensive ELA program that integrates reading, writing, speaking, and listening. Its strengths lie in its use of diverse and engaging texts that reflect students' backgrounds, promoting cultural relevance and engagement. The program employs a structured approach that includes explicit instruction in key literacy skills and the gradual release of responsibility model, which empowers students to take ownership of their learning. Differentiated resources and assessments help meet varied proficiency levels, ensuring that all students, including English Learners and students with disabilities, receive the support they need to succeed.

Benchmark ELD for English Language Development

Benchmark ELD focuses on developing language proficiency for English Learners through targeted, context-rich instruction. Its strengths include the integration of language and content learning, allowing students to acquire English while engaging with grade-level subjects. The program provides scaffolding strategies and culturally responsive materials, ensuring that students can connect new vocabulary and concepts to their prior knowledge. Additionally, the interactive components foster collaboration and communication among students, enhancing their language skills in a supportive environment.

Eureka Math for Mathematics

Eureka Math is designed to build deep conceptual understanding and procedural fluency in mathematics. Its strengths include a coherent and rigorous curriculum that emphasizes problem-solving and real-world applications. The program uses a spiral approach, revisiting concepts to reinforce learning and retention. It includes a variety of visual models and manipulatives, which are particularly beneficial for students who may struggle with abstract concepts. The emphasis on collaborative learning and discourse allows students to learn from one another, supporting diverse learning styles and abilities.

Social Studies Alive for History

Social Studies Alive! offers an engaging, hands-on approach to history and social science education. Its strengths include the use of primary sources, multimedia resources, and interactive activities that make learning relevant and enjoyable. The program encourages critical thinking and inquiry, allowing students to explore historical events and concepts in depth. By integrating diverse perspectives and promoting civic engagement, this curriculum helps students connect with their communities and understand their roles as

active citizens, which is especially important for our African American/Black and Latino students.

Mystery Science

Mystery Science provides a hands-on, inquiry-based approach to science education for younger students. Its strengths lie in its engaging video lessons and interactive activities that spark curiosity and encourage exploration. The curriculum addresses various learning styles through visual and tactile experiences, making complex scientific concepts accessible to all students, including those with disabilities. Its alignment with NGSS ensures that students develop a solid foundation in scientific practices while fostering a love for learning about the natural world.

Amplify Science

Amplify Science is an inquiry-driven science curriculum that promotes active learning through hands-on investigations and real-world problem-solving. Its strengths include the integration of technology and collaborative learning, allowing students to work together to explore scientific phenomena. The curriculum is designed to meet the needs of diverse learners by offering differentiated instruction and scaffolding to support all students, including English Learners and students with special needs. By focusing on inquiry and evidence-based reasoning, *Amplify Science* helps students develop critical thinking skills essential for success in science and beyond.

Visual and Performing Arts

The visual and performing arts curriculum promotes creativity and artistic expression through instruction in visual arts, music, dance, and theater. Students engage in various artistic mediums, exploring historical and cultural contexts.

Health and Physical Education

The health and physical education curriculum encourages physical fitness, healthy lifestyle choices, and social-emotional well-being. Instruction includes motor skill development, team activities, and health education topics like nutrition and mental health.

Enrichment

Our enrichment program includes advanced science, technology, engineering, and mathematics (“STEM”) content, fostering deeper exploration and inquiry for students interested in STEM.

Social Emotional Learning

We integrate social-emotional learning (“SEL”) into our curriculum, helping students develop self-awareness, social skills, and emotional regulation, which are essential for academic success.

Together, these curricula provide a robust educational framework that addresses the diverse needs of our student population. By emphasizing engagement, cultural relevance,

and differentiated support, they ensure that all students, regardless of their backgrounds or learning needs, are equipped with the skills and knowledge necessary for academic success and lifelong learning.

Table 1.4: Curriculum Aligned to State Standards

Core Curriculum Area	Grade, Textbook, Publisher, Year of Adoption
English Language Arts	TK, <i>Benchmark Ready to Advance</i> , Benchmark Education Company, 2021 K-6, <i>Benchmark Advance</i> , Benchmark Education Company, 2021 TK-6 Intervention: <i>i-Ready Reading</i> , Curriculum Associates
English Language Development	TK-6, <i>Benchmark ELD</i> , Benchmark Advance, Benchmark Education Company
Mathematics	TK-6, <i>Eureka Math</i> , Great Minds, 2015 TK-6 Intervention: <i>i-Ready Math</i> , Curriculum Associates
History-Social Science	K-6, <i>Social Studies Alive!</i> , Teachers' Curriculum Institute (TCI), 2017
Science	TK-2, <i>Mystery Science</i> , Discovery Education Inc., 2024 3-6, <i>Amplify Science</i> , Amplify Education, Inc., 2017
Visual and Performing Arts	CA Arts Standards for Public Schools, 2019 CA Arts Education Framework for CA Public Schools, 2020
Health/Physical Education	Health Education Content Standards for CA Public Schools, 2008 Health Framework for CA Public Schools, 2003 Physical Education Model Content Standards for CA Public Schools, 2005 Physical Education Framework for CA Public Schools, 2009
Enrichment	Science Content Standards for CA Public Schools, 1998 Science Framework for CA Public Schools, 2016
Social Emotional Learning	Approved by the Collaborative for Academic, Social, Emotional Learning ("CASEL")

14. FOR SPAN AND SECONDARY SCHOOLS

Not Applicable

15. INSTRUCTIONAL METHODS AND STRATEGIES

At Crete, we believe in providing a personalized learning experience that tailors instructional methods and strategies to meet the diverse needs of our students. To ensure mastery of the curriculum aligned with California content and performance standards, including the CCSS, NGSS, and English Language Development standards, our teachers will employ a variety of instructional strategies.

Inquiry-Based Learning

Inquiry-based learning is an educational approach⁴⁴ that emphasizes students' active involvement in the learning process through questioning, exploration, and critical thinking. Instead of passively receiving information, students engage in hands-on activities and investigations that encourage them to ask questions, formulate hypotheses, and seek answers through research and collaboration. This method fosters deeper understanding and retention of knowledge, as students connect concepts to real-world contexts. By promoting curiosity and encouraging students to take ownership of their learning, inquiry-based learning cultivates essential skills such as problem-solving, communication, and collaboration, preparing students for future academic and career challenges.

Differentiated Instruction

Teachers will implement differentiated instruction, recognizing that students learn best when content is tailored to their specific learning needs. Research indicates that differentiation enhances student motivation and engagement (Tomlinson, 2003).⁴⁵ This approach is especially beneficial for subgroup populations, including ELs, students with special needs, and gifted and talented students. By providing personalized instruction that includes appropriate scaffolding, we aim to enhance learning outcomes and foster a sense of self-efficacy among students (Mayer, 2009).⁴⁶

Uniform Instructional System

To maximize student learning, Crete will utilize a Uniform Instructional System (UIS) aligned with the Gradual Release of Responsibility model. This three-step process begins with the teacher modeling a task (“I do”), followed by guided practice with students (“We do”), and culminating in independent practice (“You do”). This method scaffolds content effectively, helping students manage cognitive load and building their confidence as they transition from teacher-led instruction to independent work.

⁴⁴ Briggs, D. C., & Baird, A. (2019). Inquiry-Based Learning: A Guide to the Essentials. *Education and Information Technologies*, 24(2), 891-903. doi:10.1007/s10639-018-9772-3

⁴⁵ Tomlinson, C. A. (2003). *Differentiated Instruction: Strategies and Techniques for the Classroom*. ASCD.

⁴⁶ Mayer, R. E. (2009). *Learning Science: Theory, Research, and Applications*. Cambridge University Press.

Small Group Instruction

When students struggle with specific content, Crete teachers will form small groups for targeted instruction. This strategy allows for focused teaching on particular skills, such as mathematical concepts or writing techniques. While the teacher works with a small group, other students can engage in independent or paired activities, ensuring that everyone remains productive. This approach will be enhanced by assigning an aide to each classroom, allowing for multiple small groups to learn simultaneously.

Kagan Cooperative Learning Strategies

Kagan strategies will be employed to foster cooperative learning and enhance student engagement. These strategies emphasize collaboration, communication, and active participation. For instance, during direct instruction, teachers can use Kagan structures like *RallyCoach*, where students pair up to discuss and answer questions, or *MatchMine*, which involves one student giving verbal instructions to another behind a barrier. Such activities lower anxiety for students, particularly ELs, by promoting engagement in a more intimate setting, facilitating language development and critical thinking.⁴⁷

Targeted Re-Teaching

Targeted re-teaching will be implemented when individual students or groups struggle with particular skills or concepts. This method can take various forms, from immediate feedback and mini lessons to longer instructional sessions designed to support struggling learners. Our small classroom sizes allow for personalized attention, enabling teachers to provide one-on-one support when necessary.

By employing these instructional methods: inquiry-based learning, differentiated instruction, the Uniform Instructional System, small group instruction, Kagan strategies, and targeted re-teaching, Crete is committed to delivering a robust and personalized curriculum that supports all students in mastering the California content and performance standards. This comprehensive approach ensures that our students not only succeed academically but also develop the skills needed for future challenges.

16. INSTRUCTIONAL METHODOLOGIES

Our charter school's instructional methodologies and curriculum are designed to effectively support the implementation of and ensure student mastery of California content and performance standards, including the CCSS, the NGSS, and current ELD standards. All curricular resources will be aligned with these standards, ensuring that every aspect of

⁴⁷ Kagan, S. (2016). *Kagan Cooperative Learning*. Kagan Publishing.

our instruction is purposeful and directed towards achieving the desired educational outcomes.

Teachers will begin by working collaboratively in teams to develop lesson plans using a Backwards Design approach. This methodology starts with clearly defined learning goals based on the standards, allowing educators to structure their lessons with the end in mind. By focusing on what students need to know and be able to do, our instructional design emphasizes deep understanding and mastery of content.

To cater to diverse learning needs, teachers will employ a variety of instructional methodologies. This includes differentiated instruction, project-based learning, and inquiry-based strategies that engage students and make learning relevant. By utilizing diverse approaches, we ensure that all students have the opportunity to learn in a way that resonates with their individual strengths and preferences.

Targeted interventions are a crucial component of our instructional strategy. We will implement re-teaching sessions and small group instruction to provide additional support for students who may struggle with specific concepts. These targeted interventions will help reinforce learning and ensure that every student can achieve mastery of the content standards.

In addition to traditional instructional materials, we will incorporate updated resources post-2005, such as digital platforms and interactive tools that align with the CCSS and NGSS. These resources include online simulations, educational software, and interactive textbooks, which not only enhance engagement but also provide students with the skills necessary for success in a digital world.

To further support English Learners, our curriculum will include specific strategies and materials designed to develop language proficiency alongside academic content. This includes scaffolding techniques, visual aids, and culturally relevant resources that facilitate language acquisition and comprehension.

Regular assessment and feedback will be integrated into our instructional practices, allowing teachers to monitor student progress and adjust their teaching strategies accordingly. This ongoing evaluation will be essential for ensuring that all students remain on track to meet the standards and can demonstrate their understanding effectively.

In summary, our charter school's instructional methodologies and curriculum are thoughtfully designed to align with California's content and performance standards, incorporating collaborative planning, diverse instructional approaches, targeted interventions, and updated resources. Through this comprehensive framework, we are committed to ensuring that every student achieves mastery and is prepared for future academic and career success.

17. STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS

Our instructional program is designed to foster the development of technology-related skills and enhance technology use across all grade levels. Recognizing the vital role of technology in preparing students for college and 21st-century careers, we ensure that every student has access to laptops or tablets. This access creates a rich learning environment where technology is integrated into core subjects. Students utilize online resources to supplement their learning in mathematics and reading/language arts, deepening their understanding while familiarizing them with the digital platforms they will encounter in higher education and the workplace.

In primary grades, students focus on foundational skills, such as basic keyboarding and typing, which establish a groundwork for effective communication and research. As students progress to upper grades, they engage in more complex tasks, including conducting research, creating reports, and developing projects using software applications like Word, PowerPoint, and Excel. To prepare students for computer-based state standardized assessments, we implement regular online assessments across various content areas. This practice familiarizes students with the testing format and technology, helping to build confidence and reduce anxiety. Additionally, we provide targeted instruction in essential technology skills, ensuring students excel in assessments and are equipped for future academic and career pursuits. Continuous feedback from teachers helps identify and address any gaps in skill development, while professional development for educators ensures they are well-equipped to support students in using technology effectively.

To enhance the classroom experience and support effective teaching, our school employs a variety of devices. Each grade teacher is equipped with Epson projectors to facilitate engaging presentations, complemented by Bluetooth JBL speakers and IPEVO document cameras. Key operations members and administrative staff utilize 2020 MacBook Air M1 laptops, providing reliable tools for communication and management.

For students, we offer a range of devices tailored to different grade levels. Kindergarten classes have dedicated iPads to foster early technology skills, while first graders use Samsung Chromebooks. Device distribution varies between campuses for higher grades; at the MLK campus, students in grades 2 through 5 use CTL Chromebooks. At the Crenshaw campus, devices are specified for each grade: 2nd graders use Samsung Chromebooks, 3rd graders utilize HP and Lenovo models, 4th graders work with Toshiba Chromebooks and Dell 2-in-1 Windows PCs, 5th graders have 2017 MacBook Airs, and 6th graders use Asus Chromebooks.

In addition to classroom devices, we maintain two iPads in each main office and utilize Brother Bluetooth printers for issuing tardy passes. Our enrichment classroom is equipped with iMac computers and extra iPads to support diverse learning activities. We also have 2017 MacBook Airs available for testing and for teacher assistants. For printing and

scanning, each campus features two leased high-volume Toshiba multifunction printers. Additionally, for special events, we provide two PA systems—one Harbinger and one Electro-Voice—to ensure clear audio for presentations and gatherings. This comprehensive array of technology creates a dynamic learning environment that supports both students and staff.

18. GRADUATION REQUIREMENTS

Not Applicable

19. COLLEGE AND CAREER READINESS

Not Applicable

20. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES

Not Applicable

21. TRANSFERABILITY OF COURSES

Not Applicable

Transitional Kindergarten

22. CRETE ACADEMY'S TRANSITIONAL KINDERGARTEN PROGRAM

The Charter School shall comply with all applicable requirements regarding transitional kindergarten. For purposes of admission to the Charter School, transitional kindergarten shall be considered a part of kindergarten, and therefore students enrolled in transitional kindergarten at the Charter School shall be considered existing students at the Charter School for purposes of the Charter School's admission, enrollment, and lottery. TK is available to all children who will have their fourth birthday on or by September 1 of the school year. No child is required to attend TK.

Transitional Kindergarten is the first year of a two-year kindergarten program. In the second year, Transitional Kindergarten students will participate in traditional kindergarten. Transitional Kindergarten students will be in a heterogeneous class, depending on Kindergarten enrollment. Curriculum will be teacher created and focus on number and letter recognition, phonemic awareness, and number sense, as well as socialization and will be aligned to the California Preschool Learning Foundations. Transitional Kindergarten students will attend a full day of school that mirrors the other grade level and will have a one hour nap time incorporated in the regular instructional day.

Academic Calendar and Schedules

23. CRETE ACADEMY'S ACADEMIC CALENDAR

24. CRETE ACADEMY’S DAILY SCHEDULES

Crete Academy is proud to exceed the minimum instructional minutes required by the State of California. There will be 156 Regular Days, 10 Early Release Days which are on the first Wednesday of each month for Professional Development, and 9 Minimum Days for Parent/Teacher Conferences (5 days in the Fall, and 4 days in the Spring).

Transitional Kindergarten Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:15	PE/Integrated ELD	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-9:15	PE/Integrated ELD
9:15-9:30	Recess	9:00-9:15	PE/Integrated ELD	9:15-9:30	Recess
9:30-9:45	Read Aloud	9:15-9:30	Recess	9:30-9:45	Read Aloud
9:45-11:00	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	9:30-10:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	9:45-11:00	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:30	LUNCH / RECESS	10:30-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:00-11:30	LUNCH / RECESS
11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable	11:00-11:30	LUNCH / RECESS	11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable
12:00-1:00	Science/Integrated ELD	11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	12:00-1:00	Science/Integrated ELD
1:00-2:00	Nap	12:00-12:15	Tutoring / Pack up / Dismissal	1:00-2:00	Nap
2:00-2:45	History/Integrated ELD			195	240
2:45-3:00	Math Small Groups/Integrated ELD: Math Intervention				
3:00-3:15	Tutoring / Pack up / Dismissal	315			

Kindergarten Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:15	PE/Integrated ELD	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-9:15	PE/Integrated ELD
9:15-9:30	Recess	9:00-9:15	PE/Integrated ELD	9:15-9:30	Recess
9:30-11:00	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	9:15-9:30	Recess	9:30-11:00	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:30	LUNCH / RECESS	9:30-10:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	11:00-11:30	LUNCH / RECESS
11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable	10:30-10:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:30-12:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable
12:00-1:00	Science /Integrated ELD	10:45-11:15	LUNCH / RECESS	12:00-1:00	Science /Integrated ELD
1:00-1:45	Math Small Groups/Integrated ELD: Math Intervention	11:15-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	1:00-1:45	Math Small Groups/Integrated ELD: Math Intervention
1:45-2:45	History/Integrated ELD	11:45-12:00	Science/Integrated ELD	1:45-2:00	Tutoring / Pack up / Dismissal
2:45-3:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	12:00-12:15	Tutoring / Pack up / Dismissal		
3:00-3:15	Tutoring / Pack up / Dismissal			195	
		375			300

First Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
9:30-9:45	PE/Integrated ELD	9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	9:30-9:45	PE/Integrated ELD
9:45-10:00	Recess	9:30-9:45	PE/Integrated ELD	9:45-10:00	Recess
10:00-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	9:45-10:00	Recess	10:00-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:00-11:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	10:00-10:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	11:00-11:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:30-12:00	LUNCH / RECESS	10:30-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:30-12:00	LUNCH / RECESS
12:00-12:15	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:00-11:30	LUNCH / RECESS	12:00-12:15	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
12:15-1:00	Math Small Groups/Integrated ELD: Math Intervention	11:30-12:00	Science/Integrated ELD	12:15-1:00	Math Small Groups/Integrated ELD: Math Intervention
1:00-2:00	Science/Integrated ELD	12:00-12:15	Tutoring / Pack up / Dismissal	1:00-2:00	Science/Integrated ELD
2:00-3:00	History/Integrated ELD				
3:00-3:15	Tutoring / Pack up / Dismissal				

375

195

300

Second Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
9:30-9:45	PE/Integrated ELD	9:00-9:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	9:30-9:45	PE/Integrated ELD
9:45-10:00	Recess	9:30-9:45	PE/Integrated ELD	9:45-10:00	Recess
10:00-10:55	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	9:45-10:00	Recess	10:00-10:55	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
10:55-11:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)	10:00-10:30	ELA/Integrated ELD (Phonics, Shared Reading, Response to Reading, Modeled Writing) & (Designated ELD if applicable)	10:55-11:30	ELA/Integrated ELD (Phonics, Reading, Modeled Writing) & (Designated ELD if applicable)
11:30-12:00	LUNCH / RECESS	10:30-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:30-12:00	LUNCH / RECESS
12:00-12:15	ELA/Integrated ELD (Phonics, Shared Reading, Response to Reading, Modeled Writing) & (Designated ELD if applicable)	11:00-11:15	LUNCH / RECESS	12:00-12:15	ELA/Integrated ELD (Phonics, Shared Reading, Response to Reading, Modeled Writing) & (Designated ELD if applicable)
12:15-1:00	Math Small Groups/Integrated ELD: Math Intervention	11:15-12:00	Science/Integrated ELD	12:15-1:00	Math Small Groups/Integrated ELD: Math Intervention
1:00-2:00	Science/Integrated ELD	12:00-12:15	Tutoring / Pack up / Dismissal	1:00-2:00	Science/Integrated ELD
2:00-3:00	History/Integrated ELD			195	300
3:00-3:15	Tutoring / Pack up / Dismissal				

Third Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:00-10:15	PE/Integrated ELD	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:00-10:15	PE/Integrated ELD
10:15-10:30	Recess	10:00-10:15	PE/Integrated ELD	10:15-10:30	Recess
10:30-11:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:15-10:30	Recess	10:30-11:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:30-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable	11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:45-12:00	Math Small Groups/Integrated ELD: Math Intervention	11:00-11:15	SS or Science (8/12-9/3)/Integrated ELD	11:45-12:00	Math Small Groups/Integrated ELD: Math Intervention
12:00-12:30	LUNCH / RECESS	11:15-11:30	LUNCH / RECESS	12:00-12:30	LUNCH / RECESS
12:30-1:00	Math Small Groups/Integrated ELD: Math Intervention	11:30-12:00	Science/Integrated ELD	12:30-1:00	Math Small Groups/Integrated ELD: Math Intervention
1:00-2:00	Science/Integrated ELD	12:00-12:15	Tutoring / Pack up / Dismissal	1:00-2:00	Science/Integrated ELD
2:15-3:15	History/Integrated ELD				

Fourth Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:00-10:15	PE/Integrated ELD	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:00-10:15	PE/Integrated ELD
10:15-10:30	Recess	10:00-10:15	PE/Integrated ELD	10:15-10:30	Recess
10:30-11:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:15-10:30	Recess	10:30-11:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:30-11:00	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:45-12:00	Math Small Groups/Integrated ELD: Math Intervention	11:00-11:15	SS or Science (8/12-9/3)/Integrated ELD	11:45-12:00	Math Small Groups/Integrated ELD: Math Intervention
12:00-12:30	LUNCH / RECESS	11:15-11:30	LUNCH / RECESS	12:00-12:30	LUNCH / RECESS
12:30-1:00	Math Small Groups/Integrated ELD: Math Intervention	11:30-12:00	Science/Integrated ELD	12:30-1:00	Math Small Groups/Integrated ELD: Math Intervention
1:00-2:00	Science/Integrated ELD	12:00-12:15	Tutoring / Pack up / Dismissal	1:00-2:00	Science/Integrated ELD
2:00-3:15	History/Integrated ELD			195	300

Fifth Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:30	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-10:30	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:30-10:45	PE/Integrated ELD	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:30-10:45	PE/Integrated ELD
10:45-11:00	Recess	10:00-10:30	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:45-11:00	Recess
11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:30-10:45	PE/Integrated ELD	11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:45-12:30	Math Small Groups/Integrated ELD: Math Intervention	10:45-11:00	Recess	11:45-12:30	Math Small Groups/Integrated ELD: Math Intervention
12:30-1:00	LUNCH / RECESS	11:00-11:30	SS or Science (8/12-9/3)/Integrated ELD	12:30-1:00	LUNCH / RECESS
1:00-2:00	Science/Integrated ELD	11:30-11:45	LUNCH / RECESS	1:00-2:00	Science/Integrated ELD
2:00-3:15	History/Integrated ELD	11:45-12:00	Science/Integrated ELD		
		375	12:00-12:15		300
			Tutoring / Pack up / Dismissal		
				195	

Sixth Grade Daily Schedules

Time	Regular Instructional Schedule	Time	1st Wednesday of the Month: Half-Day Instructional Schedule	Time	Conferences Instructional Schedule
7:45-8:15	Morning Meeting SEL with Breakfast	7:45-8:15	Morning Meeting in the Classroom SEL with Breakfast	7:45-8:15	Morning Meeting SEL with Breakfast
8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-8:45	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief	8:15-9:00	Math/Integrated ELD Opening Routine/Concept Development - Formative Task/Student Debrief
9:00-10:30	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	8:45-9:00	Math Small Groups/Integrated ELD: Math Intervention	9:00-10:30	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)
10:30-10:45	PE/Integrated ELD	9:00-10:00	ELA/Integrated ELD (Word Study, Reading, Modeled Writing) & (Designated ELD if applicable)	10:30-10:45	PE/Integrated ELD
10:45-11:00	Recess	10:00-10:30	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:45-11:00	Recess
11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued	10:30-10:45	PE/Integrated ELD	11:00-11:45	ELA Small Groups/Integrated ELD: Reading Intervention & Designated ELD if applicable, Continued
11:45-12:30	Math Small Groups/Integrated ELD: Math Intervention	10:45-11:00	Recess	11:45-12:30	Math Small Groups/Integrated ELD: Math Intervention
12:30-1:00	LUNCH / RECESS	11:00-11:30	SS or Science (8/12-9/3)/Integrated ELD	12:30-1:00	LUNCH / RECESS
1:00-2:00	Science/Integrated ELD	11:30-11:45	LUNCH / RECESS	1:00-2:00	Science/Integrated ELD
2:00-3:15	History/Integrated ELD	11:45-12:00	Science/Integrated ELD		
		375			
		12:00-12:15	Tutoring / Pack up / Dismissal		
					300
					195

25. INSTRUCTIONAL DAYS AND MINUTES CALCULATOR

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	Yes	140	315	26	195	9	240	0	0	175	36000	51330	15330
K	Yes	140	375	26	195	9	300	0	0	175	36000	60270	24270
1	Yes	156	375	10	195	9	300	0	0	175	50400	63150	12750
2	Yes	156	375	10	195	9	300	0	0	175	50400	63150	12750
3	Yes	156	375	10	195	9	300	0	0	175	50400	63150	12750
4	Yes	156	375	10	195	9	300	0	0	175	54000	63150	9150
5	Yes	156	375	10	195	9	300	0	0	175	54000	63150	9150
6	Yes	156	375	10	195	9	300	0	0	175	54000	63150	9150
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

26. EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOLS

Not Applicable

Professional Development

27. PROFESSIONAL DEVELOPMENT TO DELIVER THE EDUCATIONAL PROGRAM

Crete Academy is committed to providing ongoing professional development that equips teachers with the skills and knowledge necessary to effectively deliver our educational program. Our professional development plan is structured to ensure continuous growth and collaboration among our staff, fostering an environment where best practices can thrive.

Summer Professional Development

Prior to the start of each school year, we will conduct a comprehensive two-week professional development session for all teachers. This training will cover essential topics, including:

- 1. Developing the Crete School Culture:** Fostering a mission-driven staff and cultivating a positive school environment.

2. **Understanding the Curriculum:** Familiarizing teachers with the curriculum and available resources at Crete to ensure effective implementation.
3. **Engaging All Learners:** Strategies for differentiating instruction, motivating students, engaging families as partners in education, and collaborating across various content areas.

Yearlong Professional Development

In addition to the summer training, teachers engage in monthly professional development sessions throughout the school year. These sessions occur the first Wednesday of the month from 1:00 PM to 4:00 PM, when students are dismissed early. The structure for these meetings will include:

- **Key Topic/Strategy Focus:** Teachers will concentrate on a specific learning topic or strategy to deepen their understanding.
- **Training and Practice:** The Principal or a designated consultant will provide training on the key topic and model effective implementation strategies.
- **Collaborative Planning:** Teachers will meet in grade-level groups to discuss how to integrate new strategies into their lessons.

Professional Development Topics

The professional development sessions will cover a wide range of topics, organized into several categories:

1. **Mission and Vision**
 - School Mission/Vision
 - Core Values
 - Culturally Responsive Instruction
2. **Instructional Strategies**
 - Clear Learning Objectives
 - Standards-Based Instruction
 - Data-Informed Decision Making and Data Analysis
 - Kagan Strategies
 - Curriculum and Lesson Design
 - Developmental Pacing Guides
 - College and Career Preparedness
3. **Student Support**
 - Positive Behavior Interventions and Supports
 - Engagement and Motivation
 - Multi-Tiered Systems of Support
 - Response to Intervention 2
 - Developing Community and Families as Partners
 - Classroom Management
 - School Climate and Culture
 - Social Emotional Learning and Curriculum
4. **Specialized Instruction**
 - Strategies for English Learners and GATE Students

- Special Education Instructional Strategies
- 5. **Diversity and Inclusion**
 - Perspectives on Diversity, Equity and Inclusion
 - LGBTQ Cultural Competency Training
- 6. **Data Utilization**
 - Using Data to Inform Instruction
 - Administering Assessments
 - Analyzing Student Needs
- 7. **Safety and Compliance**
 - Mandated Trainings (e.g., Mandated Reporter Training)
 - Comprehensive School Safety Policies
 - Teacher Evaluation
 - Student Information System
 - Special Education
 - School Operations, Policies and Protocols

Continuous Evaluation

To ensure the effectiveness of our professional development, the Principal will regularly assess the impact of training through teacher feedback, classroom observations, and student outcomes. The Academic Committee will discuss adjustments to the professional development plan based on these evaluations to address the evolving needs of the staff and students. By investing in the teachers through targeted professional development, Crete Academy aims to create a knowledgeable, responsive, and engaged teaching staff that can successfully implement our innovative educational program.

28. RECRUIT CREDENTIALLED TEACHERS TO DELIVER THE EDUCATIONAL PROGRAM

Crete Academy is committed to recruiting well-qualified credentialed teachers who are adept at delivering our innovative educational program. To achieve this, we have established a multi-faceted recruitment strategy that leverages our existing networks and partnerships. We actively engage with organizations such as the USC Rossier School of Education, UCLA School of Education, Pepperdine School of Public Policy, California State University Los Angeles Charter School of Education, California Charter Schools Association, and Teach for America. Additionally, we participate in Career Days at universities and utilize educational recruitment platforms like EdJoin to attract a diverse pool of candidates. Recruitment efforts continue until all teaching positions are filled, including the identification of at least two qualified substitute teachers.

Our recruitment process emphasizes not only the required qualifications through teacher-training programs and experience but also the specific qualities that align with the Crete model. We seek educators who are committed to fostering critical thinking, reasoning skills, and mindfulness strategies, while effectively implementing an inclusive special

education instructional model. Candidates must demonstrate a willingness to embrace additional responsibilities that support both academic and socio-emotional development for all students.

To ensure the successful implementation of our educational program, we have designed a comprehensive professional development plan for new teachers. This plan includes orientation sessions that introduce them to the Crete educational model, covering key components such as differentiated instruction, collaborative learning, and culturally responsive teaching. Ongoing professional development will be provided through regular workshops, peer collaboration sessions, and mentorship opportunities with experienced educators. This structured support aims to empower our teaching staff to effectively engage students and cultivate an enriching learning environment that aligns with our mission.

Meeting the Needs of All Students

English Learners

29. MEETING THE NEEDS OF ENGLISH LEARNERS

Crete Academy is committed to effectively meeting the needs of ELs by adopting and implementing the LAUSD Master Plan for English Learners and Standard English Learners.

Identification

The process for identifying ELs begins with families completing a Home Language Survey upon enrollment. This survey helps determine whether a student speaks a language other than English in the home. Students identified as speaking languages other than English will be assessed using the English Language Proficiency Assessments for California Initial Assessment within 30 days of enrollment and annually thereafter.

English Language Proficiency Assessment

All students who are identified as ELs will be tested with the ELPAC. The ELPAC has four proficiency levels (Level 4: well-developed; Level 3: moderately developed; Level 2: somewhat developed; and Level 1: minimally developed) and is aligned with the 2012 California ELD Standards.

The ELPAC consists of two separate assessments:

- Initial Assessment (“IA”)

The ELPAC IA is used to identify students as either an English Learner, or as fluent in English. The IA is administered only once during a student’s time in the California public school system based upon the results of the home language survey. The locally scored IA will be the official score. The IA is given to students in grades K–12 whose primary language is not English to determine their English proficiency status.

- **Summative Assessment (“SA”)**

ELs will take the SA every year until they are reclassified as fluent English proficient. The ELPAC SA is only given to students who have previously been identified as an EL based upon the IA results, in order to measure how well they are progressing with English development in each of the four domains. The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.

Both the ELPAC SA and IA are assessments administered in seven grade spans—K, 1, 2, 3–5, 6–8, 9–10, and 11–12. For ELs within Crete’s grade span, the test is administered in groups, exclusive of speaking, which is administered individually. The ELPAC IA and SA will be administered via a computer-based platform.

Testing times will vary depending upon the grade level, domain, and individual student. Both the ELPAC IA and SA are given in two separate testing windows through the school year.

The IA testing window is year-round (July 1–June 30). Any student whose primary language is other than English as determined by the home language survey and who has not previously been identified as an English Learner by a California public school or for whom there is no record of results from an administration of an English language proficiency test, shall be assessed for English language proficiency within 30 calendar days after the date of first enrollment in a California public school, or within 60 calendar days before the date of first enrollment, but not before July 1 of that school year.

The SA testing window is determined by the CDE. It is expected to be a four-month window after January 1 (for example, February 1–May 31). The English language proficiency of all currently enrolled ELs shall be assessed by administering the test during the annual assessment window.

The Charter School will notify all parents/guardians of its responsibility for ELPAC testing and of ELPAC results within thirty days of receiving results from the publisher. The ELPAC shall be used to fulfill the requirements under the ESSA for annual English proficiency testing.

Educational Program for English Learners

Crete’s educational program for English language acquisition is structured to ensure that ELs make adequate progress toward mastering the ELD standards. Teachers will employ differentiated instructional strategies that focus on literacy and vocabulary development, small group instruction based on ELD levels, and metacognitive strategies to foster self-regulation and reflection. In small groups, students will engage in activities that enhance their reading, writing, speaking, and vocabulary skills, while rich-text environments will be created in classrooms to immerse students in language.

As noted in the “Instructional Design” section of this petition, Crete will use differentiated instructional strategies to support the learning of all students. Research that differentiated instruction allows English Learners to interact with and comprehend content more effectively by meeting their individual learning needs.⁴⁸ Teachers will offer several opportunities for students to reflect on their own learning and to articulate their feelings and thoughts

Specific strategies, including Kagan instructional strategies, as described in the Instructional Methods and Strategies section of this petition, will further support ELD development. Kagan strategies incorporate aspects of Direct Instruction, peer collaboration and communication, language development and social skills.

Using the Results of the ELPAC

The school will utilize ELPAC results to tailor support for students, ensuring that they progress through the identified ELD levels. Teachers will monitor each student’s progress closely, with the goal of moving them up at least one ELD level per year. Support strategies, including Specially Designed Academic Instruction in English (“SDAIE”) and Kagan cooperative learning techniques, will be employed to engage students at all proficiency levels, ensuring they have meaningful access to the full curriculum. Teachers will complete the Sheltered Instruction Observational Protocol (“SIOP”) for each child three times per year. Research on SIOP emphasizes how differentiated instructional strategies, such as adjusting content, processes, and products based on students’ needs, help English learners engage meaningfully with the curriculum.⁴⁹

Integrated ELD

Teachers will integrate the ELD components of the core curriculum text and develop language forms and functions while developing core content knowledge. Teachers will integrate ELD in the ELA Curriculum as described in the CDE’s ELA/ELD Framework. In addition, ELs will also receive designated ELD during a dedicated period daily.

Designated ELD

The designated ELD program at Crete is designed to build skills in each of the language domains. It engages students in reading, writing, listening, speaking, and language. Lessons emphasize effective, research-based strategies shown to improve overall reading abilities with scaffolds to meet the different levels of English language proficiency. Individual, small group, and whole-class instruction is personalized based on formative assessments.

⁴⁸ Gibbons, P. (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*. Portsmouth, NH: Heinemann.

⁴⁹ Echevarría, J., Vogt, M., & Short, D. J. (2017). *Making Content Comprehensible for English Learners: The SIOP Model*. Boston, MA: Pearson.

Annual Evaluation of the EL Program

Crete Academy will conduct an annual evaluation of its EL program. The Principal will oversee this evaluation, which will involve reviewing instructional practices, student performance data, and reclassification rates. If progress is not satisfactory, the Principal will conduct a thorough analysis to identify necessary adjustments to the program.

The Charter School evaluates the effectiveness of its education program for ELs by:

- Adhering to Charter School-adopted academic benchmarks by language proficiency level and years in program to determine annual progress.
- Monitoring teacher qualifications.
- Monitoring the use of appropriate instructional strategies based on student achievement data.
- Monitoring student identification and placement.
- Monitoring parent/guardian program choice options.
- Monitoring availability of adequate resources.

Process and Specific Criteria for EL Reclassification

The reclassification process for ELs involves systematic monitoring of student progress throughout the year, using a portfolio of student work samples and performance assessments. Criteria for reclassification include achieving an overall performance level of Well-Developed on the ELPAC SA or Moderately Developed on the Alternate ELPAC SA and meeting specific benchmarks in listening, speaking, reading, and writing.

Table 1.5: Multilingual Multicultural Education Department Reclassification Criteria Chart from LAUSD

Criteria	Transitional Kindergarten
ELPAC	Overall Summative ELPAC Performance Level 4 or Alternate ELPAC Performance Level 3
Teacher Evaluation	Integrating (I) score in the third reporting grading period in Language and Literacy
Grade-Level Basic Skills Assessment	DIBELS 8 End of Year (EOY) Score of Benchmark or Above Benchmark on all Kindergarten assessed measures
Parent Consultation	Parent Opinion and Consultation

<p>Student Support and Progress Team (SSPT)</p>	<p>Students meeting the reclassification criteria must be reviewed by the SSPT for reclassification readiness.</p>	<p>When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification <u>except</u> for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.</p>
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Criteria	Second-Year Kindergarten Through Grade 2	Grades 3-5 Elementary	Grade 6 Elementary
<p>ELPAC</p>	<p>Overall Summative ELPAC Performance Level 4 or Alternate ELPAC Performance Level 3</p>		
<p>Teacher Evaluation</p>	<p>English Language Arts composite score of 3 or 4</p>		<p>Grade-level English or LTEL/ELD course grade of C or better</p>
<p>Grade-Level Basic Skills Assessment</p>	<p>DIBELS 8 scores of Benchmark or Above Benchmark in all DIBELS 8 grade-level assessed measures</p>	<p>i-Ready Reading Diagnostic An Overall Approaching Grade Level Performance Level or Higher or ELA SBA (grade 3-6) score of Standard Met or Standard Exceeded</p>	
<p>Parent Consultation</p>	<p>Parent Opinion and Consultation</p>		
<p>SSPT</p>	<p>When a student has met the ELPAC Summative and grade level basic skills criteria for reclassification <u>except</u> for the teacher evaluation criterion, the student's English proficiency must be reviewed by the SSPT for reclassification readiness.</p> <p>Note: No SSPT is required to reclassify second-year kindergarten students.</p>		

Monitoring of Reclassified to Fluent English Proficient

Monitoring of Reclassified to Fluent English Proficient (RFEP) students will occur for four years post-reclassification, ensuring that they maintain English proficiency. Crete will use Proficiency Level Descriptors (PLDs) from the California ELD standards to track progress and implement support strategies as needed.

Monitoring Progress and Effectiveness of Supports for Long Term English Learners

Additionally, for Long Term English Learners (LTELs) and those at risk of becoming LTELs, Crete will evaluate individual progress annually. Staff will discuss the effectiveness of current supports and identify new interventions to address any achievement gaps. This ongoing evaluation ensures that the needs of LTELs are being met effectively, fostering their growth in both language proficiency and academic achievement.

Gifted and Talented (“GATE”) Students and Students Achieving Above Grade Level**30. MEETING THE NEEDS OF GATE STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL**

Crete Academy is dedicated to meeting the needs of gifted and talented students, as well as those achieving above grade level, through a comprehensive identification and support framework. To identify GATE students, the school will implement an inclusive assessment process at the beginning of the academic year. This approach, involving qualified personnel, ensures that all students are screened for special abilities, addressing the historical underrepresentation of students of color in gifted programs. By not solely relying on teacher recommendations, Crete aims to create a more equitable identification process that captures a diverse range of gifted learners.

Once students are identified as gifted or talented, families will be invited to an initial meeting to review assessment results. During this meeting, the identified student's teacher will outline specific strategies and modifications that will be made to the regular curriculum to cater to the student's advanced learning needs. Teachers will also suggest enrichment activities that families can engage in at home, fostering a collaborative approach to supporting their child's development.

In terms of instructional support, gifted students will benefit from the Stanford Education Program for Gifted Youth, an online supplemental curriculum used during Study Hour. This program provides challenging content tailored to their needs, ensuring they remain engaged and intellectually stimulated. Additionally, these students will be assigned alternate and advanced classwork that aligns with their learning levels, helping to further enhance their educational experience.

For students not formally identified as gifted but performing above grade level, teachers will modify instruction and assignments to ensure appropriate academic rigor. This may

include providing advanced worksheets, projects, and additional assignments designed to challenge these students during the regular school day. By offering differentiated learning opportunities, Crete Academy ensures that all students are appropriately challenged and engaged.

Monitoring the progress of gifted and talented students, as well as those achieving above grade level, is a continuous process. Teachers will regularly review student performance and maintain open lines of communication with families, scheduling conferences as needed to discuss progress and adjustments to learning strategies. The Academic Committee will also play a vital role in analyzing data related to these students, ensuring that interventions remain effective and responsive.

For parents seeking information regarding the GATE program, the onsite designee will be the Assistant Principal of Curriculum and Instruction. This point of contact will provide families with guidance, resources, and support related to the identification and educational needs of gifted and talented students, fostering a strong partnership between home and school. Through these comprehensive measures, Crete Academy is committed to nurturing the talents and abilities of all students, empowering them to reach their full potential.

Students Achieving Below Grade Level

31. MEETING THE NEEDS OF STUDENTS ACHIEVING BELOW GRADE LEVEL

Crete Academy is committed to meeting the needs of students achieving below grade level through a personalized learning model tailored to support their specific educational requirements. To identify these students, the school employs a multifaceted approach that includes regular assessments using tools like Renaissance STAR and i-Ready. These assessments help educators pinpoint areas where students are struggling, allowing for timely intervention.

Once students are identified as achieving below grade level, the school implements targeted instructional strategies to address their needs. Teachers engage in collaborative weekly meetings to discuss best practices and maintain curriculum cohesion, sharing insights and strategies that can benefit students requiring additional support. During these professional development sessions, the entire faculty analyzes whole school data, classroom performance, and subgroup results to identify trends and specific areas needing attention. This data-driven approach enables teachers to tailor lessons to support mastery of state content standards effectively.

The extended school day at Crete Academy provides additional instructional time, which is crucial for differentiated learning and personalized support. During this extra hour, students engage in targeted interventions that include one-on-one instruction, small group work, and guided practice. This structure allows for greater individualized attention,

ensuring that students can work at their own pace and receive the support they need to progress. Additionally, supplemental curricula such as i-Ready and other online learning platforms enhance their learning experience and develop essential technological skills.

Teachers receive extensive training in effective intervention strategies, which equips them to address the diverse learning needs of students. They regularly review student work and assessment data to identify those performing below grade level and adjust their instructional plans accordingly. The Academic Committee plays a crucial role in this process, meeting monthly to analyze data and evaluate the effectiveness of current interventions. This collaborative oversight helps ensure that instructional strategies are continuously refined based on student progress and needs.

Monitoring the progress of students achieving below grade level is an ongoing process. Teachers engage in regular data reviews to assess student growth, adjusting interventions as necessary to ensure that each child is making meaningful progress. The involvement of the Academic Committee further strengthens this effort, providing a framework for consistent evaluation and support. This comprehensive and collaborative approach allows Crete Academy to create a nurturing and effective educational environment, empowering students to reach their full potential and master the required content standards.

Socioeconomically Disadvantaged/Low Income Students

32. MEETING THE NEEDS OF SOCIOECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Crete Academy is dedicated to meeting the needs of socioeconomically disadvantaged and low-income students through targeted identification and tailored support strategies. To identify students in this group, the school utilizes Free and Reduced Price Meal eligibility data collected through school lunch forms during enrollment. This information allows staff to pinpoint students who qualify as socioeconomically disadvantaged, ensuring that their specific needs are recognized from the outset.

Once identified, the school implements a comprehensive approach to meet the unique needs of these students. Teachers participate in regular professional development focused on diversity and cultural sensitivity, equipping them to understand and respond to the challenges faced by low-income students. Support services include access to free meals, a food pantry, and a Harmony Center that provides essential medical, dental, mental health, and nutrition services. These resources are available both on and off campus, creating a supportive environment for students and their families.

Monitoring the progress of socioeconomically disadvantaged students involves a collaborative effort among staff. The Principal and teachers regularly review data during professional development sessions, identifying students who may need additional interventions or support. This ongoing analysis helps ensure that the strategies in place

remain effective and responsive to the students' evolving needs. The Harmony Center Director works closely with teachers to coordinate services and ensure that students are receiving the necessary resources.

In addition to personalized learning experiences, Crete Academy offers enriching activities in visual and performing arts, music, and STEM. These opportunities are designed to expose students to diverse learning experiences that enrich their education and promote holistic development. The school's focus on wellness and character development, grounded in its Core Values, supports the "whole child" approach, ensuring that socioeconomically disadvantaged students are not only supported academically but also socially and emotionally, empowering them to thrive in all aspects of their lives.

Students with Disabilities

Please refer to FSDRL.

Students in Other Student Groups

33. FOSTER YOUTH AND YOUTH EXPERIENCING HOMELESSNESS

Crete Academy is committed to meeting the unique needs of foster youth and students experiencing homelessness, recognizing the significant challenges these groups face in their educational journeys. To effectively identify students in these populations, the school implements a comprehensive outreach strategy through family intake meetings at the Harmony Center. This includes collaborating with local shelters, community organizations, and social services to ensure that families are aware of the resources available to them. Additionally, during enrollment, the Charter School utilizes a sensitive intake process that allows families to disclose their circumstances confidentially, ensuring that students who qualify for additional support are promptly identified.

Once students are identified, Crete Academy takes a holistic approach to meet their needs. The Harmony Center Director establishes partnerships with local shelters and organizations to provide immediate assistance, such as securing temporary housing and essential resources. On campus, the Charter School offers a range of supports, including access to counseling services, academic tutoring, and mentorship programs. Staff members, including social workers and designated support staff, work closely with these students to address their specific challenges, providing tailored interventions that may include academic support, social-emotional learning, and basic needs assistance.

To ensure ongoing support, Crete Academy implements a system for monitoring the progress of students in these groups. Teachers use data from assessments, attendance records, and behavioral observations to track academic and emotional progress. Regular check-ins are scheduled with students and families to discuss their needs and progress, with feedback from these meetings informing further interventions. The Academic

Committee reviews data related to these students in their monthly meetings, ensuring that strategies remain effective and responsive.

In addition to academic programming, Crete Academy offers enrichment activities and character development initiatives tailored to foster youth and homeless students. These opportunities help build resilience and leadership skills, empowering students to overcome obstacles. The Charter School also provides resources for families, including access to job training and educational attainment programs, further supporting their long-term stability and success.

Overall, Crete Academy's comprehensive approach is designed to create an inclusive environment where foster youth and students experiencing homelessness feel supported and empowered, allowing them to thrive both academically and personally.

For Charter Schools Identified as “High Performing” by the CDE

34. PROMISING PRACTICES

Not Applicable

“A Typical Day”

35. “A TYPICAL DAY” AT CRETE ACADEMY

A typical day at Crete Academy is a vibrant reflection of the school's mission to provide a rigorous, college preparatory education to historically underserved TK-6 students, with a vision that inspires hope and leadership for the future. As visitors arrive, they are welcomed by enthusiastic greetings from students and staff, creating an immediate sense of community and belonging. The hallways are adorned with student artwork and projects that highlight their learning journeys, reinforcing the school's commitment to creativity and self-expression.

The day begins with a brief morning assembly, where students gather to celebrate achievements and set collective goals. This fosters a sense of unity and motivation, reminding students that they are part of something greater. Following the assembly, classrooms come alive with the sounds of engaged learners. Visitors will notice flexible seating arrangements that promote collaboration and student choice, allowing learners to work in groups or independently as they tackle challenging tasks.

Instructional design at Crete Academy emphasizes differentiated learning. Teachers skillfully integrate direct instruction with hands-on activities, leveraging tools like Renaissance STAR and i-Ready data to tailor lessons to meet individual student needs. For instance, in a math lesson, students might be solving real-world problems, utilizing manipulatives, and collaborating to find solutions, all while receiving support tailored to their learning levels.

Throughout the day, visitors will witness a variety of innovative instructional strategies. Literacy blocks feature guided reading sessions, where students engage in rich discussions around texts that resonate with their experiences and aspirations. Project-based learning is also prevalent, with students working on interdisciplinary projects that encourage critical thinking and problem-solving, reflecting real-world issues and their potential impact.

As lunchtime approaches, the community aspect of Crete Academy shines through. Students gather to share meals and stories, fostering social skills and peer connections. After lunch, they engage in enrichment activities—ranging from art and music to physical education—allowing them to explore their interests in a supportive environment.

In the afternoon, the commitment to data-driven instruction is reinforced as teachers collaborate during planning periods. The Academic Committee meets regularly to analyze assessment data and refine instructional practices, ensuring that every child is supported in their academic journey.

As visitors leave, they will carry with them the palpable energy and determination that define Crete Academy—a place where students, once marginalized by poverty, are empowered to become the leaders of tomorrow. The sounds of laughter, inquiry, and collaboration resonate throughout the school, embodying a shared vision of hope and opportunity.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all pupil subgroups served by the charter school, as that term is defined in subdivision (a) of Section 52052. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served by the charter school.” (Ed. Code § 47605(c)(5)(B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

1. MEASURABLE GOALS AND OBJECTIVES OF THE EDUCATIONAL PROGRAM

These goals and objectives are the same as those described in Element 1 in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

2. SPECIFIC PERFORMANCE TARGETS FOR ALL STUDENTS AND SIGNIFICANT SUBGROUPS

These targets are the same as those described in Element 1 in accordance with Education Code Sections 47605(c)(5)(A)(ii) and 47605(c)(5)(B). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

3. ANNUAL MEASURABLE GOALS FOR GRADES THAT DO NOT PARTICIPATE IN CAASPP

These goals are the same as those described in Element 1 in accordance with Education Code Section 47605(c)(5)(A)(ii). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

Other Performance Targets

4. ALL OTHER MEASURABLE GOALS

These goals are the same as those described in Element 1 in accordance with Education Code Section 47605(c)(5)(A)(ii). Please refer to the completed LCFF State Priorities Table provided in Element 1 of this charter renewal petition.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

5. MONITOR AND MEASURE STUDENT PROGRESS TOWARD MASTERY OF STATE STANDARDS

Refer to the LCFF State Priorities table for specific benchmark goals.

The Charter School will closely monitor and measure student progress toward mastery of state standards and other identified goals by utilizing Renaissance STAR and i-Ready data, complemented by the support of the Academic Committee, which meets monthly to inform instruction. To effectively track student progress, the school will implement a range of internal assessments, including periodic assessments and screening and diagnostic tools. Renaissance STAR will serve as a benchmark assessment tool, providing insights into students' reading and math skills at multiple points throughout the year. Similarly, i-Ready will be used for both diagnostic and formative assessments, enabling educators to gauge students' understanding and mastery of specific skills aligned with state standards.

Assessments will occur at regular intervals, typically three times per year for STAR assessments, while i-Ready assessments will be administered more frequently, allowing for ongoing monitoring of student progress. Students who are in urgent intervention will take the STAR assessments monthly. These assessments will be conducted across all grade levels, from kindergarten through sixth grade, ensuring that every student is evaluated consistently as they advance through their educational journey.

Performance expectations will be clearly defined based on state standards, with specific benchmarks established for each grade level and subject area. The Academic Committee will utilize the data from these assessments to identify students who are on track for mastery, those who require additional support, and those ready for enrichment opportunities. By establishing a robust framework of internal assessments, the charter school aims to create a responsive educational environment where data-driven insights lead to targeted instruction and ultimately, student success.

Table 2/3.1: Assessment Schedule (Subject to Change)

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	TK-6 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.

<p>ELPAC Summative Assessment</p>	<p>The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.</p>	<p>TK-6 Every year until Reclassified as Fluent English Proficient</p>	<p>Once a year</p>	<p>The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.</p>
<p>CAASPP - SBAC</p>	<p>State criterion-based assessment in ELA and Math</p>	<p>3-6</p>	<p>Spring/ Once a year</p>	<p>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.</p>
<p>CAST</p>	<p>State criterion-based assessment in Science</p>	<p>5</p>	<p>Spring/ Once a year</p>	<p>The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.</p>

CAA	State alternate assessment in ELA, Math, and Science for qualified students	3-6 for qualified students	Spring/ Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	TK-6	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	TK-6	End of unit/end of trimester/end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	TK-6	Benchmarks within Unit	Students demonstrate progress toward Standards Mastery
Renaissance STAR Assessments	Determine progress toward Standard Mastery grade level core curriculum	TK-6	Trimesterly	Students demonstrate progress toward Standards Mastery
PFT	State criterion-based assessment in Physical Fitness	5	Spring/ Once a year	Students demonstrate levels of health-related fitness

Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	3-6	Spring/ Once a year	Students will become familiar with the test format.
Smarter Balanced Interim Comprehensive Assessments	Provide students an opportunity to show standard mastery on smaller targets for instruction	3-6	As assigned by teacher	The number of students scoring as having met or exceeded standard mastery on the SBAC will increase annually as per goals listed in the current year's LCAP
DIBELS 8	Determine progress early literacy skills	TK-2	End of Year	To determine if ELs are ready to be reclassified from EL to RFEP

Data Analysis and Reporting

6. COLLECTING, ANALYZING, USING, AND REPORTING ACADEMIC PERFORMANCE

Crete uses a Student Information System to analyze student performance. To ensure that students are meeting State Standards, the Principal will oversee the data collection and analysis of student performance data. During summer professional development and monthly professional development, the Principal will highlight student assessment scores and progress. Various educational partners, including teachers, parents and the Crete Board will participate in discussions about student performance data. The Principal will take recommendations from these discussions into consideration when setting annual goals, making personnel decisions and planning professional development and instructional design.

Teachers use data in the SIS system as they collaborate around unit and lesson design. Teachers will also use student data to drive the selection of instructional strategies and supplemental curricular resources. Teachers will also meet one-on-one to analyze classroom level data with the Principal during the monthly professional development. At

this time, they will discuss the progress of specific subgroups including Black or African American/Black students, Latino students, SED Students, SWD, and Homeless and ongoing analyses will guide future instruction and targeted student supports.

Parents will participate in data analysis at several points during the year. During Annual LCAP planning, Parent/Teacher Conferences, and SSC meetings, parents will be asked to review data and provide comments to the Executive Director. Parent input will be taken into consideration when setting annual school goals.

The Crete Board of Directors will also use student performance data to inform the annual strategic planning and goal setting process. In collaboration with the Executive Director and Principal, the Board will review data reports, analyze trends and discuss progress quarterly. The Board will also set new annual goals and benchmark goals based on the school's progress.

As stated above, student performance data will be included in teacher evaluations as one indicator of their overall effectiveness. Teachers' final evaluation scores will reflect a weight of 30% that is attributed to student achievement.

The benchmark assessments are also incorporated into the planning and design of instructional units and lessons. Teachers will use formative and curriculum based assessments to guide instruction.

Data Reporting and Analysis of Assessments includes the following steps:

1. **Data Collection and Disaggregation:** Administrators and teachers pull the data for review. Data is disaggregated by subgroups, individual , and students.
2. **Review and Reflect:** Teachers review student performance expectations, teaching priorities and areas of student strengths and weaknesses as determined by the data.
3. **Discussion and Collaboration:** Teachers discuss findings including data trends, common weaknesses, or learning gaps, and work together on a set of identified, grade level actions.
4. **Individual Review and Action Steps:** In light of the grade level action steps, teachers will conduct a review to identify areas where students need additional support.

Teacher Action steps are revisited during professional development meetings to gauge whether or not the progress students are making is adequate toward standard mastery.

Using data to drive instruction is critical to ensuring students' ability to achieve standards mastery. Teachers will use this information to guide their lesson plans and selected instructional strategies and curricular resources.

Grading, Progress Reporting, and Promotion/Retention

7. GRADING AND PROGRESS REPORTING SYSTEMS

Crete teachers will regularly analyze student work to measure their progress and areas of growth. Families are notified through regular communication with their teacher of their student's growth. Teachers communicate with families about their student's progress in the following ways:

1. Back to School Night
2. Progress Reports
3. Report Cards
4. Family/Teacher Conferences
5. Open House
6. School Events
7. Email/Phone Call/Texts

Additionally, families will have access to their child's teachers before and after school and by appointment.

Crete will send three progress reports and three report cards per year. Progress Reports will inform families about the student's progress toward standard mastery. Report Cards will also inform families about the student's progress toward standard mastery to include assessment data as well as information about student's social and character development will also be kept to highlight "whole child" development. Parent/Teacher Conferences are hosted twice per year in the fall and in the spring and by request. Students identified as needing additional support with any content area or skill set will participate in a conference (outside of the regularly scheduled teacher/family meeting times) with their teacher and family, to review their progress. At this time, the teacher will describe specific learning goals for the student, strategies that they will use in the classroom to support their learning, as well as activities and strategies that the families can do at home.

Teachers will also maintain student records that highlight student progress and growth towards mastery of each content area. Records of students' social and character development will also be kept to highlight "whole child" development.

The following grading policy describes the letter grade, percentage, rubric score and explanation that are used to define a student's level of mastery of the state standards.

Students are assessed using a rubric for all grades and receive a letter grade accordingly. Primary students (TK/K-3rd) grade will receive numbers that correspond with their academic progress, while students 4-6 grade will receive letter grades.

Grading Policy			
Letter Grade	Percentage	Rubric Score	Explanation
A+	98-100%	4	A student earning an A of 4 in a content area is consistently demonstrating levels of mastery with the content standards.
A	93-97%		
A-	90-92%		
B+	88-89%	3	A student earning a B or 3 in a content area is consistently demonstrating proficiency with the content standards.
B	83-87%		
B-	80-82%		
C+	78-79%	2	A student earning a C or a 2 in a content area is consistently demonstrating basic competency with the content standards.
C	73-77%		
C-	70-72%		
Not Yet (NY)	Below 70%	0 or 1	A student earning less than 70% in a course needs to demonstrate improvement and has not demonstrated a basic level of mastery with the content standards. Mastery of the standards needs to occur. If student is not meeting the standards, remediation is provided to the student to reach standard mastery.
D+	68-69%	N/A	A student earning a D in a content area is consistently demonstrating below basic competency with the content standards.
D	63-67%		
D-	60-62%		

F	0-59%	N/A	A student earning a F in a content area is consistently not demonstrating competency with the content standards.
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During summer professional development, teachers will be trained on the school’s policies and grading process. They will also work with the Principal to ensure that grades are appropriately assigned in a fair and consistent manner that corresponds with student mastery of standards. In addition to letter grades, teachers will provide anecdotal notes and narrative descriptions of student progress especially in areas where:

1. Students are performing above or below grade level standards – this may include examples of work to support the issued grade, written samples, projects and teacher assessments.
2. Character Development - this may include examples of the student demonstrating or failing to demonstrate Crete Core Values and other important character traits like kindness, citizenship and fairness.
3. EL, SWD, homeless and foster youth – this may include information and work samples from special education teachers, the Program Director or other staff members working with specific subgroups.

In addition to progress reports and report cards, state and national testing results are also sent to families. The Principal will host focus groups and meetings to share the school’s progress with educational partners. Finally, Crete will prepare annually, the School Accountability Report Card (“SARC”), which is a public document that contains important information about the school’s progress toward achieving its goals.

Retention Procedures

Prior to making any recommendations for retention, the family of a student who is not making adequate progress after the abovementioned targeted interventions and strategies have been implemented (in ELA or math, including, reading significantly below grade level, receiving 0, 1 and/or 2s on report cards), and becomes a candidate for retention. An SSPT will be held and specific goals and strategies for supporting student growth will be set. Strategies for supporting the student at school may include interventions, additional reading time, one-on-one support from teachers, and pairing with peers for support. Families will be an integral part of the support process and will be encouraged to provide recommended strategies and activities to support their student’s progress. The teacher of the identified student will provide support strategies and resources that the family can use at home to further enhance the student’s learning. This may include supplemental curricula, online curricula, specialized workbooks, or other materials identified by the teacher.

If a recommendation for retention is made, the family can appeal once notified. To do so, the family should submit, in writing, by the specified date, that they disagree with the decision to retain their student. The written notification shall state evidence supporting why the family believes a recommendation for retention is unwarranted.

Upon receipt of a letter appealing a retention recommendation, the Charter School shall appoint a hearing committee comprised of school staff. The Charter School shall schedule a hearing meeting within fourteen (14) days of the receipt of an appeal letter and shall notify the family of the meeting date. The family shall be notified both in writing and by phone of their rights during the hearing meeting. The school shall conduct a hearing before a committee with a presentation of facts from both parties. Upon conclusion of the presentation of facts, the committee shall make a final determination of retention within five days of the hearing.

Note: Families will be encouraged to remain an active participant throughout the evaluation process. The final decision regarding retention is made only after intensive interventions have been implemented, results documented and in collaboration between the teacher, Principal, family and other support staff, including ELD staff (when applicable), special education coordinator and others. If the abovementioned individuals find that the student may benefit from an assessment by the Special Education Coordinator, a referral will be made.

If a student is retained, the teacher will keep a folder with the retention information. If the student is retained and moves or transfers to another school, the retention folder will accompany the cumulative file. If for any reason, the retention is no longer a consideration, the retention folder will be stored at the school for one year. At the end of the year, the file is securely discarded.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational

programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

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

FEDERAL PROGRAM COMPLIANCE

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

Governance Structure

1. CRETE ACADEMY'S GOVERNANCE STRUCTURE

Crete Academy is a directly funded independent charter school and is operated by Crete Academy, Inc. as a California nonprofit public benefit corporation, pursuant to California law. Crete will operate autonomously from the District and the LAUSD Superintendent of Schools, with the exception of the supervisory oversight as required by statute. Pursuant to Education Code Section 47604(d), the District and the LAUSD Superintendent of Schools shall not be liable for the debts and obligations of the Charter School, operated as a California non-profit public benefit corporation, or for claims arising from the performance of acts, errors, or omissions by the Charter School as long as the District and LAUSD Superintendent of Schools has complied with all oversight responsibilities required by law.

The Charter School will be governed by the Crete Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Crete Board shall be responsible for all actions necessary to the operation of Crete Academy in accordance with its adopted bylaws. The school's leadership, teachers, and staff members carry out the day-to-day operations of the school. The Executive Director position is the primary leader responsible for administering the school under policies adopted by the Crete Board of Directors. The Crete Board of Directors sets policy, approves the budget, and assures that each school maintains high academic standards in accordance with its bylaws and the terms of this charter.

The Board of Directors of Crete Academy will meet regularly, at least once a quarter and in accordance with the Brown Act and Education Code Section 47604.1(c). The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School including, but not limited to, the following:

- Hire, supervise, evaluate, discipline, and dismiss the Executive Director and Director of Harmony Center of the Charter School;
- Approve all contractual agreements greater than \$10,000;
- Approve and monitor the implementation of general policies of the Charter School. This includes effective human resource policies for career growth and compensation of the staff;
- 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;
- Establish operational committees (Finance Committee, Audit Committee), as needed;
- Regularly measure progress of both student and staff performance;
- Involve parents/guardians and the community in school related programs;
- 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;
- Review requests for out of state or overnight field trips;
- Participate in the dispute resolution procedure and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit; and
- Appoint an administrative panel or act as a hearing body and take action on student expulsion appeals.

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

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

The Board recognizes that the Executive Director and Harmony Center Director are responsible for the day-to-day management of Crete Academy and its Harmony Center.

Executive Director

Key responsibilities include (additional responsibilities are addressed in Element 5):

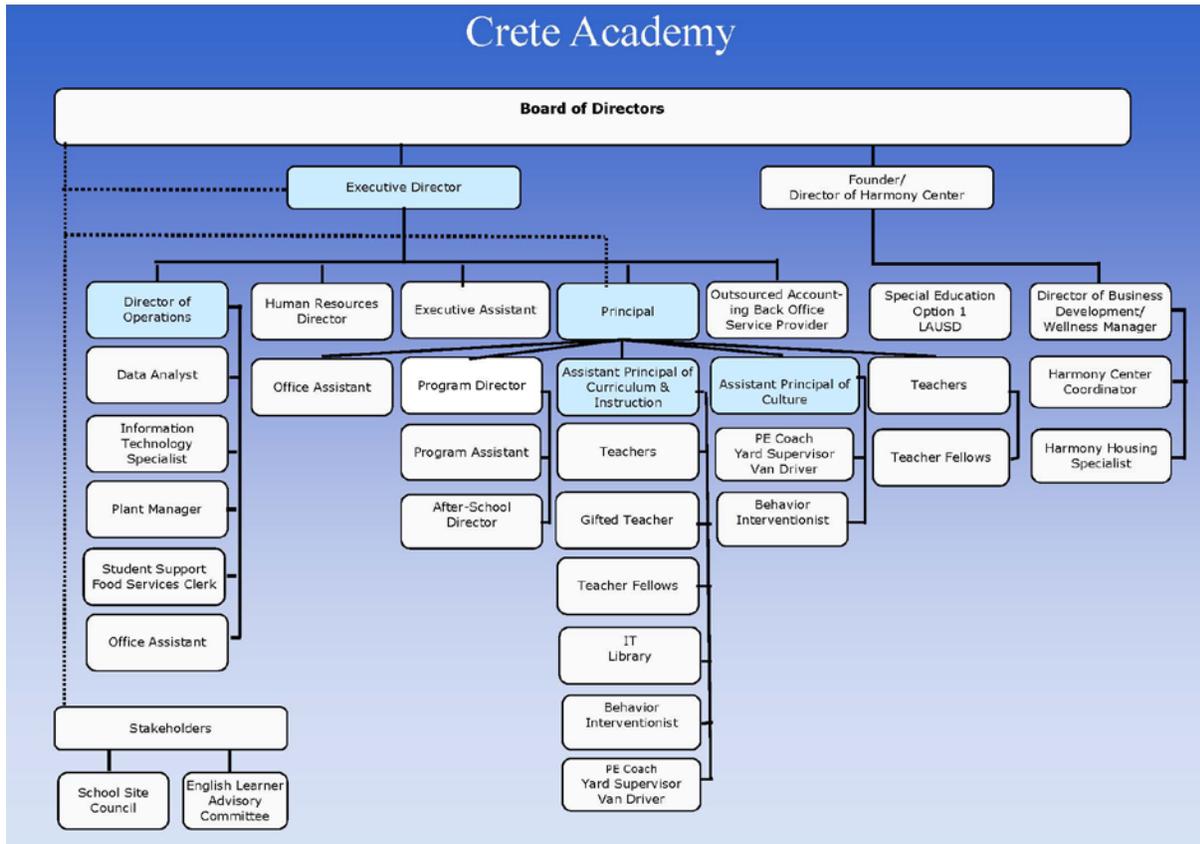
- Financial management
- Operational management
- Oversight and monitoring of instruction
- Safety, security, and risk management
- Relationship with chartering authority
- Culture of engagement with educational partners

Harmony Center Director

Key responsibilities include (additional responsibilities are addressed in Element 5):

- Oversight and monitoring of Harmony Center
- Manage referrals and resources for families
- Collaborate with school staff on special programs
- Fundraising
- Relationships with educational partners
- External Communications

Chart 4.1: Organizational Chart



Governing Board Composition and Member Selection

2. CRETE ACADEMY’S BOARD COMPOSITION

The composition of the Board will support effective charter school governance by ensuring a diverse mix of expertise, backgrounds, and perspectives that reflect the needs of the student population and the community it serves. By including members with experience in education, finance, law, and community engagement, the Board will be equipped to make informed decisions that promote academic excellence and fiscal responsibility. Additionally, incorporating parents, educators, and community leaders will enhance transparency and accountability, fostering a collaborative environment where stakeholder voices are heard. This strategic blend of skills and experiences will enable the Board to navigate challenges effectively, set clear goals, and drive the charter school's mission forward.

The Board of Directors be no less than five (5) and no more than nine (9), unless changed by amendments to these bylaws. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(c). If the chartering authority appoints a representative to serve on the Board of Directors, the Board of Directors may appoint an additional director to ensure an

odd number of Board members. All directors, except for the representative appointed by the chartering authority, shall be designated by the existing Board of Directors.

No persons serving on the Board of Directors may be interested persons. All directors are to be designated at the corporation's annual meeting. Each director shall hold office unless otherwise removed from office in accordance with the bylaws for one (1) year and until a successor director has been designated and qualified. Board members may serve consecutive terms on mutual agreement of the director and the Board. One board seat shall remain open until filled by a parent of a Crete student.

3. CRITERIA AND PROCESS FOR SELECTING BOARD MEMBERS

Upon a determination by the Board of Directors that an additional board member is needed, the Board will set a timeline for proposing candidates, interviewing candidates and the appointment of Board member(s). Upon approval of this timeline, the Board will immediately begin to identify potential candidates. Once candidates have been identified and recommended, the Board will discuss the candidate pool and determine, which candidates they would like to interview. Once all interviews are conducted, the Board will take action to appoint the Board member(s).

The Chairman of the Board of Directors or, if none, the President will appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of such designation or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Vacancies on the Board of Directors, except for the representative appointed by the charter authorizer, 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 affirmative vote of a majority of the directors then in office at a regular or special meeting of the Board, or (b) a sole remaining director. A vacancy in the seat of the representative of the charter authorizer shall be filled by the charter authorizer.

The Board will comply with all applicable federal, state and local laws. The Board is governed in its operations and its actions by the corporate bylaws, which are consistent with the terms of this Charter, the Charter Schools Act, and all other applicable laws and delineate membership, voting rights, term, etc. of the members of the Board. The Board will comply with completing mandatory ethics training for Board every other year pursuant to AB 2158 (2022).

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

The Board of Directors will seek out board members with the following qualifications:

1. Demonstrated commitment to the target community.
2. Demonstrated high-level of personal integrity and responsibility.
3. Possess good moral character and in good standing professionally.
4. Excellent communication and collaboration skills.
5. Demonstrated commitment to education and educational best-practices.
6. Personal or professional experience in the target community.
7. Specific expertise and skills in education, community outreach, governance, nonprofits, management, personnel, curriculum and instruction, finance, law, teaching, school administration, research or fundraising and development.

Pursuant to Education Code Section 47605(h), the names and relevant qualifications of all persons who serve on the Board of Directors are described herein. (See Folder 8 for *Governing Board Member Questionnaires* and Resumes)

Table 4.1: Crete Academy Board of Directors (at time of submission)

	Research, Curriculum & Instruction	School Administration & Finances	Project Management & Strategic Planning	Business & Financial Management	Facilities & Real Estate	Non-Profits, Fundraising & Donor Relations	Personnel, Governance, Law & Compliance	Community Outreach & Communications
Joss Tillard-Gates, President			X		X		X	X
Ursula Worsham, Secretary			X				X	
Marina Samson, Treasurer		X		X			X	
Yusef Alexander, Member	X			X	X			X

Bryan Gonzalez, Member				X		X		X
Lataysia Starks, Member			X		X		X	X
Dr. Reginald Austin, Member			X			X	X	X

Governance Procedures and Operations

4. BOARD MEETING REQUIREMENTS AND PROCEDURES

The Board of Directors will meet approximately ten (10) times annually. Meetings shall be held at one of the two school sites unless the Board of Directors designates another location. All meetings of the Crete Academy Board regarding the Charter School shall take place at a location within the jurisdictional boundaries of Los Angeles County as required by Education Code Section 47604.1(c). The location for posting the governing board and committee meeting agendas shall be posted on the website, on the entrance and windows of the school office and Family Resource Center of both campuses. All meetings of the Board of Directors shall be called, held and conducted in compliance with the Brown Act and Education Code Section 47604.1.

The Board has adopted a Conflict of Interest Code necessary to comply with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations. As required, the Conflict of Interest Code has been submitted for approval to the County Board of Supervisors.

The Board of Directors will attend annual in-service for the purposes of individual board members understanding their responsibilities with topics to include, at minimum, conflicts of interest and the Brown Act.

5. BOARD’S DECISION-MAKING PROCEDURES

A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote

by proxy. The vote or abstention of each Board member present for each action taken shall be publicly reported.

Members of the Board of Directors may participate in standard teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of Los Angeles County;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;
- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;⁵⁰
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location; and
- f. Members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.⁵¹

Stakeholder Involvement

6. CRETE ACADEMY'S STAKEHOLDER INVOLVEMENT PLAN AND PROCESS

The Crete education model believes family involvement is critical to the success of our students. Therefore, families are encouraged to take an active role in the education of their student. Involvement may include:

- Intake/Enrollment Meeting
- Parent-Teacher Conferences
- Parent workshops
- School events
- Fieldtrips

Furthermore, students' families are engaged in the programming and services offered by Crete and invited to partake in any services or supports needed. To that end, families have a strong voice in the school's educational program and are provided regular opportunities to a voice their opinions and desires for their student. In addition to engaging with families around the Charter School's educational program, Crete also engages families in discussions regarding LCAP goals. All feedback from families is reviewed and considered in the final development of the Charter School's LCAP.

⁵⁰ This means that members of the Board of Directors who choose to utilize their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

⁵¹ The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

Crete Academy utilizes its website as a vital tool for supporting and engaging educational partners in several impactful ways. The site serves as a comprehensive resource hub, offering access to educational materials, curriculum guides, and best practices that partners can leverage. An event calendar prominently displays upcoming workshops, meetings, and community events, encouraging active participation from partners. The website also features a communication portal, where newsletters, updates, and announcements keep partners informed about key developments. Additionally, Crete Academy incorporates a feedback mechanism, such as surveys and forums, enabling partners to share their insights and suggestions. By showcasing success stories, case studies, and testimonials, Crete fosters a sense of community and collaboration, ultimately strengthening its relationships with educational partners.

Crete believes serving the needs of students also means serving the needs of their family. The Crete model focuses on referral services for families and students to ensure that beyond the academic program, students have the resources and tools to succeed.

School Site Council (SSC)

The SSC meetings will be held at least four times annually. The SSC meetings shall be in accordance with the Greene Act. SSC is composed of ten (10) members representing all the educational partners which include: one (1) administrator, three (3) teachers, one (1) classified employee, and five (5) parents and/or community members, all nominated and elected by those groups they represent. The SSC at Crete will be the vehicle through which the school community comes together to chart the Charter School's plan for improvement. The goal of the SSC is to ensure that the Charter School is continually engaged in identifying and implementing curriculum and instructional practices that result in both strengthening the core academic program and guaranteeing student access to and success in that program.

The main responsibilities of the SSC are as follows:

- Conduct a Comprehensive Needs Assessment
- Review progress toward goals to increase academic achievement
- Review and revise School Safety Plans
- Review and advise on Charter School attendance
- Develop site level parent involvement policy
- Advise the Charter School on the parent involvement policy
- Review the Charter School parent compact (Title I)
- Annually develop, approve, and advise the Charter School in the development of the Local Control and Accountability Plan and proposed expenditures (including the requirements for the Single Plan for Student Achievement)

English Learner Advisory Committee (ELAC)

To the extent that Crete has more than 21 identified English Learners, the decision to have an English Learner Advisory Committee will be determined by Board of Directors. The ELAC will meet four times per year. The ELAC meetings shall be in accordance with the Greene Act. ELAC is composed of the Principal or designee and parents of ELs.

Leadership positions in ELAC will be determined by group consensus and not by election. Translation will be provided by parents and staff. The purpose of ELAC is to provide parents of ELs the opportunity to:

- Participate in the Charter School's needs assessment on any issue, not limited to those pertaining to English Learners
- Advise the team leads and Charter School staff on the Charter School's program and services for English Learners
- Review the English Learner Master Plan (LAUSD)
- Provide input on the most effective ways to ensure regular Charter School attendance
- Advise the Charter School on the annual language census
- Annually develop, approve, and advise the Charter School in the development of the Local Control and Accountability Plan and proposed expenditures (including the requirements for the Single Plan for Student Achievement).

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

Crete is committed to attracting, training, and retaining staff who are committed to empowering the community through education. Crete maintains high expectations for all staff and expect that staff will commit to the mission and vision of the Charter School.

1. CRETE ACADEMY CHARTER SCHOOL EMPLOYEE POSITIONS

Table 5.1: Employee Titles and Classifications

Title	Classification
Executive Director	Administration
Founder/Director of Harmony Center	Administration
Human Resources Director	Administration
Program Director	Administration

Director of Operations	Administration
Principal	Administration
Assistant Principal of Culture	Administration
Assistant Principal of Curriculum and Instruction	Administration
Director of Business Development & Wellness Manager	Administration
After School Director	Administration
Teacher	Certificated
Gifted Teacher	Certificated
Teacher Fellow	Certificated
Harmony Center Coordinator	Classified
Harmony Housing Specialist	Classified
Behavior Interventionist	Classified
Information Technology Specialist	Classified
Data Analyst	Classified
Executive Assistant	Classified
Office Assistant	Classified
PE Coach	Classified
Yard Supervisor	Classified
Van Driver	Classified
Information Technology/Library	Classified
Student Support	Classified
Food Services Clerk	Classified
Plant Manager	Classified
Budget and Financed Consultant (Outsourced Contract)	Classified

2. JOB DESCRIPTIONS AND DESIRABLE QUALIFICATIONS

Job descriptions and qualifications for the following key staff are as follows:

Executive Director

Overview

The Executive Director manages and oversees the organization's ongoing operations, policies and procedures. The Executive Director is responsible for the efficiency of day-to-day and long-term functioning of the school's operations. The Executive Director reports to the Crete Board of Directors.

1. Honors all local, state, and federal laws, rules, and regulations for Charter schools. Appropriately and directly respond when infractions occur.
2. Develop and maintain a staff culture that embodies the school's core values: Character, Responsibility, Equality, Teachability and Excellence.
3. Ensure accurate financial management and oversight to guarantee that Crete Academy secures all needed revenues (including enrollment projections), stays within the board approved budget, and effectively protects assets. Ensure effectiveness of accounting and auditing consultants.
4. Implement high quality, timely, and effective communication from Crete Academy leadership to the staff, students, board members, committee members, and other internal stakeholders.
5. Oversee and manage the school leadership team to develop, maintain, and enhance all aspects of Crete Academy to ensure positive outcomes for students' academics.
6. Consistently plan for efforts to achieve the strategic outcomes of all aspects of organizational health and growth, including but not limited to academics, health and wellness, support services, organizational stability, and financial strength.
7. Ensure a safe and stimulating environment for students, staff and families.
8. Lead initiatives to support and challenge all students, regardless of where they are on the academic spectrum, through rigorous and creative differentiation strategies.
9. Initiate, oversee, evaluate, and revise policies and processes to administer the School's business affairs.
10. Oversee safety, security, and risk management policies and procedures affecting students, faculty, and staff.
11. Work to create a culture of engagement and participation among parents, students, alumni and alumni parents.
12. Reviews existing Crete Academy policies for relevance and updates as needed and identifies and develops new policies as needed.
13. Other duties related to the efficient and effective functioning of Crete Academy school operations and education programs.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Education, Business Management, or Public Administration, or a closely related field. (Preferred)
- Bachelor of Arts degree from an accredited college or university (Required)

- Minimum of ten (10) years of professional experience in organizational leadership. (Required)
- Valid California Administrative Services Credential from the Commission on Teacher Credentialing or willingness to pursue credential. (Preferred)
- Valid California Teaching Credential from the Commission on Teacher Credentialing. (Preferred)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Harmony Center Director

Overview

Develop and implement projects and policies centered on the mental health, health and fitness of Crete's staff and students. The Harmony Center Director reports to the Board of Crete Academy.

1. Develop a comprehensive strategic plan that will detail the components for successful implementation and sustainability of the Harmony Center, to include: infrastructure, administration, partner MOUs, training plan, policies and procedures, communication and public relations.
2. Develops, facilitates, and manages relationships with collaborating agencies and institutions of higher learning; identifies and fosters connections between available resources and programs to best serve student needs.
3. Establish measurable program effectiveness goals and complete ongoing measurement and documentation of program effectiveness.
4. Collaborate with and support the Harmony Manager with the evaluation of Wellness resources and outside service providers.
5. Manage reporting for the purpose of ensuring compliance with Education Code, board policy and legal mandates.
6. Support the mediation and culture of the school and staff to family, student to students and staff to students for interactions and collaboration.
7. Collaborate with school staff, parents and service providers to develop, implement and monitor SSPTs, 504 Plans, Safety Plans and IEPs.
8. Work with Community Based Organizations and local committees to maintain site-based services and referrals.
9. Facilitate ongoing and effective communication between Harmony Center and community partners.
10. Provide outreach to parents/families by communicating needs of students as well as providing resources and updates regarding health-related issues.
11. Provide leadership to program coordinators and site based clinicians; promotes the development and implementation of an early identification system to meet student needs and connect families with available school and community-based resources.
12. Seek out grants with the Business Development team that support the implementation and enhancement of the Harmony Center.

13. Meets regularly and works collaboratively with school leaders, admin team, school site personnel, and appropriate county and state educational representatives, as well as representatives from other state and local agencies.
14. Perform other duties that are assigned for the purpose of ensuring the efficient and effective functioning of the Crete Academy Harmony program.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Education, Psychology, or Social Work, or a closely related field. (Preferred)
- Bachelor of Arts degree from an accredited college or university. (Required)
- Minimum of five (5) years of professional experience in the education or human services sector. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Human Resources Director

Overview

The Human Resource Director identifies current and future needs of Crete Academy and aligns processes and procedures including recruitment, selection, on-boarding, professional and leadership development, training, evaluation, and retention strategies. The Human Resource Director reports to the Executive Director.

1. Manages all Human Resource functions including recruitment, performance management, employee relations, benefits, and compensation.
2. Post vacancies, interview staff and interns and assist with the selection of all staff and interns.
3. Oversees employee onboarding, orientation, exit processes and document completion.
4. Oversee the employment application and screening process, monitor for effectiveness, and make recommendations for changes as needed.
5. Develop and implement effective recruiting strategies. Analyze results annually and make changes as needed.
6. Identify optimum recruiting opportunities and represent the district at key recruiting fairs and events.
7. Work with principals and Admin team to identify and select personnel for all assignments.
8. Develop and maintain active relationships with college and university career teacher preparation officials and placement offices, professional associations, and other recruiting resource organizations to find and recruit interns and staff for Crete Academy.
9. Develop and update training for administrators related to pertinent Human Resources topics including appraisal and evaluation, effective hiring practices, mediation and grievance procedures, and legal updates.

10. Provides advice, guidance and administrative service to ensure the school's compliance with best practice and current legislation.
11. Develops, implements and maintains effective compliance with all Federal and State labor laws including employee training.
12. Prepares and maintains accurate job descriptions and edits job descriptions as needed.
13. Implement policies and procedures associated with complaints, appraisals, and EEOC compliant hiring practices for all employees including substitutes.
14. Participate in the development and revision of the employee handbook, policies/regulations, guidelines, and standards; interpret and ensure compliance with school's policies and procedures.
15. Compile, maintain, and file all physical and computerized reports, employee records, records, and other documents required.
16. Manage compliance for CTC credentialing and Teaching Permits and oversee CalSAAS reporting.
17. All other duties to ensure the efficient and effective functioning of Crete Academy's employment and labor compliance.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Business, Personnel Management, or Organizational Management, or a closely related field. (Preferred)
- Bachelor of Arts degree from an accredited college or university. (Required)
- Minimum of five (5) years of professional experience in the human resource or management sector. (Required)
- Commitment to Crete Academy's Vision and Mission. (Required)

Director of Operations

Overview

The Director of Operations performs administrative and supervisory work in the non-academic operations of the school. The Director of Operations reports to the Executive Director.

Management

1. Supervise, support, lead, manage, assist and train operations team
2. Support all Operations staff with working efficiently, effectively and with excellence
3. Perform other duties that are assigned for the purpose of ensuring the efficient and effective functioning of Crete Academy non-academic operations.

Facilities

1. Supervise, support and manage and the Plant Manager with the oversight of all facilities.
2. Planning and managing for efficient use and maintenance of the school's facilities.

3. Support Facilities team with any facility related initiatives as needed.
4. Oversee all janitorial staff to ensure that the facility is well maintained at campus sites and executive office.

Transportation

1. Supervise, support and manage the Transportation Manager and their work to ensure effective transportation service to all students.
2. Oversee all transportation processes. Provide updates and audits for transportation processes.
3. Schedule transportation rides with the student transportation program by making sure protocol is being kept and met.
4. Oversee transportation discipline and communication with families, students and Crete Staff.
5. Ensure all transportation expectations are communicated and followed by drivers, parents and students.

Information Technology

1. Supervise, support and manage the IT Manager to ensure proper maintenance and inventory.
2. Work with the IT staff to ensure campus technology is reliable and secure through management of enterprise backups, upgrades, maintenance, and monitoring IT inventory process.
3. Support the development, management, and maintenance of the procurement lifecycle, including but not limited to account creation, purchase order management, materials requisitioning and receiving, inventory management, and invoice reconciliation and payment.

Data and Compliance

1. Supervise, support and manage the Data Specialist.
2. Manage and successfully complete all necessary compliance reporting to the Local, State, Federal Government, CALPADS, CalSAAS and Oversight in a timely manner.
3. Ensure that all fire, life, and safety regulations and procedures are implemented ensuring the well-being of all school staff and students.
4. Ensure Crete Academy is compliant in areas of responsibility with all applicable policies, procedures, laws and regulations.

Finance

1. Provide input to the school leaders regarding the school's budget, cashflow, spending and overall revenue.
2. Oversee, manage and record all Accounts Payable, including providing appropriate coding and LCAP.
3. Ensure that receipts and proper back up are matched to the expenses.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Accounting, Finance, Business Administration, or a closely related field. (Preferred)

- Bachelor of Arts degree from an accredited college or university. (Required)
- Minimum of five (5) years of professional experience in the business, operations, or compliance. (Required)
- Commitment to Crete Academy's Vision and Mission. (Required)

Principal

Overview

The Principal manages and oversees the educational programs at Crete Academy, including supervising administrators, teachers, and other staff. The Principal reports to the Executive Director.

1. Oversee and direct all activities related to the school's curriculum, programs, personnel, and facilities in accordance with applicable State, County and District regulations, policies, and procedures.
2. Oversee the daily management of Crete Academy schools and the main office at campus locations.
3. As a member of the executive team, support district-wide efforts to improve teaching and learning; build sound relations between Crete Academy campuses.
4. Provide leadership in curriculum, instruction guidance, and support services.
5. Set and maintain high expectations for faculty, staff and students, with a focus on continuous improvement in teaching and learning.
6. Ensures a productive learning environment through continual collaboration with teachers, students, and parents.
7. Participates in parent meetings and conferences and acts as intermediary between parents, teachers, and students to deal with a variety of needs or issues.
8. Establish a school wide culture conducive to Crete Academy's Core Values: Character, Responsibility, Equality, Teachability and Excellence.
9. Observe and evaluate curriculum development and implementation, instruction and the improvement of instruction.
10. Lead and support professional development for all staff.
11. Develop and implement a system where the educational program and activities of the school are regularly communicated to parents.
12. Responsible for development of the master schedule.
13. Participate as the lead panel member for school site employee interviews and recommendations to Human Resources.
14. Coordinate student testing programs.
15. Assists with IEPs and 504 plans.
16. Responsible for following the schools safety plan for overall school safety.
17. Interacts with various stakeholders to foster a positive relationship between the school and the community including partners, community organizations, and leaders.
18. All other duties assigned for the efficient and effective functioning of Crete Academy's educational programs.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master's degree from an accredited college or university with major course work in Education, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university with major course work in Education, or a closely related field. (Required)
- Minimum of three (3) years of professional teaching, administrative, and/or principal experience. (Required)
- Valid California Administrative Services Credential from the Commission on Teacher Credentialing or willingness to pursue credential. (Required)
- Valid California Teaching Credential from the Commission on Teacher Credentialing or willingness to pursue credential. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Assistant Principal of Curriculum and Instruction

Overview

Assist and supervise the teachers and staff to monitor compliance with the school's curriculum standards. Provide teachers with help to develop plans and strategies for an effective learning education. The Assistant Principal of Curriculum and Instruction reports to the Principal.

1. Develop a record of accomplishment of instructional leadership and academic excellence, including English Learners and those with special needs.
2. Consistently analyze teacher practice through ongoing classroom observations, data analysis, and examination of student work.
3. Develop teachers' capacity to collect and analyze multiple sources of data to improve student learning.
4. Ensure teachers are creating pacing plans and designing effective lesson plans that are aligned to Common Core State Standards.
5. Assist teachers in aligning their teaching with appropriate standards, curriculum and assessments.
6. Support the development of high quality standards maps and benchmarks.
7. Support the cycle of continuous improvement by providing instructional support to teachers in analyzing key data indicators including benchmark data, report cards, ELD progress reports and literacy assessment data.
8. Serve as a coach to teachers by providing them with feedback on improving and enhancing individual lessons and units based on ongoing analysis.
9. Reviewing lesson plans, unit plans and assessments.
10. Observing classroom instruction and offering comprehensive analysis and feedback.
11. Providing training on instructional strategies and best practices.
12. Teach gifted students in the GATE program.
13. Supporting the development of curriculum by using the backward design model and advising on scope and sequence based on essential content knowledge on State Standards.

14. Facilitate professional learning communities among teachers in which issues related to implementing effective content instruction is considered, current research and writing on effective practices is read and discussed, engaging lessons are planned, and student work and data are reviewed to inform instruction.
15. Other duties as assigned for the efficient and effective functioning of Crete Academy Academic and Instruction.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master's degree from an accredited college or university with major course work in Education, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university with major course work in Education, or a closely related field. (Required)
- Minimum of three (3) years of professional teaching, administrative, and/or principal experience. (Required)
- Valid California Administrative Services Credential from the Commission on Teacher Credentialing or willingness to pursue credential. (Required)
- Valid California Teaching Credential from the Commission on Teacher Credentialing. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Assistant Principal of Culture

Overview: The Assistant Principal of Culture serves as a culture leader at Crete Academy and will ensure systems are carried out with fidelity. The Assistant Principal of Culture will engage families in understanding grade level expectations, setting student goals, and providing specific support to their child/ren. The Assistant Principal of Culture reports to the Principal.

1. Create a positive school climate and culture, along with the principal and Admin team; for students, families and staff.
2. Support, communicate and implement Crete Academy's Vision, the 3 C's of Communication and
3. Crete Academy's Core Values to all staff.
4. Maintain a sense of Crete Academy's climate by developing and administering outreach programs, hosting events and assemblies and administering and reviewing climate surveys.
5. Work closely with parents and the community at large to build relationships of trust, connection and collaboration.
6. Coordinate and plan field trips and staff outings.
7. Oversee College Preparatory Program, including scheduling college tours, providing resources and information to students and families and supporting teachers with embedding college prep skills in their lessons for grades Tk-6th grade.

8. Oversee and implement all student discipline policies including discipline, attendance and health and safety and work with staff and families to improve attendance and discipline, when necessary.
9. Support teachers with behavioral management of students.
10. Be a regular presence in classrooms to observe teaching and learning and provide feedback and formation to teachers, with a specific focus on student engagement, clarity of learning targets and learning pathways, and the establishment of a classroom culture that combines high expectations with student-centered learning.
11. Manage parts of the daily school operations (e.g. arrival/dismissal, lunch, extra-curricular school activities, school events, etc.)
12. Support with supervision of students before school, during school and after school.
13. Provide ongoing professional development aligned to best practices and schoolwide needs.
14. Collaborate with the Harmony Director and school administrative team regarding wellness and program needs.
15. Perform other duties that are assigned for the purpose of ensuring the efficient and effective functioning of Crete Academy Culture and Discipline.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master's degree from an accredited college or university with major course work in Education, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university with major course work in Education, or a closely related field. (Required)
- Minimum of three (3) years of professional teaching, administrative, and/or principal experience. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Program Director

Overview

Create and implement fun, engaging developmentally appropriate activities in the areas of enrichment and afterschool programs. Think creatively about the program offerings and programs for all stakeholders. The Program Director reports to the Principal.

1. Oversee, plan, and develop Crete Academy's TK-6th grade Enrichment and Afterschool Programs.
2. Maintain cleanliness in all program areas; including the upkeep of the equipment and facility in an acceptable manner and the set-up and breakdown during the programs.
3. Manage after-school programs outside of regular school hours and maintain the safety of all students who attend. Plan activities and create curricula while meeting the goals and mission of the after-school program.
4. Manage, train and schedule after-school staff and interns and communicate the after-school program protocols and procedures.
5. Conduct weekly meetings with after-school teachers and leaders and communicate policies, expectations, changes and current events or activities.
6. Manage and schedule enrichment teachers and interns and communicate Crete Academy policies and procedures about signing into VisitU.
7. Oversee and work closely with teachers and campus staff to ensure consistent, excellent quality and positive, strategic impact across Crete Academy Enrichment and After-School Programs.
8. Responsible for immediately reporting and documenting any and all injuries or incidents to Crete Academy Administrators.
9. Seek, apply and implement grants that support the implementation and enhancement of enrichment and after school programs.
10. Plan fun, engaging and educational field trips for students.
11. Build, develop and cultivate close relationships and partnerships with nonprofits, individuals and other community members.
12. Perform other duties that are assigned for the purpose of ensuring the efficient and effective functioning of Crete Academy Enrichment and After-School Program.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Education, Social Work, or Organizational Management, or a closely related field. (Preferred)
- Bachelor of Arts degree from an accredited college or university. (Required)
- Minimum of five (5) years of professional experience in the education or human services sector. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

After-School Director

Overview

Create and implement fun, engaging developmentally appropriate activities in the areas of gifted curriculum and the after school program. Think creatively about the program offerings and programs for all stakeholders. The After-School Director reports to the Program Director.

1. Oversee, plan, and develop Crete Academy's TK-6th grade After-School Program.
2. Maintain cleanliness in all program areas; including the upkeep of the equipment and facility in an acceptable manner and the set-up and breakdown during the programs.
3. Manage after school program outside of regular school hours and maintain the safety of all students who attend. Plan activities and create curriculum while meeting the goals and mission of the after school program.
4. Communicate with the parents through daily drop-off and pick-up.
5. Maintain a safe environment for students.
6. Maintain records of attendance and sign-in/out sheets.
7. Manage, train and schedule after school staff and interns and communicate the After School Program protocols and procedures.
8. Conduct weekly meetings with after-school teachers and leaders and communicate policies, expectations, changes and current events or activities.
9. Work closely with teachers and campus staff to ensure consistent, excellent quality and positive strategic impact in the Afterschool Program.
10. Oversee and manage a variety of instructional techniques and instructional technology consistent with best practices, specific content knowledge, and the needs and capabilities of the individuals or student groups involved.
11. Maintain accurate, complete, and correct records as required by law, Crete policy, and regulations.
12. Perform other duties that are assigned for the purpose of ensuring the efficient and effective functioning of Crete Academy's After-School Program.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master of Arts degree from an accredited college or university with major course work in Education, Social Work, or Organizational Management, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university. (Required)
- Minimum of three (3) years of professional experience in the education or human services sector. (Required)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Teacher

Overview

Teachers are responsible for instructing students in grades TK-6th grade, create lesson plans, differentiate instruction and evaluate students assessment data regularly to assess progress. The teachers report to the Assistant Principal or Principal.

1. Create instructional resources for use in the classroom.
2. Regularly analyze student data and adjust lessons and instructional strategies to the needs of students.
3. Plan, prepare and deliver instructional activities.
4. Create a positive educational climate for students to learn in.
5. Meet course and school-wide student performance goals.
6. Conduct home visits for all students before the first day of school and maintain open communication with families throughout the year.
7. Participate in ongoing professional development in the core curricula, special education, ELD, supplemental curricula, college preparation, classroom management and discipline and diversity awareness.
8. Create lesson plans and modify them accordingly throughout the year.
9. Maintain grade books.
10. Grade papers and perform other administrative duties as needed.
11. Utilize various curricular resources.
12. Integrate competencies, goals, and objectives into lesson plans.
13. Utilize curricula that reflect the diverse educational, cultural, and linguistic background of the students served.
14. Develop incentives to engage students in the classroom.
15. Develop professional relationships with other agencies health, dental, housing and nonprofit organizations and programs.
16. Utilize public library resources.
17. Work with the Program Director, Executive Director, and Principal to ensure initiatives are being met.
18. Establish and communicate clear objectives for all learning activities.
19. Observe and evaluate student's performance.
20. Manage student behavior in the classroom by invoking approved disciplinary procedures.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master's degree from an accredited college or university with major course work in Education, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university with major course work in Education, or a closely related field. (Required)
- Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold (Preliminary and Clear Multiple Subjects Teaching Credential, University Intern

- Credential, Intern Credential, General Education Limited Assignment Permit, Short-Term Staff Permit, Provisional Internship Permit). (Required)
- Minimum of one (1) year of teaching students preferably in an urban environment. (Preferred)
 - Bilingual in English and Spanish. (Preferred)
 - Commitment to Crete Academy's Vision and Mission. (Required)

Additional Qualifications for Transitional Kindergarten Teacher

- At least 24 units in early childhood education, or childhood development, or both.
- Professional experience in a classroom setting with preschool age children comparable to the 24 units of education described in bullet 1 (comparability determined by the local employing agency)
- Child Development Teacher Permit issued by the Commission on Teaching Credentialing

Teacher Fellow

Overview

The Teacher Fellow serves as a co-teacher in the classroom by teaching lessons, developing curriculum plans, supporting students' academically and managing assigned classroom duties, developing and sustaining relationships with students and families. The teacher fellows report to the Assistant Principal or Principal.

1. Assist teachers with creating and preparing lesson plans.
2. Assist teachers with preparation by getting materials ready and setting up equipment.
3. Assist teachers with grading assignments and informing parents of their children's progress.
4. Revise lesson material with students individually or in small groups.
5. Oversee students during nonclassroom times including in-between classes, during lunch, recess, and on-field trips.
6. Collaborate with teachers to recognize issues students are facing and recommend solutions.
7. Teach and prepare lessons and assignments in the classrooms as needed.
8. Substitute teach when teachers are absent from the classroom.
9. Comply with state, school, and class rules and regulations.
10. Attend all training classes, parent conferences, and faculty meetings.
11. Provide small groups and whole group instruction, aligned to the Common Core State Standards.
12. Teach in the afterschool program and monitor students during the afterschool program.
13. Support students with reading and math intervention.
14. Assist with dismissal inside and outside of the classroom.
15. Assist Teachers with other classroom related duties that are assigned.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Master's degree from an accredited college or university with major course work in Education, or a closely related field. (Preferred)
- Bachelor's degree from an accredited college or university with major course work in Education, or a closely related field. (Required)
- Commission on Teacher Credentialing Emergency 30-Day Substitute Teaching Permit. (Minimum Required)
- Minimum of one (1) year of substitute teaching students preferably in an urban environment. (Preferred)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Executive Assistant

Overview

Provide support to the Admin of Crete Academy to ensure that Crete Academy's goals and objectives are accomplished. The Executive Assistant reports to the Executive Director.

1. Manage information flow to the Executive Director in a timely and accurate manner.
2. Answer, sort and distribute incoming and outgoing emails, and other correspondence.
3. Answer phone calls, take messages and return calls.
4. Take messages and direct messages to the correct departments.
5. Manage the Executive Director's calendar.
6. Schedule and prepare meetings and agendas.
7. Take notes during meetings and prepare reports
8. Create and file records, reports, and other documents.
9. Organize documents and maintain records.
10. Perform other duties that are assigned for the purpose of ensuring the support of the Executive Director of Crete Academy.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Associate's degree from an accredited college or university with major course work in Education, Business Management, Public Administration, or a closely related field. (Preferred)
- High School Diploma or equivalent. (Required)
- Minimum of three (3) years of clerical or administrative experience. (Preferred)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy's Vision and Mission. (Required)

Behavior Interventionist

Overview

The assist staff in defining and measuring behavior; understanding principles of reinforcement; teaching new behavior; implementing strategies for weakening behavior; and identifying antecedents. The Behavior Interventionist reports to the Assistant Principal of Culture.

1. Work with individual teachers, groups of teachers and/or the entire staff on issues such as: crisis intervention, learning and collaboration issues, and factors that can affect development and implementation of interventions.
2. Promote highly specialized positive behavior interventions in which “at risk” students thrive: behavior instruction that is explicit, intensive, accelerated and provides ample practice.
3. Use ongoing assessments to maintain a record of student progress.
4. Develop a repertoire of assessment strategies consistent with instructional goals, teaching methods, and individual student needs to more accurately assess student behavior skills and understandings.
5. Regard assessment as a joint venture through which both student and teacher understanding is enhanced
6. Create fair and equitable assessments to assess higher-order thinking and problem solving as well as individual skills, knowledge, and understandings.
7. Work cooperatively with the leadership and admin team to promote positive student behavior by providing professional development that targets research, strategies and modeling of instructional practices to support teachers in their implementation of positive behavior support in their classrooms.
8. Continually supervise students inside and outside the classroom to ensure a safe, non-threatening, nurturing environment where students can thrive.
9. Engage parents in the “student behavior intervention plan” process and empower parents by providing them with skills and techniques to support the positive behavior development of their child.
10. Conduct conflict resolution and peer mediation sessions.
11. Consult with school social worker and counselors.
12. Other duties for the efficient and effective functioning of Crete Academy Behavior and Discipline.

Qualifications

Any combination of experience and training that would likely provide the required knowledge, skills, and abilities is qualifying.

- Associate’s degree from an accredited college or university with major course work in Education, Business Management, Public Administration, or a closely related field. (Preferred)
- High School Diploma or equivalent. (Required)
- Minimum of three (3) years of clerical or administrative experience. (Preferred)
- Bilingual in English and Spanish. (Preferred)
- Commitment to Crete Academy’s Vision and Mission. (Required)

Classified Staff Qualifications

Classified Staff will support the Charter School and will meet all applicable legal requirements for their respective positions.

Office Staff Qualifications:

- Articulate communication skills in both oral and written language
- Possess an excellent record of dependability
- Demonstrate evidence of skills such as word processing, record keeping and other office skills as required for the specific position
- Computer skills to report data, track information and keep confidential records
- Communicating clearly and effectively with key stakeholders
- Commitment to Crete Academy's Vision and Mission

Other Classified Staff Qualifications:

- Strong communications skills
- Be trained in and willing to continue learning how to manage student behavior, food safety, cleaning or implement instructional strategies
- Communicating clearly and effectively with key stakeholders
- Commitment to Crete Academy's Vision and Mission

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) The development of a school safety plan, which shall include the safety topics listed in subparagraphs (A) to (J), inclusive, 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.

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.

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

If Charter School serves students in 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.

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.

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 childcare motor vehicle and procedures and standards for designating an adult chaperone, other than the driver, to accompany students on a school activity bus. In addition, the Charter School shall ensure that each school bus, student activity bus, youth bus, or child care motor vehicle is equipped with a child safety alert system that requires the driver to either manually contact or scan the device, thereby prompting the driver to inspect the entirety of the interior of the vehicle before exiting, unless the student activity bus is exempted by law. (Ed. Code § 39831.3; Veh. Code § 28160.)

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

“The means by which the school will achieve a balance of racial and ethnic pupils, special education pupils, and English learner pupils, including redesignated fluent English proficient pupils, as defined by the evaluation rubrics in Section 52064.5, that is reflective of the general population residing within the territorial jurisdiction of the school district to which the charter petition is submitted.” (Ed. Code § 47605(c)(5)(G).)

COURT-ORDERED INTEGRATION

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

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

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

Court-Ordered Integration

1. CRETE ACADEMY’S PLAN FOR ACHIEVING AND MAINTAINING THE LAUSD’S RACIAL AND ETHNIC BALANCE GOAL OF A 70:30 OR 60:40 RATIO

The Charter School is committed to designing measurable approaches to underscore the dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the balance of racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. Crete is

committed to being racially, ethnically, linguistically (including ELs and RFEPs), ability, and socioeconomically diverse.

Crete employs the following recruitment and outreach strategies in support of its commitment to ensuring a diverse student population reflective of the general population residing in the District.⁵² The Charter School will monitor this balance each year and will take necessary recruitment steps to achieve this goal.

Crete builds upon the successful model of community partnerships and outreach that the Charter School has developed in its initial term, when the Charter School successfully targeted and enrolled a student population that reflects the community we serve in South Central Los Angeles. By implementing this comprehensive plan, Crete Academy creates a balanced and inclusive environment that reflects the diversity of the community while ensuring equitable educational opportunities for all students. As such, the Charter School shall implement a student recruitment strategy, which shall include, but is not necessarily limited to, the following elements or strategies:

- An enrollment process that is scheduled and adopted to include a timeline that allows for a broad-based recruiting and application process.
- The development of promotional and informational material that appeals to all of the various racial and ethnic groups, students with disabilities, ELs and RFEPs, and SED students represented in the District.
- The appropriate development of promotional and informational materials in English and Spanish to appeal to limited English proficient populations. Other languages will be added as the need arises.
- The distribution of promotional and informational materials to a broad variety of community groups and agencies that serve the various racial and ethnic students, students with disabilities, ELs and RFEPs, and SED students represented in the District.
- The maintenance of a website for interested parents and community members to visit and learn more about the Charter School. The Charter School hosts a Facebook Page and Instagram to communicate about the Charter School.
- The establishment of partnerships with community organizations and businesses to support the Charter School and community.
- The Charter School will establish a presence in the community to engage the community in the success of the Charter School: local preschools, religious centers, apartment complexes, local markets/grocery stores, food banks, coffee shops, community centers, homeless centers, parks, libraries, businesses, and community organizations.
- The Charter School uses its logo to prominently displayed on all materials distributed in conjunction with the Charter School.
- The Charter School hosts numerous community events like Parent Meetings, Coffee with the Principal, Dads and Donuts, Moms and Muffins, Family Fair, Back to School Night, Latino Heritage Festival, Black History Celebration, Trunk or

⁵² These strategies are subject to modification or suspension where they are infeasible or impractical due to public health restrictions, e.g., a pandemic, or disaster event.

- Treat, Career Day, Adopt a Child for Christmas, Winter Wonderland, Thanksgiving Feast, End of Year Barbecue, Easter Egg Hunt, and Donors Appreciation Brunch.
- The Charter School host advisory groups like School Site Council and English Learner Advisory Committee as well as Parent Meetings.
 - The Charter School implements a culturally relevant curriculum that reflects the diverse backgrounds of students, promoting inclusivity and understanding.
 - The Charter School provides additional academic and social-emotional support for students from historically underrepresented groups to help them succeed in a diverse environment.
 - The Charter School offers mentorship programs that connect students with role models from similar backgrounds.
 - The Charter School trains teachers and staff members on cultural competency and inclusive teaching strategies to create a welcoming environment for all students.
 - The Charter School fosters a school culture that values diversity and promotes respect and understanding among students.
 - The Charter School will collaborate with LAUSD to align strategies and share best practices for achieving and maintaining the racial and ethnic balance goal.

2. CRETE ACADEMY'S PLAN TO ACHIEVE A RATIO STUDENTS IN SPECIAL EDUCATION, AND ENGLISH LEARNERS, INCLUDING REDESIGNATED FLUENT ENGLISH PROFICIENT STUDENTS REFLECTIVE OF LAUSD

Charter School's Outreach Efforts to Recruit Students with Disabilities

Crete currently serves 8.5% of students with disabilities. Crete will make efforts in its student recruitment process to ensure that the Charter School attracts a higher level of enrollment of SWD that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in the community will address parents/guardians of SWD and provide accommodations if needed.
2. One-on-one meetings between the Charter School and parents/guardians of SWD who express interest in learning more about how Crete can meet the particular needs of their child.
3. Parents/Guardians of SWD will be encouraged to bring IEP or 504 Plans to the school site after admission, and prior to the school year starting, so staff can be notified, have a copy of the plans, discuss needs with parents/guardians and prepare for the first day of school for the student(s).

Charter School's Outreach Efforts to Recruit English Learners and Reclassified English Learners

Crete currently serves 7.3% ELs and 30.6% RFEPs. Crete will make efforts in its student recruitment process to ensure that the Charter School attracts a comparable enrollment of ELs and RFEPs students that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in English and Spanish in the community to address parents/guardians of EL and RFEP students. Materials are provided in English and Spanish. The website and the documents for application are bilingual.
2. The programs for ELs and RFEPs are discussed at the Prospective Parent/Guardian events in addition to the interventions provided to students who are academically low-achieving. The Charter School discusses the criteria for reclassifying students, continued supports and monitoring for RFEPs, and strategies for LTELs to assist them in reclassification.
3. Parents/Guardians of ELs and RFEPs students are supported to complete the application of interest prior to the lottery and to complete registration paperwork after admission. Support is provided by staff who are bilingual in English and Spanish.

Charter School's Outreach Efforts to Recruit Socioeconomically Disadvantaged Students

Crete currently serves 92.7% of SED students. Crete will make efforts in its student recruitment process to ensure that the Charter School attracts a comparable enrollment of SED students that is reflective of the general population residing within the territorial jurisdiction of the District. Recruitment efforts toward this special population of students and their families will include:

1. Prospective Parent/Guardian events, open-house informational sessions, are held in the community will address parents/guardians of SED students and provide translations and accommodations if needed.
2. One-on-one meetings between the Charter School and parents/guardians of SED students who express concern about how Crete can support the family's financial situation. These meetings may include conversations about transportation, housing, meals, supplies, and other items that the Charter School will provide.
3. Parents/Guardians of SED students will be supported to complete the free and reduced lunch application annually. Support will be provided by the office staff.

Research studies have demonstrated that SED students attending charter schools have been far more successful than those attending non-charter schools⁵³. In all discussions and meetings held during outreach efforts, the focus will be on the Charter School's mission and vision.

⁵³ CREDO. (2015). *Charter School Performance in 2015: A Comprehensive Study of the Performance of Charter Schools in the United States*. Stanford University. Retrieved from [CREDO Stanford](#)

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 schoolsite. (Ed. Code § 221.9.)

Admission Requirements

1. POLICIES AND PROCEDURES FOR ADMISSION AND/OR ENROLLMENT IN THE CHARTER SCHOOL

The Charter School actively recruits a diverse student population from the District and surrounding areas. Admission to the school is open to any resident of the State of California. Prospective students and their parents or guardians are briefed regarding the school's instructional and operational philosophy and are informed of the school's student-related policies. The school has established an annual recruiting and admission cycle, which includes the following: (1) outreach and marketing, (2) orientation sessions for parents/guardians and students, (3) an open enrollment (admission application) period, (4) public random drawing, if necessary, and (5) enrollment.

The Charter School shall require students who wish to attend the Charter School to complete an application form ("lottery application form"). After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records⁵⁴
7. Free and Reduced Price Meal Application

The Charter School and the District agree to adhere to the requirements related to admission preferences as set forth in Education Code Section 47605(e)(2)(B)(i)-(iv).

Student Recruitment

Crete seeks to enroll students committed to the Charter School's mission and values. To create a school community that reflects the diversity of the general population residing within the territorial jurisdiction of the District, Crete will strive to recruit students from a range of racial, ethnic, linguistic, ability, and socioeconomic backgrounds. Crete's unique program will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique educational experience. This mindset will assist in the overall recruiting efforts.

⁵⁴ In accordance with Education Code Section 47605(e)(4)(B), the Charter School shall not request a pupil's records or require a parent, guardian, or pupil to submit the pupil's records to the Charter School before enrollment.

2. RECRUIT STUDENTS WITH A HISTORY OF LOW ACADEMIC PERFORMANCE, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES

Crete Academy has a proud history of recruiting students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities from the District and surrounding areas who are committed to the Charter School's educational philosophy and instructional practices.

As detailed in Element 7, the outreach plan includes targeted efforts to recruit all students, including students at-risk of low academic performance, socioeconomically disadvantaged students, and students with disabilities, and ELs and RFEPs. Ongoing outreach will occur throughout the school year, as well as during the open enrollment period. Specifically, Crete visits homeless shelters in downtown Los Angeles to inquire about students of parents who are experiencing homelessness. Participation in public back to school events and community center outreach is a secondary recruitment approach.

Lottery Preferences and Procedures

3. ADMISSION PREFERENCES

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

1. Siblings of students currently enrolled at Charter School who reside in LAUSD (to keep families together).
2. Children of Founding Parents/Founders, consistent with LAUSD's Founding Parent/Founders Preference Policy, who reside in LAUSD, and not to exceed 10% of enrollment.
3. Children of Crete employees who reside in LAUSD, and not to exceed 10% of enrollment.
4. Students who are currently enrolled in or who reside in the elementary school attendance area of the local public elementary school where the Charter School is located (for purposes of the SB 740 Charter School Facility Grant Program).
5. Students who reside in LAUSD.
6. Siblings of students currently enrolled at the Charter School who do not reside in LAUSD (to keep families together).

7. Children of Founding Parents/Founders, consistent with LAUSD's Founding Parent/Founders Preference Policy, who reside in LAUSD, and not to exceed 10% of enrollment.
8. Children of Crete employees who do not reside in LAUSD boundaries, and not to exceed 10% of enrollment.
9. All other eligible students.

4. PUBLIC RANDOM DRAWING

The open enrollment timeline period commences at the beginning of the calendar year, with interested families invited to submit a Lottery Application Form. The Open Enrollment is January 15th through March 1st, annually. The public random drawing occurs approximately two weeks after the close of the open enrollment period. Lottery rules and deadlines are communicated via information distributed with the Lottery Application Form, flyers/posters, and the Charter School website. Public notice is posted at the Charter School and on the Charter School's website regarding the date and time of the lottery. The notice includes an explanation that parents/guardians do not need to be present at the lottery but may attend if they choose to do so. The lottery is held at the location of the Charter School large enough to accommodate all interested parties. The lottery is held in the evening on a Monday to ensure interested parties are able to attend. The lottery is open to the public.

At the lottery, names shall be drawn from weighted lottery differentiated by grade level. Beginning with the lowest grade, the names shall be drawn by an adult citizen of good standing, not otherwise employed by the Charter School, confirming the results of the lottery. The drawing shall continue until all names for that grade level are drawn. Those individuals whose names are drawn after all spaces have been filled will be placed on the waiting list in the order drawn, except if the preferences described above require otherwise.

An adult citizen of good standing, not otherwise employed by the Charter School, will testify in writing, under penalty of perjury, that they personally witnessed each lottery pursuant to the above, and that each was random, public, and conducted as described.

Students and families will be notified by Crete staff of their acceptance to the Charter School via US Mail within five (5) days of the lottery. Students who are offered spots will be asked to complete an Enrollment Packet within ten (10) days of receipt of notification of their spot in order to secure their space. Charter School staff will be available to assist families in completing this paperwork if needed. Upon enrolling in Crete, each family will meet with a Crete staff member to discuss the school's mission and educational model. This meeting is not a condition to enrollment. The purpose of this initial meeting is to better understand the student's and family's education and health needs.

Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Vacancies that occur during the school year will be filled according to the waitlist. When an offer occurs during the school year, families will be

contacted by Crete staff, by phone and email, in the order of the waitlist and will be given two (2) days to decide whether or not to accept a space at the Charter School; acceptance is communicated by phone or email to Crete staff. In the event that no such waitlist exists and where the space is available, the space will be made available to the next interested family at the appropriate grade level.

The waitlist for the current school year remains active until the end of the school year. No waitlist shall be carried over from one school year to the next school year. Applicants must reapply for the lottery annually if the Charter School is unable to offer them admission for the current year.

Application Forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents will be physically filed on the Charter School campus, and lottery results and waitlists will be readily available in the Charter School's office for inspection upon request. Each applicant's admission application will be kept on file for the academic year with their assigned lottery number in the school database and on their enrollment application.

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

Annual Audit Procedures

1. POSITION RESPONSIBILITY

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The independent financial audit of the Charter School is a public record to be provided to the public upon request.

2. PROCESS FOR ADDRESSING AND RESOLVING ANY DEFICIENCIES

The Executive Director, along with the Audit Committee, if any, will review any audit exceptions or deficiencies and report to the Board with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

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).)*

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

1. CRETE ACADEMY'S STUDENT DISCIPLINE PHILOSOPHY

Crete Academy's student discipline philosophy is consistent with the principles of the District's *Discipline Foundation Policy*, and the *School Discipline Policy and School Climate Bill of Rights* Board of Education resolution. At Crete Academy, we believe that discipline is not about punishment, but rather about behavior adaptation, redirection and the development of personal accountability. Students experience various developmental stages during the growing years. The school community is an informed community, which promotes among its staff, an understanding of age-appropriate behaviors. With the guiding principles of the District policy as a foundation, teacher leaders and administration have crafted a formal discipline policy with an effective schoolwide positive behavior support system.

Identify

Crete Academy will create a safe, peaceful and nurturing environment where learning is paramount. Crete Academy teachers and staff members will engage in conscious classroom management strategies to ensure scholarly student behavior and on task learning each day. Professional development will be provided before school begins each summer with ongoing opportunities for teachers and staff members to learn additional techniques. It is the goal of Crete Academy to have at least 95% of all students in school, every day, because the environment is conducive to learning. We will also develop a tiered approach to ensuring that the emotional and social needs of students are met through universal, selected, and intensive strategies.

Schoolwide Positive Behavior Intervention and Support ("SWPBIS")

Crete Academy is committed to a systematic and holistic approach to teaching and managing behavior. Crete uses SWPBIS to support personal responsibility and positive social interactions. The SWPBIS is emphasized in the classroom by maintaining expectations about how the environment needs to be created called Classroom Culture including:

- Calming Corner (TK-3)
- Classroom Rules (simple, positively written, TK-6)
- Crete Core Values Poster (TK-6)
- Crete Mantra Poster (TK-6)
- Visible Discipline Protocol (Behavior Matrix, TK-6)
- Visible Teacher Name and Student Names on the Inside of the Classroom Door (TK-6)

The SWPBIS has developed a foundation of synergy where students learn to function harmoniously throughout the schoolday with their peers and teachers. This is a "student first" approach for SWPBIS. The staff is committed to serving the students with the finest

performance character education possible. The Crete staff will exhibit and teach these desired behaviors and attitudes through the Crete Core Value system:

We expect students to exhibit high Character in all that they do, take Responsibility for their actions, appreciate everyone’s differences and treat them Equally, approach each day with a Teachable growth mindset, while demonstrating Excellence at all times.

Specific student behaviors are taught by the teachers and posted at the school in regard to the positive behavior to be exhibited while they are in the classroom, office, hallways, restrooms, assemblies, eating areas, and playground. To create a productive and safe learning environment for all students, Crete Academy has clear policies and consequences for behavior that is not consistent with good citizenship or interferes with the creation of a positive and safe learning environment. Students who do not adhere to the expectations and/or who violate them repeatedly may expect consequences for their behavior, including but not limited to the following:

- Warnings
- Loss of privileges such as time outs, detentions, restrictions from student activities
- Notices to parents/guardians by telephone or letter
- Request for parent conference
- Suspension
- Expulsion

Tiered Behavior Intervention

Crete Academy has developed a tiered student behavior process and progressive discipline based on guidance and support. Teachers are taught to utilize a Harmony-approach to behavior focused on de-escalating and redirecting students. Some students may require additional behavior interventions based on their needs or actions. The tiered behavior intervention process is as follows:

Classroom	Harmony Center	Behavior Interventionist	AP of Culture
<ul style="list-style-type: none"> ▪ Non-participation in class ▪ Conflict with another student ▪ Yelling ▪ Incorrect use of classroom equipment ▪ Name-calling ▪ Throwing objects ▪ Off Task Behavior ▪ Talking during instruction 	<ul style="list-style-type: none"> ▪ Mental Health Concerns ▪ Possible Domestic Abuse ▪ Housing Concerns ▪ Sexual Harassment/ Inappropriate touching ▪ Death in the family ▪ Anger/Aggression ▪ Excessive sleeping in class ▪ Food/Nutrition Needs 	<ul style="list-style-type: none"> ▪ Threat to others ▪ Disrespecting teacher/staff ▪ Non-compliance of redirection ▪ Use of profanity toward teacher/staff ▪ Fighting <p>*Possible eduCLIMBER Incident Report</p>	<ul style="list-style-type: none"> ▪ Repeated Offense ▪ Weapons ▪ Drug or Alcohol ▪ Fighting ▪ Vandalism ▪ Physical Aggression toward teacher/staff ▪ Inappropriate touching <p>* eduCLIMBER Incident Report</p>

*ClassDojo message to parent	*Harmony Center Log		
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Restorative Justice Practices

Crete Academy uses restorative justice practices to foster a strong sense of community by prioritizing open dialogue, empathy, and accountability among students and staff. When conflicts arise, these practices provide a structured framework for addressing harm through facilitated conversations, where affected individuals can express their feelings and needs. This process encourages students to take responsibility for their actions while also understanding the impact on others, promoting a culture of respect and collaboration. By focusing on repairing relationships rather than punitive measures, the school community becomes more cohesive, with students learning valuable conflict resolution skills that contribute to a supportive and inclusive environment.

Alternatives to Suspension

Alternatives to suspension for addressing student misconduct can include restorative circles, behavior contracts, mentorship programs, and social-emotional learning sessions, which are tailored to be age-appropriate and constructive. To ensure consistency in implementing the charter school’s discipline policy, a professional development plan for teachers and staff will focus on training in restorative practices, conflict resolution, and effective communication strategies. Workshops and ongoing coaching will provide staff with the tools to model positive behavior, engage students in meaningful discussions about their actions, and support their emotional growth. Regularly scheduled check-ins and collaborative planning sessions will reinforce these concepts, ensuring that all members of the school community are aligned in their approach to discipline and support.

Crete implements the following effective alternatives to suspension:

- **One-on-One Counseling:** LCSW or MSW Intern counsels students one-on-one to identify the root cause of their behavior and collaboratively develop strategies to address it.
- **Group Counseling:** LCSW or MSW Intern counsels a group of students in a supportive environment where students can share their experiences, learn coping skills, and build social-emotional competencies through guided discussions and activities.
- **Parent/Teacher Conferences:** Foster collaboration between parents and teachers, allowing them to discuss a child's behavior, identify challenges, and develop strategies to support the student's social-emotional growth and academic success.
- **Parent/Principal or Assistant Principal Conferences:** Engage parents in meaningful dialogue with school leadership about their child's behavior, ensuring a unified approach to addressing concerns and promoting a positive school experience.

- **Restorative Circles:** Facilitate group discussions where students can share their feelings and work together to resolve conflicts and repair relationships.
- **Behavior Contracts:** Develop agreements between students, teachers, and parents outlining specific behaviors to improve, with clear expectations and support.
- **Mentorship Programs:** Pair students with older peers or adults who can provide guidance, support, and positive role modeling.
- **Reflection Activities:** Encourage students to reflect on their behavior through journaling or discussions, helping them understand the impact of their actions.
- **Social-Emotional Learning Sessions:** Implement SEL programs to teach students skills like empathy, self-regulation, and conflict resolution.
- **Calm-Down Spaces:** Utilize the calm-corner or the Harmony Center where students can take a break to regain control of their emotions before returning to instruction.
- **Community Service Projects:** Engage students in activities that give back to the school or community, fostering a sense of responsibility and connection.
- **Referrals to Outside Service Providers:** Referrals aim to provide holistic support for students' overall well-being and development to address specific needs that cannot be fully met within the school setting. These may include mental health services, behavioral therapy, family counselling, nutritional counseling, and substance abuse counseling.

These approaches promote accountability, personal growth, and a positive school culture while keeping students engaged in their learning.

Using Data

Crete Academy effectively monitors student behavior data using eduCLIMBER by implementing several key strategies. First, teachers, staff members, behavior interventionists, and administrators can input behavior incidents, interventions, and outcomes into the eduCLIMBER platform, which allows for real-time tracking of student behavior trends. This data can be analyzed to identify patterns, such as frequent incidents among specific student groups or during particular times of the day.

Additionally, the school utilizes dashboards and reports generated by eduCLIMBER to visualize behavior data, helping staff make informed decisions about interventions and supports. Progress monitoring of behavior involves regularly assessing and tracking students' behavioral changes over time to evaluate the effectiveness of interventions and supports, allowing educators to make data-driven decisions to improve student outcomes. Regular meetings are held to review this data collaboratively, allowing educators to discuss strategies tailored to individual students or broader classroom management techniques. By integrating eduCLIMBER into their routine practices, the school fosters a proactive approach to behavior management, ultimately promoting a positive and supportive learning environment.

Crete Academy does not consider suspension or expulsion an effective means of improving student behavior because it does not address the root cause of poor choices.

It will be utilized as a last resort after other interventions have been exhausted or the behavior is egregious.

In-School Suspension

2. IMPLEMENTATION OF IN-SCHOOL SUSPENSION

Crete shall offer the student an in-school suspension where they work closely with the Principal and other staff on remediating their behavior in the school office. Teachers will assign work and meet with the student during the day to ensure the student is completing their assignments; teachers will follow up with parents will occur as necessary, regarding assigned schoolwork.

Crete offers in-school suspension as a means of reducing time missed from learning for behavioral issues. The same procedures for out-of-school suspension (written notice, parent conference, days of suspension, suspension appeals) and the same grounds/offenses for out-of-school suspension, which are described in this charter will apply to in-school suspension. Crete intends to address offenses precluded by the Ed. Code for in-school suspension for other public schools (stating that they will be ineligible for in-school suspension should be sufficient): 1) caused/attempt/threaten/participate in hate violence, 2) harassment/threats/intimidation against student(s)/school personnel, 3) terroristic threats against school officials and/or school property. In-school suspension may be offered for the first time a student is recommended for suspension or if the severity of the violation merits removal from the classroom but is not serious enough to require removal from the school. At Crete, in-school suspension is supervised by an aide or a credentialed teacher. This supervisor is responsible for gathering assignments from the student's teachers of record and providing a small group environment with close supervision and assistance in completing the work. To the extent that some work cannot be duplicated in the smaller environment, students are given an alternative assignment. If a student with an IEP participates in the in-school suspension program, Crete provides any required special education instruction or related services. The maximum number of days for in-school suspensions will not exceed two days per incident and five days in one academic year. The maximum number of days of in-school suspension will not exceed two (2) days per incident and five (5) days in one academic year.

No student shall be involuntarily removed by the Charter School for any reason unless the parent/guardian of the student has been provided written notice of intent to remove the student no less than five (5) school days before the effective date of the action. The written notice shall be in the native language of the student or the student's parent/guardian and shall inform the student, and the student's parent/guardian of the basis for which the student is being involuntarily removed, and the student's parent/guardian's right to request a hearing to challenge the involuntary removal. If a student's parent/guardian 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 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 below.

Grounds for Suspension and Expulsion

3. SCOPE OF DISCIPLINARY JURISDICTION

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at any time including but not limited to:

- a) while on school grounds;
- b) while going to or coming from school;
- c) during the lunch period, whether on or off the school campus; or
- d) during, going to, or coming from a school-sponsored activity.

Suspension

4. OFFENSES

Enumerated Offenses

Discretionary Suspension Offenses. Students may be when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, "hazing" means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this policy, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent

that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family's safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 6, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) rights by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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, video, 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 student 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 student for the purpose of bullying the student and such that another pupil would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the pupil who created the false profile.
 - iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the

minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b) above.
 - v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

Expulsion

5. OFFENSES

Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes, but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes, but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of the student's own prescription products by a student.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes, but is not limited to, electronic files and databases.

- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in or attempted to engage in hazing. For the purposes of this policy, “hazing” means a method of initiation or pre-initiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective student. For purposes of this policy, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes, but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for their own safety or for their immediate family’s safety, or for the protection of school property, which includes, but is not limited to, electronic files and databases, or the personal property of the person threatened or their immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this policy, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in Education Code Section 233(e). This provision shall apply to students in any of grades 4 to 6, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This provision shall apply to students in any of grades 4 to 6, inclusive.
- t) 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 their age, or for a person of their 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 their physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with their academic performance.
 - iv. Causing a reasonable student to experience substantial interference with their 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, video, 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 student 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 student for the purpose of bullying the student and such that another pupil would reasonably believe, or has reasonably believed, that the student was or is the student 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 student or a profile using the likeness or attributes of an actual student other than the pupil who created the false profile.
- iii. An act of cyber sexual bullying.
 - (a) For purposes of this policy, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a student to another student or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
 - (b) For purposes of this policy, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
- 3) 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.
- u) A student who aids or abets, as defined in Penal Code Section 31, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a student who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivisions (a)-(b) above.

- v) Possessed, sold, or otherwise furnished any knife or other dangerous object of no reasonable use to the student unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other destructive device unless, in the case of possession of any device of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandished a knife at another person.
- c) Unlawfully sold a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 287, 288, or 289 or former Section 288a of the Penal Code, or committed a sexual battery as defined in Penal Code Section 243.4.

If it is determined by the Administrative Panel and/or Board 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 destructive device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994. In such instances, the student shall be provided due process rights of notice and a hearing as required in this policy.

The Charter School will use the following definitions:

- o The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- o 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.
- o The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive

or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

Out-of-School Suspension Procedures

6. PROCEDURES FOR SUSPENSION

In advance of a student discipline determination, including a decision to suspend a student, the Charter School administrators will conduct a fair and thorough investigation collecting evidence, including statements from possible witnesses, to ensure that all relevant information is considered before assigning interventions or consequences. Suspensions shall be initiated by the Principal or designee according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or designee with the student and the student's parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense, in accordance with Education Code Section 47605(c)(5)(J)(i). This conference shall be held within two (2) school days, unless the student waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. Penalties shall not be imposed on a student for the failure of the student's parent/guardian to attend a conference with Charter School officials. Reinstatement of the suspended student shall not be contingent upon attendance by the student's parent/guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) by telephone or in person. Whenever a student is suspended, the parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) shall be notified in writing of the suspension and the date of return following suspension no less than five (5) school days before the effective

date of the suspension. This notice shall state the specific offense(s) committed by the student as well as the date the student may return to school following the suspension. The parent/guardian (or, if applicable, a foster child's educational rights holder, attorney, and county social worker) may appeal the decision within five (5) days of suspension to the Executive Director by sending a letter or email. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

7. NUMBER OF DAYS A STUDENT MAY BE SUSPENDED

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Crete will hold a manifestation determination meeting for students with an IEP or a Section 504 plan to determine whether the behavior was a result of the disability and will limit suspensions not to exceed ten (10) school days for these students. Upon a recommendation of expulsion by the Principal or designee, the student and the student's parent/guardian shall be invited to a second conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student or the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

The determination will be made by the Principal or designee upon either of the following: 1) the student's presence will be disruptive to the education process; or 2) the student poses a threat or danger to others. Upon either determination, the student's suspension will be extended pending the results of an expulsion hearing.

8. MEANINGFUL ACCESS TO EDUCATION

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 6, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

The student will receive meaningful access to education during suspension and will have the opportunity to complete instructional activities missed due to suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work and be provided the opportunity to make up any missed exams. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the first day of suspension.

9. RULES AND PROCEDURES FOR SUSPENSION PENDING EXPULSION

As required by Education Code Section 47605(c)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 6, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

In accordance with Education Code Section 47606.2(b), if a homework assignment that is requested pursuant to Section 47606.2(a) and turned into the teacher by the student either upon the student's return to school from suspension or within the timeframe originally prescribed by the teacher, whichever is later, is not graded before the end of the academic term, that assignment shall not be included in the calculation of the student's overall grade in the class.

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Expulsion Procedures

10. RULES AND PROCEDURES FOR EXPULSION

A student may be expelled either by a neutral and impartial Hearing Officer or Administrative Panel following a hearing before it. The Administrative Panel shall consist of at least three (3) members who are certificated and neither a teacher of the student nor a member of the Board and shall be presided over by a designated neutral hearing chairperson. The qualifications applicable to the members of the Administrative Panel also apply to the Hearing Officer. The Principal or designee may recommend expulsion of any student found to have committed an expellable offense, and the Hearing Officer or Administrative Panel shall make the final determination.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the student has committed an expellable offense and recommends the student for expulsion. According to the LAUSD District charter renewal guide, the process for making an expulsion recommendation involves several key steps. Crete Academy will provide written notice to the student and their guardian detailing the reasons for the disciplinary action, ensuring transparency. This notice will include information about the specific behavior that led to the recommendation. Additionally, Crete will offer a meaningful opportunity for the student and guardian to be heard, which may involve a meeting or hearing where they can present their perspective and any mitigating factors before a final decision is made on the expulsion recommendation.

The Hearing Officer or Administrative Panel will hold a hearing on the case and will make a determination whether to expel. The hearing shall be held in closed session (complying with all student confidentiality rules under FERPA). The student may make a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing. The Hearing Officer or Administrative Panel should review whether the underlying expulsion may be intertwined with other students' sensitive or confidential information and/or intertwined with confidential staff/personnel matters to provide notice of what aspects may be heard and discussed in open session and what must be preserved for closed session (Education Code Section 35146). The Board will then determine if the request will be honored.

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;

3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student and/or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.
9. A statement that the pupil's parent/guardian may request a postponement of the hearing for good cause;
10. A statement that the parent/guardian can request reasonable accommodations or language support if needed during the hearing.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The 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 student.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of their right to (a) receive five (5) days notice of their scheduled testimony; (b) have up to two (2) adult support persons of their choosing present in the hearing at the time the complaining witness 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 entity conducting the expulsion hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which the complaining witness may leave the hearing room.
4. The entity conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The entity conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours the complaining witness 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 entity conducting the hearing may permit any one of the support persons for the complaining witness to accompany the complaining witness to the witness stand.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising their discretion to remove a person from the hearing whom they believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the student being expelled, the complaining witness shall have the right to have their testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may

include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the entity conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, guardian, 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. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

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 Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

Expulsion Decision

The decision of the Hearing Officer or Administrative Panel shall be in the form of written findings of fact. If the Hearing Officer or Administrative Panel decides not to expel, the student shall immediately be returned to their previous educational program.

The Hearing Officer or Administrative Panel may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Hearing Officer or Administrative Panel may revoke the suspension of an expulsion order under this section if the student commits any of the enumerated offenses listed above or violates any of the Charter School's rules and regulations governing student conduct. If the Hearing Officer or Administrative Panel revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Charter School shall apply the criteria for suspending the enforcement of the expulsion order equally to all students, including individuals with exceptional needs as defined in Education Code Section 56026. The Board of Directors shall further comply with the provisions set forth under Education Code Section 48917, except as otherwise expressly set forth herein.

Written Notice to Expel

The Principal or designee, following a decision of the Hearing Officer or Administrative Panel to expel, shall send written notice of the decision to expel, including the Hearing Officer or Administrative Panel's adopted findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; (b) Findings of fact from the expulsion hearing; (c) Term of the expulsion, including possible readmission date; (d) Rehabilitation plan and readmission procedures; (e) 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 Principal or designee shall send a copy of the written notice of the decision to expel to the chartering authority. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

Disciplinary Records

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

Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Hearing Officer or Administrative Panel by making a written request and submitting it to the impartial Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) must attend to present their appeal. Hearing procedures will be substantially similar to those offered during the original hearing. Reasonable

accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the Hearing Officer or Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to their educational program.

Special Procedures for Consideration of Suspension, Expulsion, or Involuntary Removal of Students with Disabilities

1. Notification of the District

The Charter School shall immediately notify the District and coordinate the procedures in this policy with the District of the discipline of any student with a disability or student who the Charter School or District would be deemed to have knowledge that the student had a disability.

2. Services During Suspension

Students suspended for more than ten (10) school days in a school year shall continue to receive services so as to enable the student to continue to participate in the general education curriculum, although in another setting (which could constitute a change in placement and the student's IEP would reflect this change), and to progress toward meeting the goals set out in the child's IEP/Section 504 Plan; and receive, as appropriate, a functional behavioral assessment and behavioral intervention services and modifications, that are designed to address the behavior violation so that it does not recur. These services may be provided in an interim alternative educational setting.

3. Procedural Safeguards/Manifestation Determination

Within ten (10) school days of a recommendation for expulsion or any decision to change the placement of a child with a disability because of a violation of a code of student conduct, the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team shall review all relevant information in the student's file, including the child's IEP/Section 504 Plan, any teacher observations, and any relevant information provided by the parents/guardians to determine:

- i. If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- ii. If the conduct in question was the direct result of the local educational agency's failure to implement the IEP/Section 504 Plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team determine that either of the above is applicable for the child, the conduct shall be determined to be a manifestation of the child's disability.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team make the determination that the conduct was a manifestation of the child's disability, the IEP/Section 504 Team shall:

- a. Conduct a functional behavioral assessment and implement a behavioral intervention plan for such child, provided that the Charter School had not conducted such assessment prior to such determination before the behavior that resulted in a change in placement;
- b. If a behavioral intervention plan has been developed, review the behavioral intervention plan if the child already has such a behavioral intervention plan, and modify it, as necessary, to address the behavior; and
- c. Return the child to the placement from which the child was removed, unless the parent/guardian and the Charter School agree to a change of placement as part of the modification of the behavioral intervention plan.

If the Charter School, the parent/guardian, and relevant members of the IEP/Section 504 Team determine that the behavior was not a manifestation of the student's disability and that the conduct in question was not a direct result of the failure to implement the IEP/Section 504 Plan, then the Charter School may apply the relevant disciplinary procedures to children with disabilities in the same manner and for the same duration as the procedures would be applied to students without disabilities.

4. Due Process Appeals.

The parent/guardian of a student with a disability who disagrees with any decision regarding placement, or the manifestation determination, or the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, may request an expedited administrative hearing through the Special Education by utilizing the dispute provisions of the IEP/Section 504 Policy and Procedures.

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent/guardian or the Charter School, the student shall remain in the interim alternative educational setting pending the decision of the hearing officer in accordance with state and federal law including 20 U.S.C. Section 1415(k), until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, unless the parent/guardian and the Charter School agree otherwise.

In accordance with 20 U.S.C. Section 1415(k)(3), if a parent/guardian disagrees with any decision regarding placement, or the manifestation determination, or if the Charter School believes that maintaining the current placement of the child is substantially likely to result in injury to the child or to others, the parent/guardian or Charter School may request a hearing.

In such an appeal, a hearing officer may: (1) return a child with a disability to the placement from which the child was removed; or (2) order a change in placement of a child with a disability to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of such child is substantially likely to result in injury to the child or to others.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

The Principal or designee may remove a student to an interim alternative educational setting for not more than forty-five (45) school days without regard to whether the behavior is determined to be a manifestation of the student's disability in cases where a student:

- a. Carries or possesses a weapon, as defined in 18 U.S.C. Section 930, to or at school, on school premises, or to or at a school function;
- b. Knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function; or
- c. Has inflicted serious bodily injury, as defined by 20 U.S.C. Section 1415(k)(7)(D), upon a person while at school, on school premises, or at a school function.

6. Interim Alternative Educational Setting.

The student's interim alternative educational setting shall be determined by the student's IEP/Section 504 Team.

7. Procedures for Students Not Yet Eligible for Special Education Services.

A student who has not been identified as an individual with disabilities pursuant to IDEA and who has violated the Charter School's disciplinary procedures may assert the procedural safeguards granted under this administrative regulation only if the Charter School had knowledge that the student was disabled before the behavior occurred.

The Charter School shall be deemed to have knowledge that the student had a disability if one of the following conditions exists:

1. The parent/guardian has expressed concern in writing, or orally if the parent/guardian does not know how to write or has a disability that prevents a written statement, to Charter School supervisory or administrative personnel, or to one of the child's teachers, that the student is in need of special education or related services.
2. The parent/guardian has requested an evaluation of the child.
3. The child's teacher, or other Charter School personnel, has expressed specific concerns about a pattern of behavior demonstrated by the child, directly to the director of special education or to other Charter School supervisory personnel.

If the Charter School knew or should have known the student had a disability under any of the three (3) circumstances described above, the student may assert any of the protections available to IDEA-eligible children with disabilities, including the right to stay-put.

If the Charter School had no basis for knowledge of the student's disability, it shall proceed with the proposed discipline. The Charter School shall conduct an expedited evaluation if requested by the parents/guardians; however, the student shall remain in the education placement determined by the Charter School pending the results of the evaluation.

The Charter School shall not be deemed to have knowledge that the student had a disability if the parent/guardian has not allowed an evaluation, refused services, or if the student has been evaluated and determined to not be eligible.

11. RULES AND PROCEDURES FOR REHABILITATION

Expelled Students/Alternative Education

Parents/guardians of students who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Rehabilitation Plans

Students who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the Hearing Officer or Administrative Panel 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. The rehabilitation plan shall outline the

expectations for behavior, attendance, academic achievement, benchmarks for rehabilitation, and shall include a date not later than one (1) year from the date of expulsion when the student may reapply to the Charter School for readmission.

Readmission or Admission of Previously Expelled Student

The decision to readmit a student after the end of the student's expulsion term or to admit a previously expelled student from another school district or charter school who has not been readmitted/admitted to another school or school district after the end of the student's expulsion term, shall be in the sole discretion of the Charter School Board following a meeting with the Principal or designee and the student and student's parent/guardian to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school Board following the meeting regarding the Principal's or designee's determination. The Principal or designee shall make a recommendation to the Governing Board for readmission if the pupil has met the conditions of the rehabilitation plan and does not pose a danger to Charter School safety. If the Principal determines the pupil has not met the conditions of rehabilitation plan and/or continues to pose a danger to Charter School safety, the Principal will make a recommendation against readmission. The 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. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting any action taken during closed session consistent with the requirements of the Brown Act. The student's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission or admission to the Charter School.

Notice to Teachers

The Charter School shall notify teachers of each student who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.

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.

Certificated Staff Members

1. CERTIFICATED STAFF MEMBERS RETIREMENT SYSTEMS

Certificated staff members shall participate in federal social security system, and the Executive Director shall be responsible for making all employer contributions required by federal social security, and employer contributions required for Workers’ Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. Full-time certificated staff members may elect to participate in a 403(b) retirement contribution plan. The Charter School will match up to 5% per certificated staff member, and all withholdings from employee will be deposited to the employee’s 403(b) account fund.

The Charter School retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

Classified Staff Members

2. CLASSIFIED STAFF MEMBERS RETIREMENT SYSTEMS

Classified staff members shall participate in federal social security system, and the Executive Director shall be responsible for making all employer contributions required by federal social security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits. Full-time classified staff members may elect to participate in a 403(b) retirement contribution plan. The Charter School will match up to 5% per classified staff member, and all withholdings from employee will be deposited to the employee's 403(b) account fund.

The Charter School retains the option to elect the California Public Employees' Retirement System (CalPERS) coverage at a future date. Contributions will be made at the rate established by the Board of Administrator. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalPERS) prior to the effective date of coverage and before reporting contributions to CalPERS.

Other Staff Members

3. OTHER STAFF MEMBERS RETIREMENT SYSTEMS

Classified staff members shall participate in federal social security system, and the Executive Director shall be responsible for making all employer contributions required by federal social security, and employer contributions required for Workers' Compensation Insurance, Unemployment Insurance, and other applicable payroll benefits.

Reporting

Crete will submit CalSTRS and/or CalPERS retirement data, if the Charter School participates in these systems through LACOE and will comply with all policies and procedures for payroll reporting.

Other Benefits

The Charter School, with approval from the Crete Academy Board, has the authority to determine the salary and benefit levels, working conditions and work-year characteristics (e.g., length of year and day, vacation policies, etc.) for all employees. This approach enables Crete Academy to attract and retain high caliber employees necessary for Crete's success.

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.

1. INFORMING PARENTS/GUARDIANS OF PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Crete Academy is a school of choice. No student is required to attend the Charter School. Parents and guardians of each student enrolled in Crete Academy will be informed on the website that students have no right to admission in a particular school of a local educational agency as a consequence of enrollment in Crete Academy, except to the extent that such a right is extended by the local educational agency.

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

Crete Academy
c/o Executive Director
6103 Crenshaw Blvd.
Los Angeles, CA 90043

- 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

Crete Academy
c/o Executive Director
6103 Crenshaw Blvd.
Los Angeles, CA 90043

- 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. SPECIFIC POSITION THAT WILL SERVE AS CLOSURE AGENT

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 the Executive Director or designee to be 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.

Additional Provisions

FACILITIES

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

DISTRICT-OWNED FACILITIES

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

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and

shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity

other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising from the Facilities:
 - (i) Pro Rata Share: The District shall collect, and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and

maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

NON-DISTRICT-OWNED FACILITIES

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

INSURANCE REQUIREMENTS

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. Where specifically required above, and with respect to any other coverage for which such endorsements and/or provisions are available, each policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

EVIDENCE OF INSURANCE

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 at the outset of the Charter agreement and within 30 calendar days of the inception or effective date of any new policies, renewals, or changes, certificates of insurance evidencing such coverage and signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

With respect to the coverages for which additional insured status is required as set forth above, the certificate(s) of insurance shall reflect Los Angeles Unified School District’s and Its Board of Education’s status as named additional insureds thereunder, and shall attach a copy of the endorsement(s) extending such coverage.

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

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

HOLD HARMLESS/INDEMNIFICATION PROVISION

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

FISCAL MATTERS

DISTRICT OVERSIGHT COSTS

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School’s revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District

may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

CASH RESERVES

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

THIRD PARTY CONTRACTS

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

SPECIAL EDUCATION REVENUE ADJUSTMENT/PAYMENT FOR SERVICES

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

STUDENT BODY FUNDS

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

AUDIT AND INSPECTION OF RECORDS

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

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

Charter School shall cooperate fully with such audits and shall make available any and all records necessary for the performance of the audit upon 30 days’ notice to Charter School. When 30 days’ notice may defeat the purpose of the audit, the District may conduct the audit upon 24-hours’ notice.

FISCAL POLICIES AND PROCEDURES

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

APPORTIONMENT ELIGIBILITY FOR STUDENTS OVER 19 YEARS OF AGE

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

LOCAL CONTROL AND ACCOUNTABILITY PLAN

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for

the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). (Ed. Code § 47606.5(b).)

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