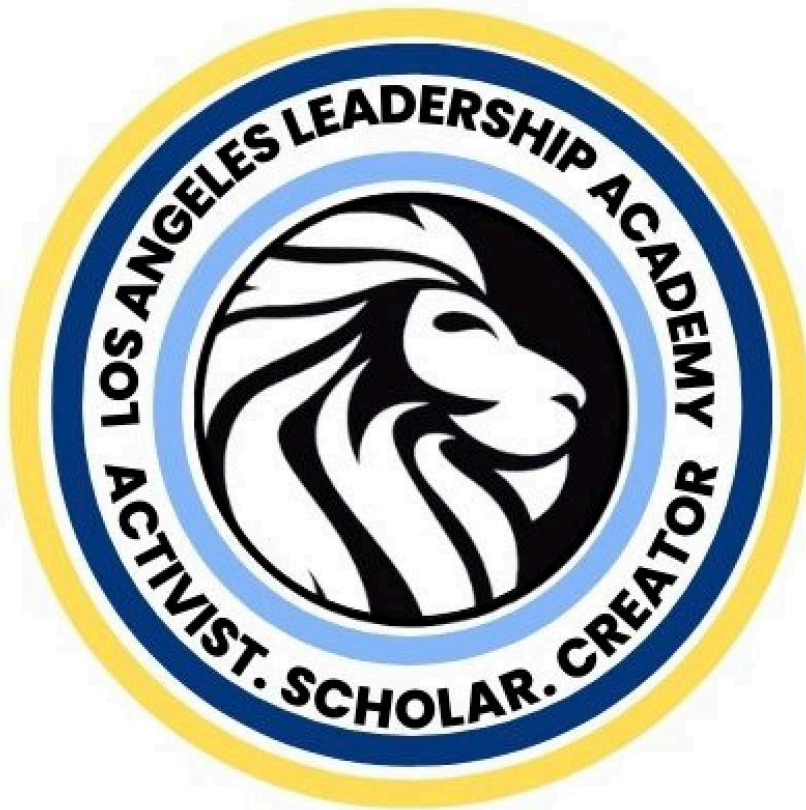# Los Angeles Leadership Academy

Charter Renewal Petition
For the term July 1, 2025 through June 30, 2030

Submitted to the Los Angeles Unified School District
October 16, 2024

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Los Angeles Leadership Academy (also referred to herein as "LALA," and "Charter School") shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter "Ed. Code") § 47605(e)(1).)

- Not charge tuition. (Ed. Code § 47605(e)(1).)

- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, including immigration status. (Ed. Code § 47605(e)(1); Ed. Code § 220.)

- Except as provided in Education Code section 47605(e)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(e)(1).)

- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(e)(2)(A).)

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School's capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as "LAUSD" and "District"). Preferences shall not result in limiting enrollment access for pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation, and shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment. (Ed. Code § 47605(e)(2)(B).)

- Charter school shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code section 47605(e)(2)(B)(iii). (Ed. Code § 47605(e)(4).)

- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(e)(3).)

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or

pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(d)(1).)

- Consult, on a regular basis, with Charter School's parents, legal guardians, and teachers regarding the school's educational programs. (Ed. Code § 47605(d)(2).)

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

"The educational program of the charter school, designed, among other things, to identify those whom the charter school is attempting to educate, what it means to be an "educated person" in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners." **(Ed. Code § 47605(c)(5)(A)(i).)**

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

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

Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

WASC Accreditation

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

English Learners

Charter School shall identify potential English Learners in a timely manner in accordance with all applicable legal requirements. Charter School must provide all English Learners with an effective English language acquisition program that also affords meaningful and equitable access to Charter School's core academic curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

On an annual basis, upon request, Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School has adopted and is implementing either the LAUSD Master Plan for English Learners and Standard English Learners *or* Charter School's own English Learner (EL) Master Plan. If Charter School chooses to implement its own EL Master Plan, the plan shall provide a detailed description of Charter School's EL program, and shall address the following:

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

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

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

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

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of orders imposed upon the District pertaining to special education. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

GENERAL INFORMATION

The name and title of the contact person for the Charter School is:	Arina Goldring-Ravin, CEO/Superintendent
The contact address for the Charter School is:	2670 Griffin Ave., Los Angeles, CA 90031
The contact phone number for the Charter School is:	213 381-8484
The current address of the Charter School is: o (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.)	2670 Griffin Ave. and 234 East Avenue 33, Los Angeles, CA 90031
This location is in LAUSD Board District:	2
This location is in LAUSD Local District:	East
The grade configuration of the Charter School is:	6-12
The number of students in the first year (should align with year 1 of the rollout plan, as well as the budget) will be:	490
The grade level(s) of the students in the first year will be:	6-12

The Charter School's scheduled first day of instruction in 2025-26 is:	August 11, 2025
The enrollment capacity: **(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of school residency)**	490
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 Charter School will be:	MS: M, T, Th., F: 8:00AM – 3:11PM Wed: 8:00AM – 1:15PM HS: M, T, Th., F: 8:30 – 3:30 PM Wed: 8:30AM – 1:55PM
The term of this Charter for Middle and High Performing schools:	July 1, 2025 to June 30, 2030

COMMUNITY NEED FOR CHARTER SCHOOL

Los Angeles Leadership Academy is a small 6-12 charter school that originally opened in 2002 and today is located in Lincoln Heights, just north of downtown Los Angeles. LALA is operated by the Los Angeles Leadership Academy, a California nonprofit corporation, which also operates Los Angeles Leadership Primary Academy charter school ("LALPA"), a small dual-language (English/Spanish) TK-5 charter school, also located in Lincoln Heights. Currently:

- LALA serves approximately 350 students in grades 6-12, with student enrollment 94.0% Socioeconomically Disadvantaged ("SED"), 22.1% English Learners ("ELs") and another 43.3% Reclassified Fluent English Proficient ("RFEP"), 12.9% Students with Disabilities ("SWD"), 5.7% Foster/Homeless Youth ("F/HY"), 94.6% Hispanic/Latino, 1.1% Asian/Filipino/Pacific Islander ("AFPI"), 1.4% White, and 0.6% American Indian or Alaska Native ("AIAN").[1]
- LALPA, opened in 2011, serves approximately 262 students in TK-5 with an additional 12 students in a privately funded Expanded TK ("ETK") class; LALPA students are 85.1% SED, 46.2% EL, 13.4% RFEP, 12.6% SWD, 6.5% F/HY, 96.2% Hispanic/Latino, 1.9% AFPI, 0.8% White, 0.4% Two or More Races, and 0.4% are African American.[2]

Across all grades, LALA and LALPA focus on engaging students through student-centered, constructivist problem-based learning, and culturally responsive approaches that actively engage each of our students in the learning process. Our students are scholars, activists, and creators who demonstrate commitment to our values of social justice and leadership.

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[1]https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24
https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24
https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2023-24
[2]https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647330124818&agglevel=School&year=2023-24
https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647330124818&agglevel=school&year=2023-24

Over this extended charter term, like schools across California and the nation, LALA was challenged with weathering the impacts of the COVID-19 global pandemic, economic challenges exacerbating housing and food insecurity, and other challenges for our students and their families. The Lincoln Heights community has seen a dramatic spike in crime in recent years, along with rapidly increasing rents pricing many families out of the neighborhood: "Housing costs have increased dramatically over the years and even increased this past year. The average rent in August 2023 for a one-bedroom apartment in the neighborhood was $2,373, or 14% more than it was last year, according to Zumper, which is the largest North American privately owned rental platform."[3] While many of our students were impacted by or witness to violent crime at home and in the neighborhood, in the fall of 2023 a LALA 9th grader was murdered off-campus in a gang-related stabbing. Just weeks earlier, another student had been stabbed on the way to school in the morning, prompting us to hire two armed campus security guards.

Websites such as Areavibes.com assign Lincoln Heights an "F" in crime, noting that violent crime is 680% higher than the national average and property crime is 321% the national average.

Source: https://www.areavibes.com/los+angeles-ca/lincoln+heights/crime/#google_vignette

Overall Crime Map, Lincoln Heights

Source: https://crimegrade.org/safest-places-in-lincoln-heights-los-angeles-ca/

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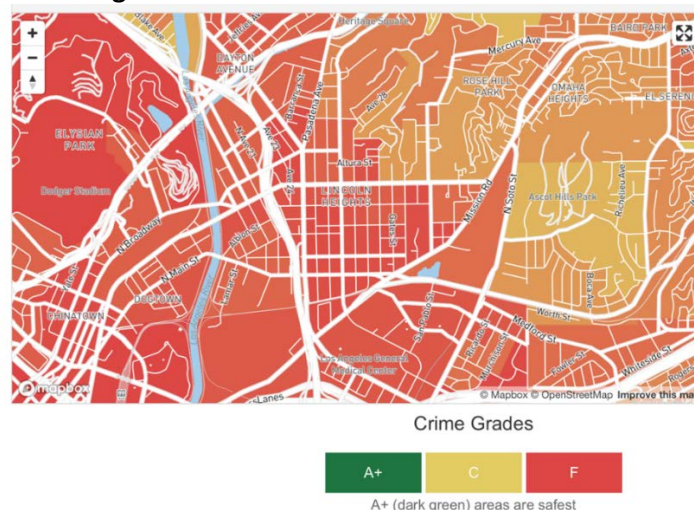
[3] https://csulauniversitytimes.com/lincoln-heights-community-feel-offset-recent-crimes-and-gentrification-residents-say/#google_vignette

According to Crime Grade,[4] Lincoln heights received a "D" for Overall Crime, with the types of crime graded as follows: Violent Crime, D; Property Crime, D-, Other Crime, C-. Crime Grade considers Lincoln Heights in the 22nd percentile for safety, with only 22% of neighborhoods nationwide being considered more dangerous than Lincoln Heights. Crime Grade estimates that, people have a 1 in 12 chance of being a crime victim in the more dangerous areas of Lincoln Heights.[5]

The City of Los Angeles Police Department ("LAPD") has identified more than 450 active gangs within City limits, with an estimated membership of 45,000 individuals. Despite targeted efforts to address gang violence, LAPD reports gang membership has risen again over the last five years. From 2018-2022, LAPD reported 16,398 violent gang crimes, including 491 homicides, 7,047 felony assaults, 5,18 robberies, and nearly 100 sexual assaults.[6] Since the pandemic, the LAPD has become even more concerned by the skyrocketing violence and gang activity. Murders within the city limits were up 46% in 2021/22.[7] The city's gang prevention team attributes this rise to the COVID-19 shutdowns and cuts to programs focused on mitigating gang tensions.

Unfortunately, this culture of community violence bleeds into school spaces, and LALA is no exception. In a recent survey, 46.2% of charter school principals in Los Angeles County identified student gang activity as a significant issue on their school campuses.[8] Communities in Schools of Los Angeles have noted a distinct uptick in aggression, misbehavior, fights, and sexual harassment within Los Angeles schools.[9] This has been coupled with a move in Los Angeles County to cut funding for school police officers as part of the defund police. These cuts have resulted in a spike in school violence throughout Los Angeles, including in the immediate area where the LALA schools are located.[10] School leaders throughout Los Angeles are taking steps to address this rise in community violence and proactively prevent it from negatively impacting school climate.

Not surprisingly, these community-level factors impact LALA students' developmental health and well-being. According to the most recent Youth Risk Behavior Survey, from 2019-2021, Los Angeles teens have experienced significant spikes in mental health stability, including more than 40% reporting feeling sad or hopeless (an increase from 32% in 2019) and the number reporting an attempted suicide nearly doubling from 2019. In addition, 13.4% of teens reported skipping school because they felt unsafe, 6.6% reported carrying a gun or weapon, and 12.8% reported being in a physical fight. We see similar trends at LALA.

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[4] Crime Grade is a website that utilizes data from police departments, Best Neighborhood, the FBI and more, and includes the number of violent crimes as defined by the FBI (Murder, Rape, Assault, Robbery), Property Crimes, and Other Crimes such as vandalism, drug crimes, Identify theft, kidnapping, and animal cruelty. https://crimegrade.org/about-crimegrade-data/

[5] https://crimegrade.org/safest-places-in-lincoln-heights-los-angeles-ca/

[6] https://www.lapdonline.org/get_informed/content_basic_view/1396

[7] https://spectrumnews1.com/ca/la-west/public-safety/2021/08/20/lapd-launches-new-strategy-to-address-skyrocketing-crime-and-gang-violence

[8] Kidsdata.org.

[9] https://www.latimes.com/california/story/2021-12-09/educators-report-rise-in-school-threats-fights-misbehavior

[10] https://www.cbsnews.com/losangeles/news/goldstein-investigates-rise-in-violence-at-lausd-after-school-police-cutbacks/

Given recent events and trends, student and staff safety has been a singular priority for LALA. We are pleased to announce that we have been awarded a $250k competitive three-year grant funded by the Congressional Bipartisan Safer Communities Act – Strong Connections Grant, administered by the CDE. Project CrEATE will provides an arts-based, intentional, whole-school Social Emotional Learning ("SEL") program that will improve access to the performing arts for our students. The U.S. Congress funded the Bipartisan Safer Communities Act Stronger Connections Act in September 2022, providing $1 billion to State Educational Agencies such as the CDE, with $119M designated to local education agencies such as LALA. "The program serves to increase the capacity of Local Educational Agencies ("LEA") to establish safer and healthier learning environments, prevent and respond to acts of violence and bullying/harassment, address mental health needs, develop safety assessments, corresponding plans and strategies, and promote a positive school climate and culture."[11]

Over three academic years, LALA will address the following through Project CrEATE:
Arts-Based SEL Instruction: Project CrEATE will build upon our previous *Artists Among Us* project. Through that work, we developed 58 standards-aligned classroom lessons featuring arts integration with core subject areas and included at least one lesson featuring arts integration each week throughout the year. For Project CrEATE, we will utilize a similar content development strategy to craft arts-infused lessons aligned with the CASEL SEL framework, the designated model for California's Transformative SEL Competencies (illustrated to the left). This approach will engage LALA students in weekly lessons that engage them in arts-based instruction focused on the five clusters of SEL: 1) Self-Awareness, 2) Self-Management, 3) Responsible Decision-Making, 4) Relationship Skills, and 5) Social Awareness. The competencies will be reinforced through the environmental layers at the Charter School and family levels, compounding the impact on positive youth development. These classroom-based activities will support enhanced MTSS by creating a platform to identify children struggling with social and emotional development, bullying, mental health concerns, or other factors that impact school climate and student achievement. Arts activities will culminate in **student showcases** of students' visual and performing arts, helping our students cultivate deeper connections to the SEL competencies, magnifying their voices as they share what they have learned, and communicating to our various stakeholders the importance we place on positive youth development and SEL competencies.

Teacher and Staff Professional Development: We will engage our teachers in high-impact professional development on the arts-based SEL lessons and capacity-building trainings through Rethink Ed. Our teachers will complete a series of training sessions through Rethink Ed focused on the following topics:

- Wellness Skills
- Mental Health
- MTSS
- Applied Behavior Analysis
- Diversity and Inclusion
- Behavior

Help App: Anonymous reporting systems ("ARS") for public school districts grew in popularity following the horrific Sandy Hook school shooting; however, early data from those models indicated that the majority of tips submitted through

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[11] https://www.cde.ca.gov/fg/fo/profile.asp?id=6006
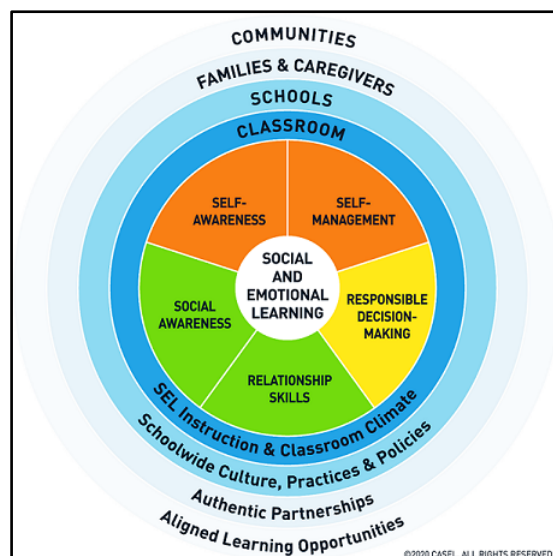
ARS were to report children in need of help. During the pandemic school closures, these ARS systems also saw a dramatic spike in requests for mental health support and intervention. When unaddressed, these issues bleed into the school campus environment, contributing to an overall decline in school climate and increase in students in crisis. Through the grant funding, LALA will launch a tailored student Help App that will allow LALA students, parents, and community members to submit a help request for themselves or another student anonymously. These help requests will come to the Charter School leadership team each day, allowing us to enhance our existing MTSS more effectively and proactively address student needs before they negatively impact academic achievement or school climate.

Student Wellness Space: Through grant support, we are creating a Wellness Space on campus for students to complete wellness check-ins and serve as safe spaces where students can access mental health support services.

This combination of strategies will focus on reducing absenteeism, strengthening our Multi-Tiered System of Supports ("MTSS") model to proactively intervene, improve school climate, and reduce student suspensions and expulsions. The expanded MTSS framework and universally accessible Help App will provide a platform for students who have experienced trauma – especially in ways the Charter School may not even be aware of – to seek help confidentially. These direct interventions will be enhanced and supported by the professional development programming designed to strengthen school-level capacity to support students experiencing and recovering from trauma.

In short, what we mean to make clear is that LALA is not simply a place where students learn state content standards. Our students have myriad, complex needs that go well beyond their mastery of grade level content skills and knowledge. We know that if we are to help students make gains in their academic outcomes and graduate from high school prepared for college and meaningful careers, we must first ensure they are safe – and feel both safe and welcome at school – and that their basic needs for things like clean clothes (we provide laundry service), food (we provide three meals a day to all students), and stability in their mental health (we now have a variety of counseling available on campus and through our community partners) are all met first.

This is challenging work, but our dedicated and hardworking teachers – who are unionized and represented by the California Teachers Association – along with our leadership team and staff have worked tirelessly through and since the pandemic to support our students and their families. We are quite proud of the many notable accomplishments we have had during this extended charter term, including:

- Graduated 95% of our Class of 2024 (43 out of 45 students) with a 73% A-G completion rate. During this extended charter term, 55.6-66.7% of the Classes of 2018 through 2022 enrolled in 2- or 4-year colleges; 86.3% of the Class of 2023 (not yet reported) indicated a plan to enroll in college after graduation, and 72.1% of the Class of 2024 planned to enroll.[12]
- As noted by LAUSD's Charter Schools Division ("CSD") staff in LALA's 2024 Annual Oversight Visit Report:
  - "The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The school's 2023 Graduation Rate (87.9%) is higher than the state average (86.4%)."

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[12] https://data1.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cds=19647331996610&agglevel=School&year=2020-21&initrow=&ro=y and Internal Data for the Classes of 2023 and 2024.

- o "The schoolwide Dashboard [English Learner Progress Indicator ("ELPI") color is Blue, as compared to the state's color of Yellow. The school's 2023 percentage of English Learner students making progress towards English language proficiency (71.4%) is higher than the state average (48.7%)."
  - o "The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The school's 2023 percentage of students suspended at least one day (1.0%) is lower than the state average (3.5%)."[13]
- While our small cohort of 45 11th graders in 2023 had a small dip in scores on the California Assessment of Academic Performance and Progress ("CAASPP") from their peers in the prior year, we are very pleased to highlight the increases for the 11th graders in 2024[14]:
  - o English Language Arts ("ELA") increased to 34.91% Met/Exceeded and an estimated -45.9 "Difference from Standard" ("DFS");
  - o Mathematics increased to 12.79% Met/Exceeded and an estimated -109.2 DFS.[15]
- LALA recently received an Early College Grant from the California Department of Education to create an Early College High School that will provide LALA students access to college courses taught on the LALA campus, in collaboration with our college partner L.A. City College ("LACC") to bolster our dual enrollment program. Students will be able to earn transferrable credits, including an Associate's Degree, by the time they graduate high school, a tremendous benefit for the students we serve.
- We opened the Roger Lowenstein Library and Media Center, with a bilingual part-time Library Clerk; we have launched a Reading Pals program in which our older LALA students read to younger LAPLA peers to help promote literacy for our youngest students.
- The Leadership Team, comprised of the site administrators and teacher leaders, participated in two days of professional development at the Instructional Leadership Institute ("ILI") facilitated by the University of Washington, followed by a small-group school visit by the ILI that focused on deepening learning of instructional leadership including observing and analyzing classroom instruction and determining teacher PD needs.
- In an effort to strengthen student achievement, we have strengthened our after-school program and intentional academic supports, in partnership with After School All Stars and Sparks Tutoring; many of our Instructional Aides and Advanced Support Providers (similar to Aides but with more advanced qualifications) have been hired by ASAS and Sparks, helping provide continuity between the school day and after school.
- We have invigorated STEM programming, with a middle school Science Fair, Robotics and Coding for 7th/8th graders, 8th grade Science Lab, and STEM field trips for our middle and high school students to engage directly with STEM professionals. In 2023-24, we also hosted a College & Career-Ready CTE Middle School Symposium, aimed to equip educators with the tools and insights needed to guide middle school students toward fruitful academic and career paths
- Spearheaded by the academic counselor and high school principal, we have initiated the development of College and Career Readiness Workshops that will be introduced this school year, aimed at preparing students for the intricacies of the college admission process,

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[13] LAUSD's Annual Oversight Visit Report for LALA dated March 20, 2024 (hereinafter 2024 Oversight Report).
[14] The 2024 CAASPP scores and the 2024 CA School Dashboard reports have not yet been published by the California Department of Education ("CDE"), but publication is expected before the LAUSD Board votes on this charter petition. In order to ensure this data is considered in review of our charter, we present the preliminary 2024 data throughout this analysis of our performance.
[15] Estimated DFS for 2024 from TOMS Student Score Data File by EdTec.

college selection, and career exploration. We also switched from Naviance to the SCOIR system, which was selected for its expansive network of colleges and universities, user-friendly interface, and superior support for document management and submission. The implementation process involved thorough training for staff and students, ensuring a smooth transition and immediate engagement with the platform's features.

- In order to continue to align the middle and high school programs, LALA has aligned the School Events Calendar among all grade levels and introduced High School Shadow Days, an initiative that allows 8th-grade students from our middle school to experience a full day of classes in high school.
- To combat the chronic absenteeism that rose after the pandemic, LALA now:
  - Offers clean uniforms to students at no cost
  - Provides Metro TAP cards to all students experiencing transportation hurdles
  - Offers an Independent Study Program, offering an alternative pathway to continue students' education without compromising academic progress
- In 2022-23, LALA incorporated new P.B.I.S. Initiatives such as Student of the Month Assemblies, Incentivized Movie Days, and Positive Office Referrals to help focus on positive student behaviors.
- LALA re-established the Parent-Teacher Council ("PTC") in 2023-24, which organized a variety of events to facilitate parent involvement in a meaningful and impactful way and help build community on campus:
  - Movie Nights
  - School Dances
  - School Fundraisers
  - School Valet Service
  - Food Drives
- A key component of LALA's community outreach initiative in recent years has included Campus Beautification Days, where community members are invited to volunteer in a range of beautification projects.

While not new, the **LALA HS Farm** continues to thrive on school grounds. This organic farm provides the classroom for the course on *Farming for Social Justice*, and also serves as a lab for interdisciplinary projects for other courses. For example, the Physics 9 class worked with the farm to develop and test irrigation systems that effectively utilize gravity. The Math 1 class observed the work of worms during composting and gathered data to estimate the number of worms needed to change the waste to compost. The English 10 class engaged in a unit on Food Deserts and used the information about the farm and its harvest as part of the evidence for conclusions drawn from the lesson. Art students grow some of their pigments on the farm, making connections to the preparation and use of dyes throughout history. Food grown on the farm is harvested and shared through our daily salad bar. It is also used by the after-school club*, Pioneros*, to teach about organic food and food access at the local farmer's market and to fundraise for the farm. Students from our middle grades and TK-5 partner school come often on walking field trips to learn from and enjoy the farm as well.

In keeping with our commitment to community development and social justice, LALA has partnered with several organizations that work with our students and families, including:

WestEd strengthens leadership, knowledge, and skill with research-informed professional development and proven, high-quality solutions for those engaged in early care, preK-16, and related fields. [https://www.wested.org/services/professional-development/] During the 2022-2023 academic

year, our school embarked on a significant initiative to increase Math proficiency among students. Recognizing the pivotal role of teacher expertise in enhancing student learning outcomes, we partnered with West Ed for a series of professional development sessions. These sessions were meticulously designed to equip teachers with advanced strategies for supporting students in Math, aiming to elevate proficiency levels and deepen comprehension.

After-School All Stars crafts a unique program model approach to extended-day learning including academic and homework support; visual and performing arts; youth leadership and community service learning; and health, fitness, and nutritional programs that compliments the regular school day in the area of academic support and student achievement. [https://www.la-allstars.org] Continuing our commitment to after-school tutoring, we partnered with the All-Stars After-School Program in the 2023-2024 academic year. This collaboration ensures that students have access to comprehensive tutoring services, both during and after school hours, as well as engaging enrichments.

Violence Intervention Program ("VIP") protects and treats all victims of family violence and sexual assault through an innovative and integrated system of care, continuing to be the only 24/7 clinic for abuse and assault within L.A. County with an on-site mental health and case-management services for children in distress and their families. https://violenceinterventionprogram.org

Alma Family Services provides East Los Angeles a comprehensive range of multilingual community-based services for families including those with special needs, and is the lead agency for a collaborative with the city's Office of Gang Reduction and Youth Development ("GRYD") (see below). https://www.almafamilyservices.org/about-alma)

The City of Los Angeles Mayor's Office of **GRYD** improves the overall health and well-being of youth, young adults, families, and communities by providing positive alternatives to promote prosocial decisions along with regional juvenile reentry services, community engagement programming, and other various initiatives. https://www.lagryd.org/mission-comprehensive-strategy.html The GRYD program plays a pivotal role in our strategy to support at-promise youth.

By providing a platform for social interaction with peers across different neighborhoods, GRYD fosters a sense of belonging and community among students. The program's healing circles offer a unique avenue for emotional and psychological support, encouraging students to express themselves and work through challenges in a constructive manner. Additionally, GRYD's extracurricular opportunities expand our students' horizons, promoting engagement beyond the classroom. The presence of GRYD employees on campus for individual meetings underscores our commitment to providing comprehensive support, ensuring students have access to prevention and intervention services tailored to their needs.

Parents, Educators/Teachers & Students in Action ("PESA") partners with government agencies to improve the Los Angeles community through support by and with the Teen Court Program of the Los Angeles Superior Court, Safe Passage Program of the Los Angeles City Attorney Office, Pathways to Law School Program of the Los Angeles Community College District, and the special needs children residing in the County of Los Angeles. [http://parentsinactionforbetterschools.org] PESA provides students with counseling services; mentoring opportunities; and other aids like college-application assistance. During the 2023-24 school year, the PESA program has provided the middle school with programs to teach students about bullying and being an advocate for their peers; anti-drug program and assemblies; and with seminars on how to process emotions and express their feelings.

Didi Hirsch Mental Health Services provides mental health, substance use disorder and suicide prevention services to low-income children and adults from across 10 locations and 74 schools across Los Angeles and Orange County. [https://didihirsch.org] Didi Hirsch has long provided support for LALA students with counseling services to aid students and their mental health, but we now have dedicated on-campus counseling three days per week. Didi Hirsch schedules sessions with students on campus and provides quality care in a familiar environment.

USC's Counseling Intern Program. LALA also has two counseling interns on campus through USC, supervised by our Counselor. These interns provide 1:1 and small group counseling for our students on campus.

Motivating Our Students Through Experience ("MOSTe") is a community-based mentoring, scholarship, and college-access organization that encourages young women's education and success. [https://www.moste.org] We have built a partnership with MOSTe mentorship, academic support, and enrichment programs. MOSTe directly contributes to the school's mission to provide every student with opportunities for personal and academic growth. The organization's focus on leadership development, self-confidence, and personal growth aligns with our school's objectives to foster an environment where students are encouraged to pursue excellence in all facets of their lives.

ROW Educational Services: In August 2023, in partnership with ROW Educational Services, we welcomed a Transition Coordinator to our team. This pivotal addition has already made a substantial positive impact, offering our students one-on-one support for college transition services. This enhancement has not only broadened the scope of our support but has also enabled our academic counselor to concentrate more effectively on academic planning and early intervention strategies.

Building upon this momentum, we have further strengthened our collaboration with ROW Educational Services, turning our focus towards enhancing the support framework for our most vulnerable students, particularly those within the Special Education Department. This collaboration has borne fruit in the form of two significant new roles: a Special Education Coordinator and a DIS (Designated Instruction and Services) Counselor. The introduction of these positions has markedly increased our capacity to offer personalized support and services, marking a significant step forward in our ongoing commitment to inclusivity and academic achievement for all students.

Tutorly is an AI-powered homework assistant designed to provide comprehensive support for all academic needs. [https://tutorly.ai] In the 2022-23 academic year, we expanded our tutoring services through a partnership with Tutorly, introducing in-school tutoring for the first time. This initiative marked a pivotal shift towards integrating additional support directly within the school day, enhancing accessibility for students who might not be able to participate in after-school programs.

Sparks Academic Center has been shaping the minds of students to succeed both inside and outside the classroom for over 20 years by working with the best tutors around, with at least a Master's Degree and a subject matter expert in their respective fields. [https://sparksacademics.com] The 2023-24 academic year saw a significant enhancement in our tutoring offerings, with Sparks Tutoring providing specialized math support with trained academic tutors *during school hours* across all math courses. This targeted support is designed to address the specific math challenges faced by students, offering immediate assistance that aligns with the curriculum.

Healing Urban Barrios ("HUB") provides intervention/prevention and re-entry services to at youth/young adults, families and communities by promoting self-love, self-worth and self-recognition through a holistic approach using case management, restorative justice, mental health, cultural awareness and education. [https://letsvolunteerla.org/listing-item/healing-urban-barrios-hub/] Our partnership with Healing Urban Barrios underscores our commitment to addressing the broader social and economic challenges faced by our community. This nonprofit organization is integral to our efforts in promoting holistic development in our community, particularly focusing on empowerment and community upliftment. Initiatives such as healthcare access, educational programs, and economic development strategies align with our mission to support students beyond the academic realm. Importantly, the involvement of former students in these programs fosters a culture of giving back and community service, enriching the Lincoln Heights area through endeavors like food drives.

Through our partnerships with **LA Community College, East LA College**, **Mission College**, and **LA Trade Tech**, students have access to a variety of online and on-site community college courses that are considered for credit towards graduation at LALA and could also count as college credits towards their major.

LALA MEETS THE CHARTER RENEWAL CRITERIA UNDER EDUCATION CODE SECTION 47607.2(b)

As detailed in the *LAUSD Policy and Procedures for Charter Schools, Updated June 20, 2023* ("LAUSD Charter Policy"), pursuant to amendments to the Charter Schools Act by A.B. 1505, "The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

> • **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners likely to successfully implement the program set forth in the petition? (Education Code Section 47607(b).)
> • **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Education Code Sections 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant subgroups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
> • **Criterion 3:** Are the charter school's enrollment or dismissal practices discriminatory, or does the charter school have substantial fiscal or governance issues? (Education Code Section 47607(e).)[16]

We address each of these criteria in turn.

LALA MEETS CRITERION 1 FOR RENEWAL WITH A SOUND EDUCATIONAL PROGRAM, A COMPREHENSIVE CHARTER PETITION, ALL AFFIRMATIONS DESCRIBED IN EDUCATION CODE 47605(e), AND A STRONG LIKELIHOOD OF SUCCESSFULLY IMPLEMENTING THE PROGRAM SET FORTH IN THIS PETITION

As detailed in the LAUSD Charter Policy, Criterion 1 "requires an analysis of the following [subsection letters added for clarity]:

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[16] *LAUSD Policy and Procedures for Charter Schools*, August 11, 2020. Last amended June 20, 2023. p. 28.

[a] Whether the petition includes a sound educational program;
[b] Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
[c] Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
[d] Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The LAUSD Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).[17]

Regarding subparts [b] and [c] above, we respectfully submit that LALA herein presents a reasonably comprehensive description of all 15 elements required for charter petitions and that the Affirmations, Assurances and Declarations contained above, which consist of the District's *Federal, State and District Required Language*, meet the requirements of Education Code section 47605(e). Consistent with LAUSD policy and past practice, we present minor updates, plus legal updates, throughout our charter petition, though it is substantively the same as what LAUSD has approved several times since our founding in 2002.

As for the soundness of LALA's educational program and the capacity of our team to implement the program detailed throughout these pages – subparts [a] and [d] above -- LAUSD's Charter Policy notes that these "are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the Charter School's record in four key areas of charter school performance:

1) Governance
2) Student Achievement and Educational Performance
3) Organizational Management, Programs and Operations
4) Fiscal Operations."[18]

These four criteria directly align with the LAUSD Charter Schools Division's Annual Oversight Visit review system. In LALA's most recent Annual Oversight Report from LAUSD's Charter Schools Division ("CSD"), dated March 20, 2024, LALA received a 4/4 – "Accomplished" -- in Fiscal Operations; a 3/4 – "Proficient" -- in Governance[19] and Organizational Management, Programs, and Operations; and 2/4 – "Developing" in Student Achievement and Educational Performance:

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[17] Ibid, p.28-29

[18] Ibid., p. 29.

[19] As noted by CSD in the Oversight Report, **"A charter school cannot receive a rating greater than 3 in this category if it receives an overall rating of 2 or 1 in any other category (Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; or Fiscal Operations)."** (2024 Oversight Report, p. 6, emphasis and highlights in original.)
LALA received a "4" in Governance in four out of the last five years. Despite the fact that CSD found no "Areas Noted for Further Growth or Improvement" and no "Corrective Action Required," this new "policy" declares that a "2" in Education means that our Governance is downgraded to a "3."

2023-24:

SUMMARY OF RATINGS			
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory			
Governance	**Student Achievement and Educational Performance**	**Organizational Management, Programs, and Operations**	**Fiscal Operations**
3, Proficient	2, Developing	3, Proficient	4, Accomplished

(2024 Oversight Report, p. 2.)

In the 2024 Oversight Report, CSD staff noted several "Areas of Demonstrated Strength and/or Progress" which are outlined below:

Governance
- **Governance Structure and Compliance Monitoring:** The Governing Board has implemented the organizational structure set forth in the Charter School's operative charter, including committees/councils; and has a system in place to ensure it complies with the Brown Act and all other applicable legal requirements.
- **Due Process:** The Governing Board has well-developed systems in place to ensure that the Charter School provides due process, in accordance with applicable laws, the charter, and LAUSD's charter policy, for students, employees, parents and the public
- **Responsive and Accountable Governance (Educational Program):** The Governing Board considers Charter School performance data, stakeholder input, and other data to inform decision-making (e.g, approving action plans and/or resources, analysis and discussion, etc.)
- Review of governance documentation in Folder I included evidence that meetings of the school's governing board regularly include agenda items for updates/reports regarding student achievement and other key aspects of Charter School performance and operations from the organization's Executive Director, executive-level staff (e.g., Chief Operations Officer), school principal(s), committees of the board (e.g., key stakeholders such as teachers, and students).
- **Responsive and Accountable Governance (Staffing Evaluations):** The Governing Board regularly monitors Charter School staffing to ensure that all students are taught by appropriately credentialed and assigned teachers, and has implemented a well-developed system for the evaluation of all Charter School-based staff and executive level leadership staff

Student Achievement and Educational Performance
- **Dashboard Schoolwide English Learner Progress:** The schoolwide Dashboard ELPI color is Blue, as compared to the state's color of Yellow. The Charter School's 2023 percentage of English Learner students making progress towards English language proficiency (71.4%) is higher than the state average (48.7%).
- **Dashboard Schoolwide Graduation Rate (Grades 9-12):** The schoolwide Dashboard Graduation Rate Indicator color is Green, as compared to the state's color of Orange. The Charter School's 2023 Graduation Rate (87.9%) is higher than the state average (86.4%).
- **Dashboard Schoolwide Suspension Rate:** The schoolwide Dashboard Suspension Rate Indicator color is Blue, as compared to the state's color of Orange. The Charter School's 2023 percentage of students suspended at least one day (1.0%) is lower than the state average (3.5%).

Organizational Management, Programs, and Operations
- **Implementation of the Educational Program:** The Charter School has successfully implemented the educational program, including key features, outlined in its charter and aligned its program

to California State Content Standards specific to the grade levels served
- Charter School leaders highlighted key features of the Charter School to CSD staff including but not limited to: ○ Growth Mindset (teachers provide explicit instruction on the difference of Growth Mindset and Fixed Mindset)
  - ○ Collaborative Learning Environment (using Kagan structures to create opportunities for students to work together in partners)
  - ○ Social Justice Themed (students engage in meaningful educational activities that help them develop skills and attributes that will lead to lifelong activism and engagement in the communities in which they live)
  - ○ Partner with PESA (teacher guides Seniors in completing requirements for State Seal of Civic Engagement ("SSCE"))
- Review of documentation in Folder III, discussions with Charter School leaders, and classroom observations, included evidence of implementation of the above key features (e.g., in student work, in the classroom and Bulletin Boards). The Charter School also provided professional development materials related to the Charter School's key features (e.g., Kagan Structures, Data Analysis, Internal Benchmarks), and a description of the Charter School's process for determining professional development needs, which includes mandated trainings, student academic achievement, and teacher input.
- Charter School leaders identified the following focus areas aligned to the Charter School's key features and professional development program:
  - ○ In grades 6-8: Kagan Structures, Math Three Reads, and small group for students.
  - ○ In grades 9-12: formative assessments, scaffolds and Advancement Via Individual Determination ("AVID") schoolwide strategies.
- During class walkthroughs, CSD staff observed evidence of implementation of the identified focus areas.

- **Meeting the Needs of All Students (Student Group Data Analysis):** The Charter School has a system to implement and monitor the components of the charter's instructional program designed to meet the learning needs of all students, including its student subgroups; provides standards-aligned designated and integrated English Language Development ("ELD") for English Learners; and evidence of systems to modify instruction based on data analysis
  - ● Review of documentation in Folder III, classroom observations, and discussions with Charter School leaders included evidence of implementation of differentiated instructional strategies designed to meet the needs of all students in the areas of Reading, Mathematics, and ELD including but not limited to:
    - ○ Small group instruction (e.g., Differentiated instruction in the Classroom)
    - ○ Intervention/enrichment programs designed to meet the needs of the Charter School's student groups (e.g., small group instruction, Literature Circles, learning stations, etc.) that include regular data analysis and progress monitoring.
    - ● Implementation of integrated and designated ELD. Evidence includes, but is not limited to:
      - ○ Los Angeles Leadership Academy English Learner Master Plan
      - ○ Designated ELD Schedule
      - ○ Examples of Integrated and Designated ELD Lesson Plans
      - ○ Examples of lesson plans aligned to the California English Language Development Standards.
      - ○ Professional Development Training (ELD Training - Integrated Vs. Designated ELD)

- **Special Education:** The Charter School has a system in place for full implementation and monitoring of its special education processes and program in compliance with all requirements; provides staff with professional development/training to support implementation of its special education program; and, as documented in Welligent, adheres to mandated IEP timelines and maintains accurate service provision records
- **School Climate and Student Discipline:** The Charter School has a well-developed and effective school climate and student discipline system that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights . . . .
  ●The CSD's review of documentation in Folder III, discussions with Charter School leaders, and classroom/campus observations included evidence of systems to promote a positive school climate including, but not limited to,
    ○ A schoolwide positive behavior support system (e.g., Positive Behavioral Interventions and Supports ("PBIS"), Expectations for Success Remember a Lion Always "Roars" R-Respectful, O-Ownership, A- Active Learner, R- Responsible).
    ○ Alternatives to suspension and evidence of restorative justice practices (e.g. Tiered Interventions, PBIS, No contact contracts, Daily behavior contract, etc.)
    ○ Social Emotional Team Meetings / support
    ○ Counseling referrals
    ○ Positive Office Referral ("POR")
    ○ Use of Trauma Informed Practices
    ○ Professional development on topics related to school climate and/or student discipline (e.g. PBIS Positive Behavior Intervention & Support and School Climate & Analysis Culture).
  ● Per the *LAUSD Office of Data & Accountability's Data Sets for suspension, expulsion, and disproportionality*, the Charter School's 2022-23 suspension event rate was 1.0%, and suspension disproportionality rates for the Charter School's Students with Disabilities student group was 1.9%.

Fiscal Operations
- **"LALA's fiscal condition is positive, receiving a rating of 4, Accomplished."**

(2024 Oversight Report (emphasis added).)

LAUSD Benchmarks

When LALA was last renewed in the 2016-17 school year, the LAUSD Board assigned three Student Achievement benchmarks and one Operations benchmark. We respectfully submit that LALA has met all of these benchmarks.

CSD staff included these benchmarks and status updates in the 2024 Oversight Report:

> **Progress on LAUSD Board of Education Benchmarks and/or MOU related to STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE (if applicable):**
>
> LA Leadership Academy (8756) Board Approved 11/21/16 BR 221-16/17 Term 2017-2022 Instructional Benchmark 2017-2022:

1. Increase the number of students who successfully complete A-G requirements with C or better as measured by cohort graduation rates.
Status: Met - As per the Four-Year Cohort Graduation Rate report from CDE Data Quest, for the years 2021-22 and 2022-23, Los Angeles Leadership Academy grew from 68.1% to 87.5%.[20]

2. Increase number of students including all significant subgroups meeting/exceeding standards in ELA and Math as measured by CAASPP (SBAC) Assessment.

○ **Status: Met**
LALA has MET this benchmark for three key contextual reasons: (1) the pandemic led to dramatic declines in student outcomes statewide since this benchmark was set; (2) as a small school with just 200-250 students tested each year, small fluctuations up and down are to be expected and are seen in the State and District data; and (3) our 2024 CAASPP Met/Exceeded rates increased in both ELA (34.9%) and Math (12.8%), as detailed more fully below.

- Per Educational Testing Systems' website 2021-22 & 2022-23 Smarter Balanced ELA and Mathematics Test Results at a Glance, the majority of the significant subgroups decreased in the percentage of students Meeting/ Exceeding standards as indicated in the table below.

	2021-2022	2022-2023
➤ All Student Group	29.7% (ELA)	27.23% (ELA)
	9 .12% (Math)	7.07% (Math)
➤ English Learners	36.71% (ELA)	33.54% (ELA)
	11.60% (Math)	9.76% (Math)
➤ Latino	28.40% (ELA)	27.86% (ELA)
	9.24% (Math)	7.24% (Math)
➤ Socially Economically Disadvantaged	28.57% (ELA)	29.56& (ELA)
	9.17% (Math)	7.35% (Math)

3. Increase the number of English Learners demonstrating full English Language Proficiency as measured by reclassification rates at a rate equal to or higher than the District Average.

○ **Status: No Update** –
LALA respectfully contends we have MET the intent and purpose of this benchmark even though reclassification rates currently are not reported by CDE. Our English Learner Progress Indicator has consistently been higher than the State's ELPI each year since it was introduced, with a 2023 ELPI of 71.4% compared to the State's 48.7% -- 22.7 percentage points higher. We believe this more than demonstrates that we are serving our English Learner students well in getting them to English proficiency; LALA has met this benchmark.
As of the date of this report there is no data available for Charter School's reclassification rate for 2021-22 or the 2022-23 school year).

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Progress on LAUSD Board of Education Benchmarks and/or MOU related to ORGANIZATIONAL MANAGEMENT, PROGRAMS, AND OPERATIONS (if applicable):

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[20] LALA's 2024 four-year cohort graduation rate increased further to 95% -- 43 out of 45 students. (Internal data.)

LALA will provide a description to the Charter Schools Division with annual verification of timely submission to CALPADS within 30 days of the reporting window for English Learner Reclassification.
● **Status: Met** school reports submitting annual verification to CALPADS withing 30 Days of reporting window for English Learner reclassification.

(2024 Oversight Report.)

The LAUSD Charter Policy notes that, "As part of its analysis [of Criterion 1], the LAUSD Board of Education will assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance."[21] We believe the foregoing demonstrates fully that LALA's CEO/Superintendent, Principal, teachers, staff, and Board have and continue to be firmly committed to successfully implementing the terms of the charter that originally was authorized 22 years ago. The LALA leadership team has demonstrated the capacity, expertise and experience to quickly address any challenges that arise and make necessary improvements.

LALA has met all of the elements of CSD's charter renewal Criterion 1.

LALA MEETS CRITERION 2 AS A MIDDLE-TIER SCHOOL WITH STRONG SCHOOLWIDE AND STUDENT GROUP PERFORMANCE ON THE CA DASHBOARD AND MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT EACH YEAR OF THE CHARTER TERM

We are pleased that the law and the CDE determined that LALA is a "Middle Performing School" for purposes of this charter renewal, based on the 2023 California School Dashboard indicators.[22]

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[21] Ibid.

[22] https://www.cde.ca.gov/sp/ch/csperformcategory.asp.

Source: https://www.caschooldashboard.org/reports/19647331996610/2023
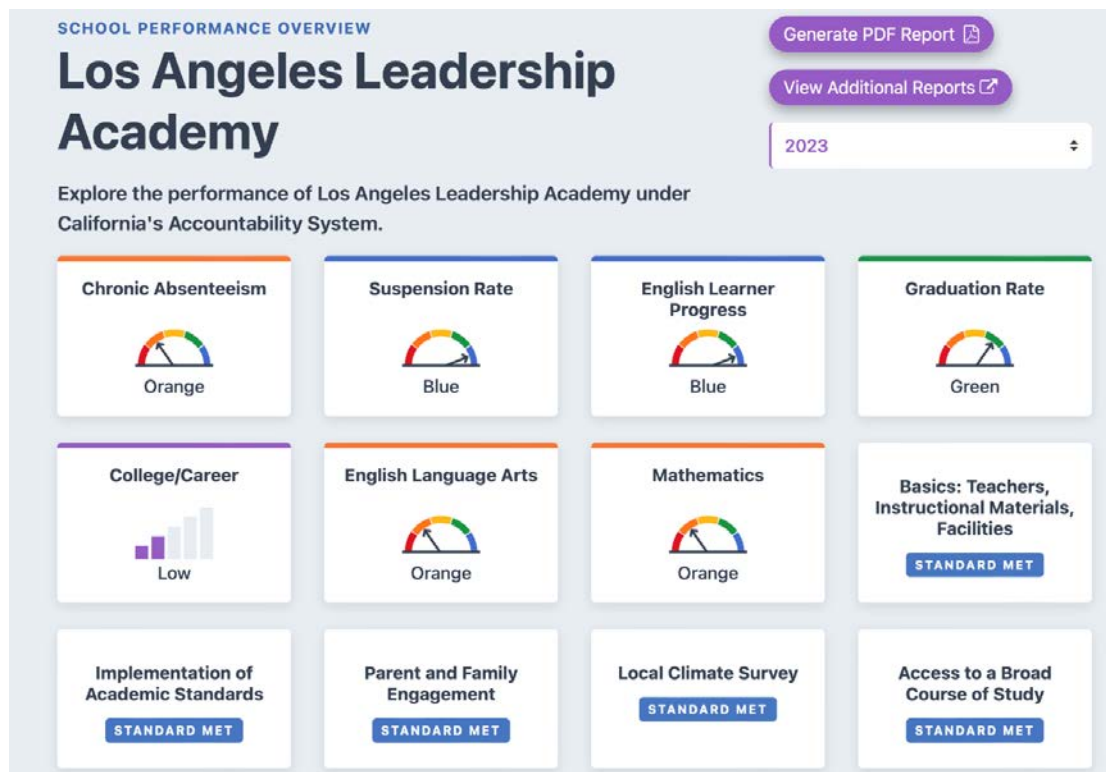
LALA achieved Blue, the highest tier, for English Learner Progress and Suspension Rate; Green, the second highest tier, for Graduation Rate; Orange, the second lowest tier, for Chronic Absenteeism, English Language Arts, and Mathematics, and Low, the second lowest tier, for College/Career Indicator ("CCI").

2023 Dashboard Performance Levels

	LALA	CA
ELA	Orange	Orange
Math	Orange	Orange
English Learner Progress	Blue	Yellow
College/Career Indicator	Low	Medium
Graduation Rate	Green	Orange
Chronic Absenteeism	Orange	Yellow
Suspension Rate	Blue	Orange

In five out of the seven metrics, LALA achieved the same or higher performance level than the California average:

- rating the same as the State, Orange, in ELA and Math
- rating two performance levels higher in ELPI (Blue for LALA compared to Yellow at the State) and Graduation Rate (Green for LALA compared to Orange for California)
- rating three performance levels higher for Suspension Rate (Blue compared to Orange)
- rating one performance level lower than the State average for College/Career Indicator (Low compared to Medium at the state) and Chronic Absenteeism (Orange at LALA compared to Yellow for the state).

The Dashboard for 2023 indicates that LALA meets all of the local indicators: Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

For middle performing charter schools, the LAUSD Charter Policy states the following considerations for renewal:

Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

1) The schoolwide performance and performance of all subgroups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;
3) Until January 1, 2026, the LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing either of the following:
    a. The charter school achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school, or
    b. Strong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates equal to similar peers.[23]

We focus here first on LALA's schoolwide and student group performance on the Dashboard, with "greater weight" focused on the academic indicators (Graduation Rate, ELA, Math, ELPI and CCI). We then turn to the clear and convincing evidence demonstrated by "verified data," namely, CAASPP scores for our middle grades students (year-to-year comparisons are not possible for high school, with only 11th grade tested) and Northwest Evaluation Association's ("NWEA") Measures of Academic Progress ("MAP") data , showing that LALA is achieving measurable growth for our students. Lastly, we include evidence of strong postsecondary outcomes for our alumni, with higher-than-state average college enrollment rates.

LALA's 2023 California Dashboard Academic Indicators – and Preliminary 2024 Data -- Warrant Renewal

First, for context, we offer a comparison of the enrollment demographics of LALA to those across the District and State, using enrollment data from 2022-23 to reflect those students included in the most recently published California School Dashboard reports and other data:

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[23] LAUSD Charter Policy, p. 36.

2022-23 DEMOGRAPHICS

	SED	English Learner	RFEP	SWD	Foster/Homeless	Hispanic/Latino	African American	American Indian	AFPI	White
■ LALA	90.2%	23%	45.2%	14.2%	1.3%	94.1%	0.3%	0.8%	1.3%	1%
■ LAUSD	86%	22.6%	24.2%	14.6%	2.5%	77.2%	2.9%	0.1%	2.0%	2.9%
■ CA	61.5%	19%	15.9%	13.1%	3.7%	56.1%	4.7%	0.4%	12.1%	20.1%

Source: https://www.caschooldashboard.org, https://www.data1.cde.ca.gov
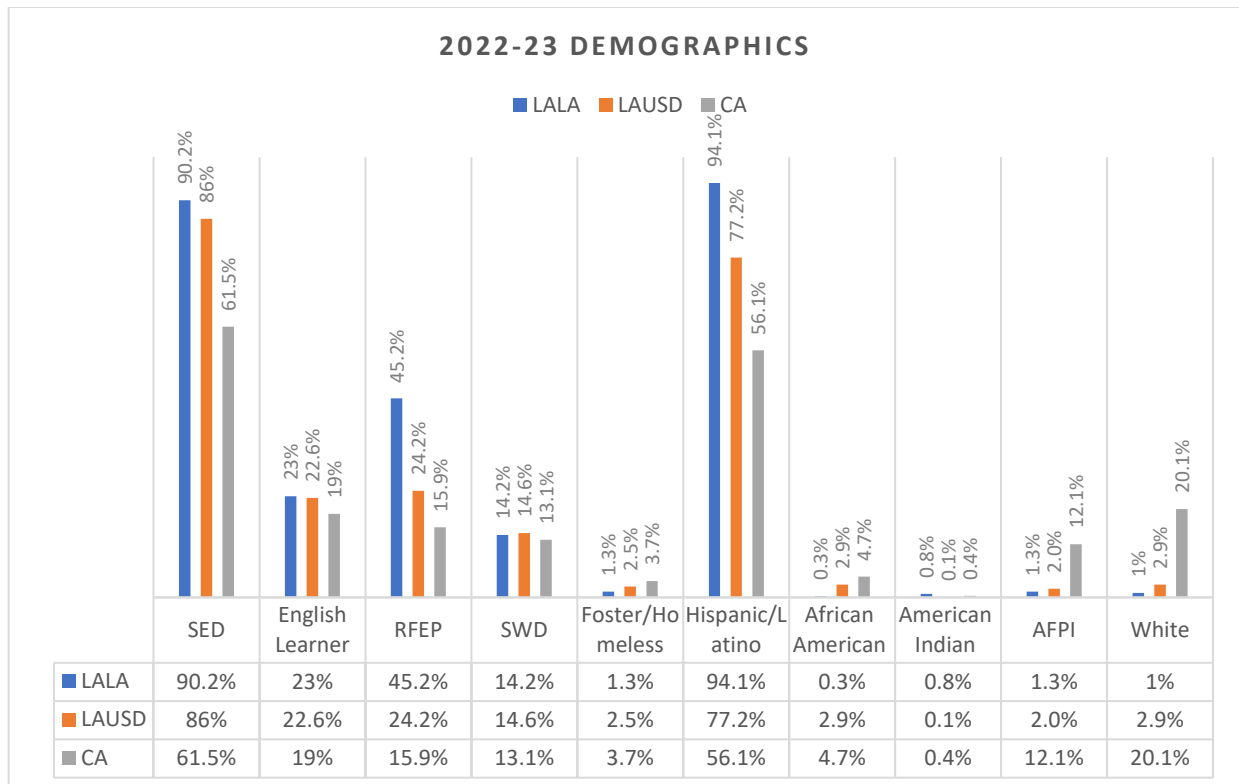
Of note:
- LALA serves approximately 50% more SED students than the State average (90.2% at LALA, 61.5% CA).
- LALA serves more ELs (23%) than the State average (19%) for all grades (TK-12) and has three times as many RFEP students (45.2%) at the State average (15.9%).
- LALA serves a slightly higher than the State average percentage of SWD (14.2% at LALA compared to 13.1% CA); and in 2022/23 a slightly lower than State average percentage of H/FY (1.3% LALA compared to 3.8% State). In 2023/24, we note that our percentage of H/FY increased notably to 5.7%.[24]
- LALA serves almost double the percentage of Hispanic/Latino youth at 94.1% of our student population, compared to a State average of 56.1%.
- LALA's test data is based on just 200-250 students in grades 6-8 and 11 tested in recent years, compared with 2,991,000-2,983,000 in grades 3-8 and 11 across the State.[25] The impact one student has on overall data is significant.

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[24]https://dq.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24

[25]https://www6.cde.ca.gov/californiamodel/pratereport?&year=2023&cdcode=0000000&scode=&reporttype=schools

To date, Difference from Standard (DFS) scores cannot be segregated by grade level and are reported for all grades tested, 3-8 and 11, making it impossible to analyze comparisons with schools such as LALA that only serve a segment of those grade levels.

We also note that the majority of our students (61-74% in recent years) matriculate into our 6th grade after completing 5th grade at our sister school, LALPA, which shares a campus with our middle school. We do admit new students at *all grade levels* each year, including 12th grade. [26] In 2022-23, for example, 44 students, or 21% of our middle grade enrollment (6-8) were new to us, and 17 students (10%) of our high school enrollment (9-12) were new. In many cases, these students and their families are newcomers to the United States, and have extensive support needs that LALA and our partners are able to provide.

With that context in mind, we now address our student outcome data.

Graduation Rate

Source: *https://www.caschooldashboard.org/reports/19647331996610/2023*
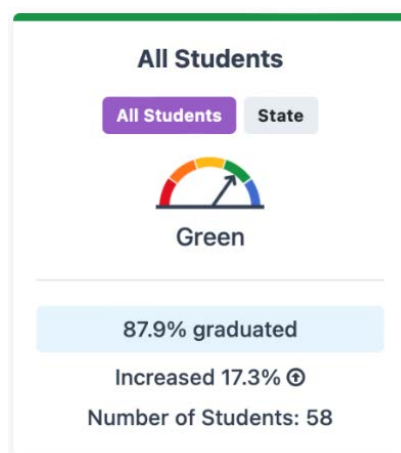
We are happy to report that we achieved the second highest tier of Green for our Graduation Rate, ***increasing by 17.3 percentage points from 2022*** to 87.9% with 58 graduates, slightly higher than the State average of 86.4% (503,548 graduates statewide). In 2023-24, we achieved continued growth with a graduation rate of 95% with 43 out of 45 students graduating.[27] With such small graduating classes each year, we naturally see some variation in the percentages as *one student can represent two percentage points in the Dashboard* (compared to the State averages, where one student represents approximately .000234 of a percentage point).

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[26] Our student Stability Rates have ranged from 87.6-95.4% in the last three years, compared to 87.2-91.9% across LAUSD those same three years since the pandemic.
[27] Internal data.

Student Groups, Graduation Rate

Hispanic	Socioeconomically Disadvantaged	English Learners
Student Group / State	Student Group / State	Student Group / State
Green	Green	No Performance Color
88.7% graduated	87.9% graduated	81.8% graduated
Increased 19.3%	Increased 17.3%	Increased 25.6%
Number of Students: 53	Number of Students: 58	Number of Students: 11

Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-engagement#graduation-rate

All of our numerically significant student groups saw large increases in 2023 as well. Our Hispanic/Latino ("H/L") population increased 19.3 percentage points from 2022 to achieve an 88.7% graduation rate, higher than the State average of 84.2% for H/L. Our SED population increased 17.3 percentage points from 2022 to achieve an 87.9% graduation rate, higher than the State average for SED students of 83.7%. And, finally, our English Learners increased 25.6 percentage points from 2022 to achieve an 81.8% graduation rate, higher than the State average of 73.5% for ELs.

Overall and in <u>all</u> numerically significant student groups, LALA outperformed LAUSD and the State.

Source: https://www.caschooldashboard.org
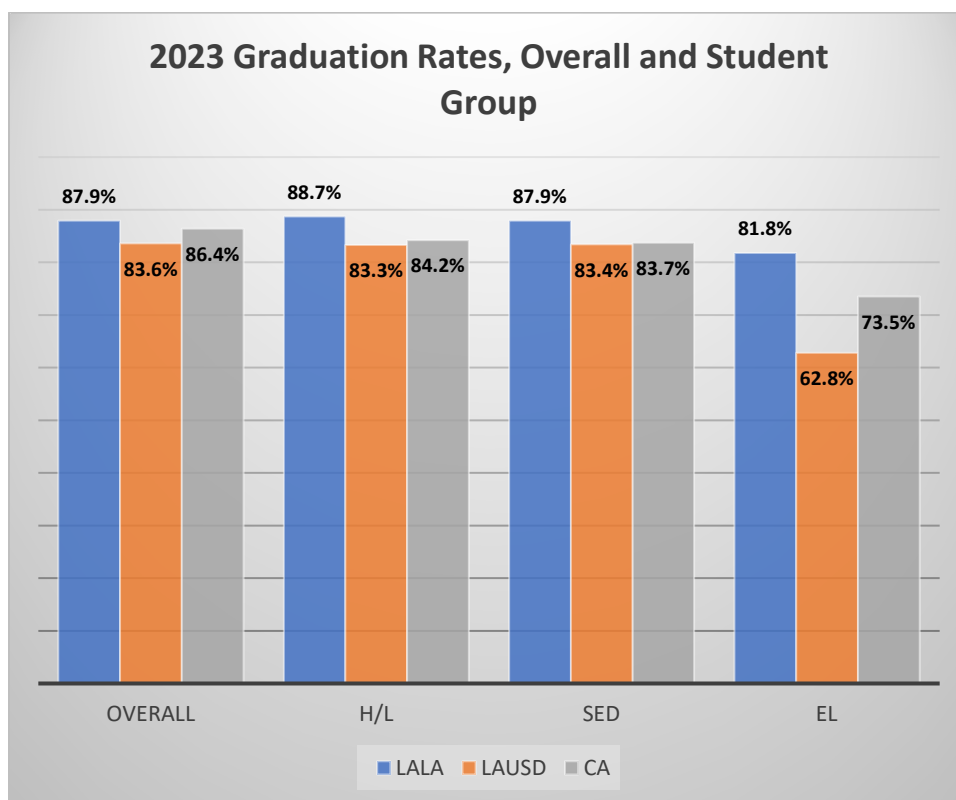
A-G Completion Rate

While not included on the Dashboard reports as a separate indicator, we wish to highlight the fact that in *every year of this charter term, LALA's graduates have had a higher A-G completion rate than the State average, even through the pandemic*. In the most recent reported data, LALA's 55.1% A-G completion rate in 2022-23 was slightly higher than the State average of 52.4%. From 2021-2024, several LALA students opted for the State Minimum graduation requirements[28] that were available to students due to the pandemic, including 24 of the 53 graduates (45%) in 2023. This resulted in a significant reduction in LALA's A-G completion rate starting in 2022 and continuing through 2024.

In 2024, our A-G rate increased significantly to 73% as fewer students -- 10 out of the 43 grads (23%) -- opted in to the State minimum requirements.[29] We anticipate that the Class of 2025 will return to pre-pandemic rates in the 90th percentile range and ultimately 100%.

2019-2024 A-G COMPLETION RATES

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24
LALA	90.2%	90.4%	94.3%	68.8%	55.1%	73%
LAUSD	59.50%	46.30%	58.50%	58.30%	68.60%	
CA	50.50%	20.90%	52.10%	51.40%	52.40%	

Source: https://www.data1.cde.ca.gov

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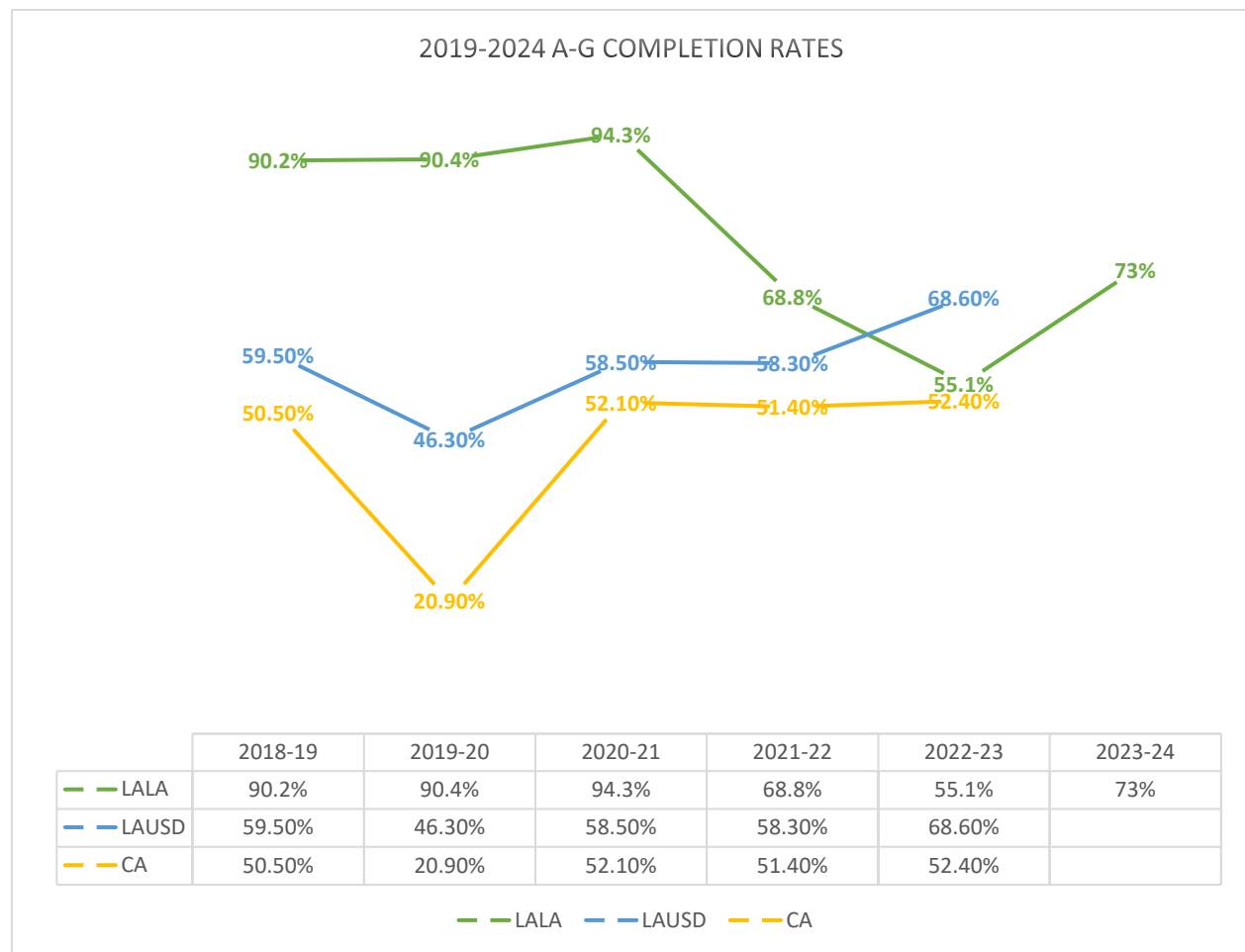
[28] Students who were enrolled in their third or fourth year of high school during the 2020–21 school year, and who are not on track to graduate in the 2020–21 or 2021–22 school year, will be allowed to complete the California State Minimum High School Graduation Requirements pursuant to *Education Code* Section 51225.3. https://www.cde.ca.gov/nr/el/le/yr21ltr0816.asp LALA had 11 students in the class of 2022, 24 students in the class of 2023, and 10 students in the class of 2024 opt into the state minimum graduation requirements.

[29] Internal data based on student transcripts.

California Assessment of Student Performance and Progress
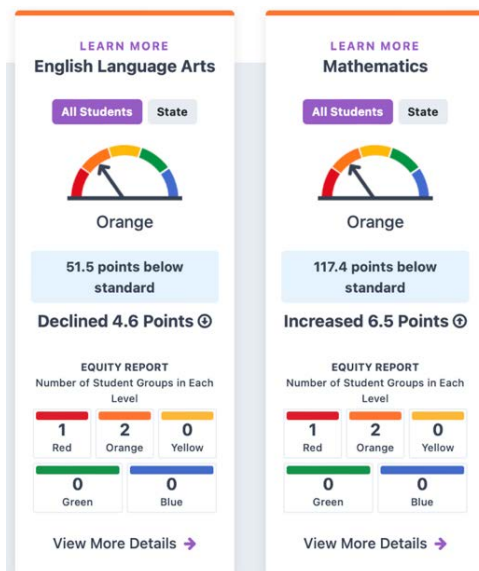
On the 2023 Dashboard, our 6-8 and 11th grade students overall achieved Orange in ELA and Math – the same as the State average. In ELA our 2023 DFS declined 4.6 points to 51.5 below standard (the State was -13.6 across all grades tested, 3-8 and 11); in Math our 2023 DFS increased 6.5 points to 117.4 below standard (the State was -49.1 across all grades tested 3-8, 11). **Based on our internal calculations, our 2024 DFS in ELA has *increased* 5.6 points to -45.9 and our Math score has *increased* 6.5 points to -109.2.**[30] While we consistently strive to realize stronger outcomes for our students, we are pleased that we have made gains since the pandemic.

Student Groups
English Language Arts

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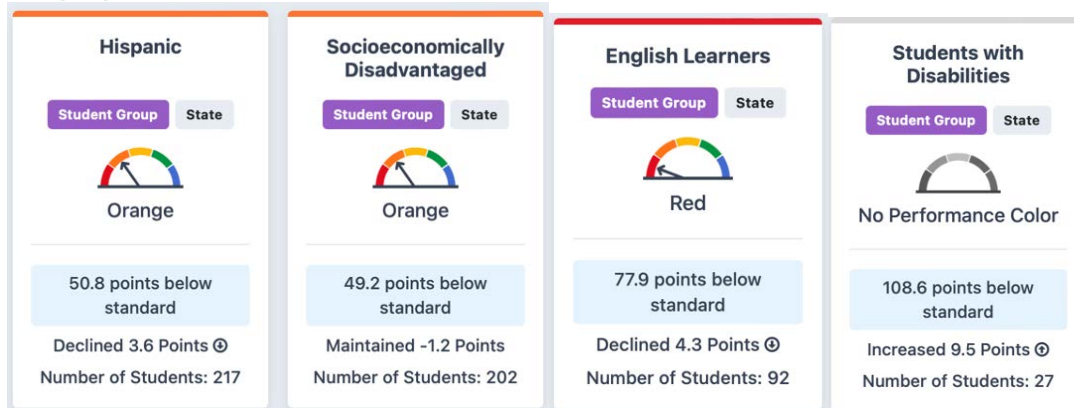
[30] Estimated DFS for 2024 from TOMS Student Score Data File by EdTec.

Mathematics

	Hispanic	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
	Orange	Orange	Red	No Performance Color
	116.8 points below standard	117.6 points below standard	146.1 points below standard	166 points below standard
	Increased 7.5 Points ⊕	Increased 5.6 Points ⊕	Maintained 2.2 Points	Increased 14.6 Points ⊕
	Number of Students: 216	Number of Students: 201	Number of Students: 92	Number of Students: 27

Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#mathematics

Given that our Hispanic and SED student groups comprise the majority of our student population, these groups' scores were very close to the LALA's overall student results in both ELA and Math. In ELA, Hispanic/Latino students achieved Orange, with a 3.6 decline from 2022 at -50.8 DFS, below the State Average across all grades tested, 3-8 and 11, of -40.2 DFS. Our SED population also achieved Orange at -49.2 DFS, slightly below the State SED average of -42.6 DFS, and "maintaining" our scores from 2022 with a 1.2 point decrease. Our EL population fell into the Red category, declining 4.3 points from 2022 at -77.9 DFS, lower than the State average of -67.7 DFS. Our Students with Disabilities (no color) increased 9.5 points from 2022 at -108.6 DFS, lower than the State average of 96.3 DFS.

In Math, our Hispanic/Latino students were at the Orange level, increasing 7.5 points to -116.8; SED students were similar with a 5.6 point increase to -117.6 (also Orange), and EL falling into the Red, maintaining with 2.2 points to -146.1. SWD had no performance color and increased 14.6 points to -166.

Estimated 2024 ELA DFS for student groups shows additional gains for each group – as much as 34.3 DFS points -- with the exception of SWD maintaining:

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-51.5	-45.9	5.6 ⊕
Socioeconomically Disadvantaged	100%	-49.2	-45.2	4.0 ⊕
English Learners	100%	-77.9	-43.6	34.3 ⊕
Students with Disabilities	100%	-108.6	-109.0	-0.4 ⊖
Hispanic or Latino	100%	-50.8	-45.1	5.7 ⊕

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Internal Data.

Estimated 2024 Math DFS for student groups shows gains across the board, including 41.8 DFS point increase for ELs in Math:

Student Group	Estimated Participation Rate	2023 Dashboard DFS	Estimated 2024 DFS	Change
All Students	100%	-117.4	-109.2	8.2 ⬆
Socioeconomically Disadvantaged	100%	-117.6	-107.9	9.7 ⬆
English Learners	100%	-146.1	-104.3	41.8 ⬆
Students with Disabilities	100%	-166	-150.8	15.2 ⬆
Hispanic or Latino	100%	-116.8	-108.5	8.3 ⬆

Internal Data.

As detailed in the table below, overall, and for each statistically significant student group, LALA has now returned to – and exceeded – pre-pandemic proficiency rates, with an overall increase since 2019 of 3.09 percentage points in ELA and 1.85 percentage points in Math from 2019 proficiency rates, with each student group gaining .3 to 8.25 percentage points in proficiency.

LALA CAASPP Met/Exceeded % 2019 to 2024

		ELA		Math	
		LALA	**Growth**	**LALA**	**Growth**
All Students	2024	33%	**+3.09**	13%	**+1.85**
	2023	27.23%		7.08%	
	2022	29.17%		9.12%	
	2021	32.62%		16.53%	
	2020	N/A		N/A	
	2019	29.91%		11.15%	
H/L	2024	33%	**+3.00**	13%	**+3.37**
	2023	27.89%		7.24%	
	2022	28.40%		9.24%	
	2021	32.58%		16.59%	
	2020	N/A		N/A	
	2019	30.00%		9.63%	
SED	2024	30%	**+0.3**	12%	**+1.88**
	2023	29.56%		7.35%	
	2022	28.57%		9.17%	
	2021	32.05%		15.06%	
	2020	N/A		N/A	
	2019	29.70%		10.12%	
ELs	2024	10%	**+8.25**	4%	**+2.51**
	2023	10.0%		0%	
	2022	1.75%		0%	
	2021	6.15%		1.49%	
	2020	N/A		N/A	
	2019	3.70%		2.47%	
	2018	4.23%		2.82%	
SWD	2024	7%	**+7**	8%	**+8**
	2023	7.41%		0%	

	2022	8.57%		2.94%	
	2021	9.76%		2.33%	
	2020	N/A		N/A	
	2019	0%		0%	

While we do not yet have published data for 2024, we note that as of 2023, statewide proficiency rates were a mix of increases and decreases compared to pre-pandemic rates in 2019:

ELA and Math CAASPP State Percentages, 2019-2023

		ELA		Math	
		CA	**Growth**	**CA**	**Growth**
All Students	2023	46.66%	**+2.55%**	34.62%	**+1.15%**
	2019	44.11%		33.47%	
H/L	2023	36.08%	**-2.62%**	22.69%	**-4.78%**
	2019	38.70%		27.47%	
SED	2023	35.27%	**-2.93%**	22.91%	**-4.68%**
	2019	38.20%		27.59%	
EL	2023	10.87%	**+5.09%**	9.93%	**-3.12%**
	2019	5.78%		6.81%	
SWD	2023	15.75%	**+3.89%**	12.26%	**+2.85%**
	2019	11.86%		9.41%	

California Science Test

While not included in the CA School Dashboard reports, we include here our California Science Test ("CAST") data from recent years to further illustrate the academic outcome gains we are making since the onset of the pandemic in 2020. While we are working to increase Met/Exceeded levels well above 14%, we are encouraged by the number of students who are "Nearly Met" – a full 72% -- and are working to move more of these students to proficiency.
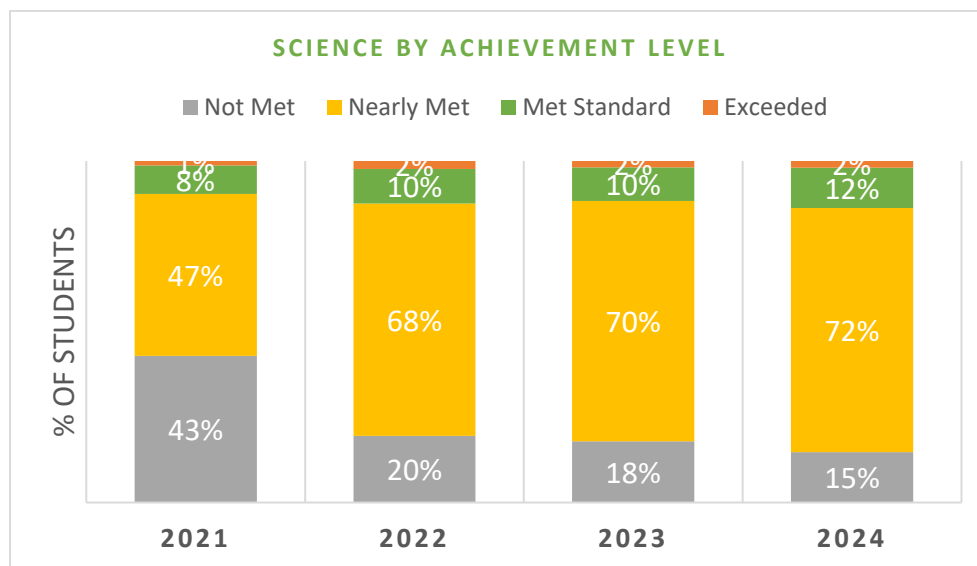
SCIENCE BY ACHIEVEMENT LEVEL

■ Not Met ■ Nearly Met ■ Met Standard ■ Exceeded

	2021	2022	2023	2024
Exceeded	1%	2%	2%	2%
Met Standard	8%	10%	10%	12%
Nearly Met	47%	68%	70%	72%
Not Met	43%	20%	18%	15%

% OF STUDENTS

English Learner Progress Indicator

LALA has long excelled in serving our significant EL student population. In 2022-23, the most recent year with Dashboard data, 25% of our secondary grade students were ELs,[31] including 10.6%[32] Long-Term English Learners ("LTELs") and 3.4% "Newcomers."[33]

We are very pleased that the ELPI for 2022-23 shows that 71.4% of our EL students made at least one year's progress towards proficiency, with the highest possible Blue rating, **22.7 percentage points above the State ELPI of 48.7**%.

English Learner Progress

All Students | State

Blue

71.4% making progress towards English language proficiency

Increased 6.8%

Number of EL Students: 77

Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress,
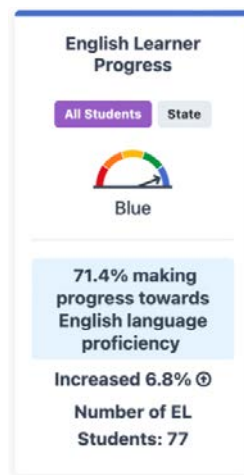
LALA has consistently outperformed State averages on the ELPI, typically by significant margins:

Year	LALA	CA
2022/23	71.4%	48.7%
2021/22	64.6%	50.3%
2020/21	NA	NA

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[31] https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2022-23

[32] https://data1.cde.ca.gov/dataquest/longtermel/EverElType.aspx?cds=19647331996610&agglevel=School&year=2022-23

[33] https://data1.cde.ca.gov/dataquest/longtermel/ElYearsLevels.aspx?cds=19647331996610&agglevel=School&year=2022-23 **Long-term English Learners (LTELs)** are those English learner students who have completed six full years in U.S. schools (i.e., beginning their seventh year and beyond) without meeting criteria for reclassification. (https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/577/DELAC/DELAC%20Glossary_2020_2021_3_2_2021.pdf)

Newcomer students are students who have arrived in the U.S. within the past two years, who exhibit a spectrum of instructional needs. (https://www.lausd.org/cms/lib/CA01000043/Centricity/Domain/577/DELAC/DELAC%20Glossary_2020_2021_3_2_2021.pdf) Newcomer students often include English learners and may also include, but not be limited to, asylees, refugees, unaccompanied youth, undocumented youth, migratory students, and other immigrant children and youth identified by the local educational agencies. (https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp)

2019/20	NA	NA
2018/19	60.8%	48.3%

On the 2023 Summative ELPAC administered in the spring, 68.9% of our 77 EL students progressed at least one level on the ELPAC, 5.4% maintained level 4 (and were reclassified), 16.2% maintain ELPI levels 1-3 and 9.5% decreased a level.[34]

LALA Student English Language Acquisition Results

Student English Language Acquisition Results
Summative ELPAC

The percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.
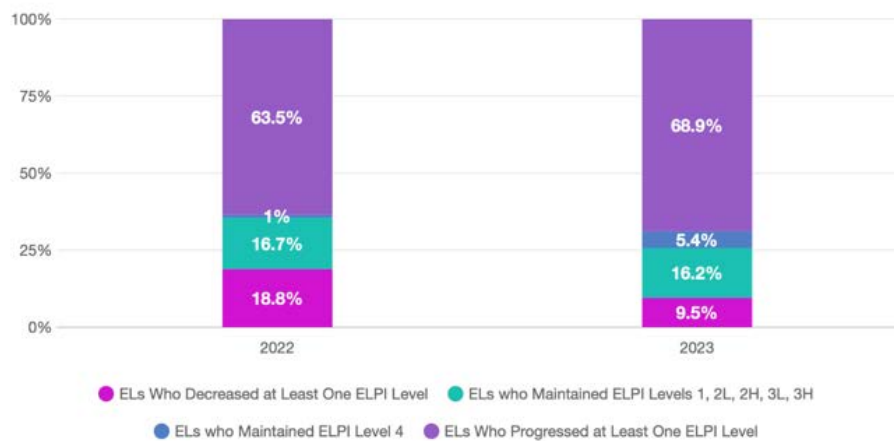
In our post-pandemic response to the significant needs of our EL students, including those who are Newcomers to the U.S., LALA expanded our existing after-school program, with a special emphasis on assisting students who are new to the country and possess limited English proficiency. To address this challenge, we introduced a dedicated after-school support group tailored specifically for our newcomer students. This initiative was designed to immerse them in the English language through an engaging and supportive learning environment. The program focuses on developing essential language skills, including reading, writing, and oral communication. Key strategies include:

- Targeted Tutoring Sessions: Students engage in structured activities aimed at improving their English proficiency. These sessions include practical exercises that encourage students to read, write, and speak in English.
- Vocabulary Expansion: Utilizing site-words and phonetic pronunciation cards, the program places a strong emphasis on expanding students' vocabulary. This approach is instrumental in building a solid foundation for language acquisition.

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[34] https://www.caschooldashboard.org/reports/19647331996610/2023/academic-performance#english-learner-progress

- Academic Integration: The program encourages ELs to take academic risks by actively participating in classroom discussions and engaging with their peers on school yard. This integration fosters a sense of belonging and contributes to their overall language development.

College/Career Indicator

We believe all of our graduates are college- and career-ready, and we are proud that 55.6-66.7% of our graduates in the Classes of 2018 to 2022 have enrolled in college, with even higher rates projected for the Classes of 2023 and 2024 . (See below for a discussion of LALA's postsecondary outcomes under "verified data.") Prior to the pandemic, LALA's College/Career Indicator was higher than the State average each of the first two years after it was introduced: 52.8% at LALA in 2018 compared to 42.2% CA, and 44.7% at LALA in 2019 compared to 44.1% State average. No CCI was issued from 2020-22 due to the pandemic. In 2023, we unfortunately had a steep decline from pre-pandemic CCI rates as our A-G completion declined during the pandemic. Whereas in 2019, 90.2% of our 47 graduates met A-G requirements, in 2023, just 55.1% of our 56 graduates met A-G.[35] The 2023 cohort thus scored "Low" on the CCI with 23.2% of our 56 students (13 students) rated "Prepared," below the State average of 43.9%, with another 26.8% "Almost Prepared." These same 13 students comprise the Hispanic and SED students who were Prepared (25.5% of the 51 Hispanic students and 23.2% of the 56 SED students).[36]

Source: https://www.caschooldashboard.org/reports/19647731996610/2023/academic-performance#college-career
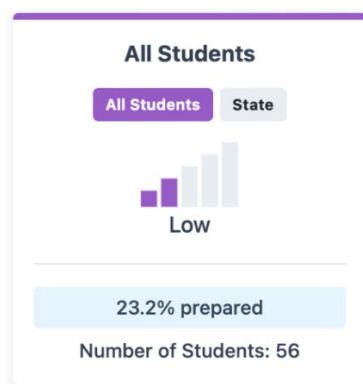
The CCI "includes both college and career measures to evaluate how well districts and schools are preparing students for success after high school." [37] As detailed in the California Department of Education's *2023 Dashboard Technical Guide: College and Career Indicator*, "[T]he CCI was designed to encourage high schools to provide all students with a rigorous broad course of study that will lead to likely success after high school. It recognizes that students pursue various options, whether completing: (a) a Career Technical Education ("CTE") Pathway, (b) course requirements for meeting University of California ("UC") or California State University ("CSU") requirements (i.e., a-g), or (c) a course of study specifically designed to meet the student's individual interests."[38]

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[35] In order to be "prepared" on the CCI, a student who meets A-G criteria must also meet one of the secondary criteria listed below.

[36] As both our senior EL and SWD populations were below 11 students, scores are not publicly available.

[37] https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups

[38] CA Department of Education, 2023 Dashboard Technical Guide: College and Career Indicator (CCI), 2023, p. 2.

As a very small high school with approximately 50 students per grade level, the broad offerings contemplated by the CCI are not realistic for our small school. The specific metrics included in the CCI are:

Met via Career Technical Education Pathway Completion *[Not offered at LALA.]*

Met via Smarter Balanced Assessment
> At least a Level 3 "Standard Met" on the Smarter Balanced Summative Assessments for both ELA and Mathematics.

Met via College Credit Course *[Limited viable options at LALA to date; new program in 2024-25.]*
> Completion of two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.

Met via Advanced Placement
> A score of 3 or higher on two Advanced Placement (AP) Exams.

Met via International Baccalaureate *[Not offered at LALA]*

Met via a-g Completion
> Completion of courses that meet the University of California or California State University a–g criteria with a grade of C or better, plus one of the following criteria:
> - CTE pathway completion with a C- or better in the capstone course
> - Smarter Balanced Summative Assessments: At least a level 3 "Standard Met" on ELA or Mathematics and at least a level 2 "Standard Nearly Met" on the other subject area.
> - One semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
> - A score of 3 or higher on one AP exam or a score of 4 or higher on one IB exam.

Met via State Seal of Biliteracy
> Earned the State Seal of Biliteracy and scored level 3 "Standard Met" or higher on the ELA Smarter Balanced Summative Assessment.

Met via Leadership/Military Science *[Not offered at LALA]* [39]

The criteria for a student to be considered "Approaching Prepared" are as follows:

Met via Career Technical Education Pathway Completion *[Not offered at LALA.]*
Career Technical Education pathway completion with a C- or better in the capstone course.
Met via Smarter Balanced Assessment
Scored at least level 2 "Standard Nearly Met" on both the English language arts and Mathematics Smarter Balanced Summative Assessments.
Met via College Credit Course
Completion of one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded.
Met via a-g Completion
Completion of courses that meet the University of California or California State University a-g criteria with a C or better.
Met via Leadership/Military Science *[Not offered at LALA.]*

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[39]https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=1996610&reporttype=sgroups

Source:
https://www6.cde.ca.gov/californiamodel/ccireport?&year=2023&cdcode=&scode=0126136&reporttype=sgroups (emphasis and bracketed notes added).

Curiously, the CDE is not currently making publicly available the percentage of students at the school, district or statewide level who completed each criteria out of the total number of students eligible – i.e., California's 495,492 graduates in 2023 -- for these different metrics. The CDE provides calculations on what percentage of students who met the CCI overall met each of the various criteria such as AP scores or CAASPP results, but they do not make available some key data points. We can tell from other reports in Dataquest the percentage of graduates statewide who earned the State Seal of Biliteracy (12.4%) or completed A-G (52.4%),[40] but not, for example, how many students were proficient on the CAASPP in both ELA and Math, or those who met A-G and one of the additional criteria combined with A-G in order to count as "met" on the CCI. (It seems odd that A-G completion in itself is not a CCI metric as arguably, once a student has completed A-G, they are "prepared" to enroll in the UC/CSU systems.) It is also unclear what impact on our CCI is caused by the fact that as a small school, we simply do not offer certain options such as CTE pathways.

State Seal of Biliteracy

We wish to highlight the percentage of our graduates who are earning the State Seal of Biliteracy: 22.4% in 2023 compared to just 12.4% across the State.[41] The State Seal of Biliteracy is a recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing one or more languages in addition to English.[42]

Chronic Absenteeism[43]

Like schools across California and the nation, especially secondary schools, chronic absenteeism continues to be a big challenge for us at LALA.[44] (We note that the CDE no longer reports chronic absenteeism data for high school students.)

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[40] https://data1.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=00&agglevel=state&year=2022-23
[41] https://dq.cde.ca.gov/dataquest/dqcensus/CohRate.aspx?cds=19647331996610&agglevel=school&year=2022-23&initrow=&ro=y
[42] https://www.cde.ca.gov/sp/ml/documents/requirmntsposter.pdf
[43] As defined by CDE, "Students are determined to be chronically absent if . . . they were absent for 10% or more of the days they were expected to attend."
https://dq.cde.ca.gov/dataquest/DQCensus/AttChrAbsRate.aspx?agglevel=State&cds=00&year=2022-23.
[44] Jacobson, L. (2024). Report: Schools won't recover from COVID absenteeism crisis until at least 2020. LA School Report. Accessed August 17, 2024 from https://www.laschoolreport.com/report-schools-wont-recover-from-covid-absenteeism-crisis-until-at-least-2030/?utm_source=The+74+Million+Newsletter&utm_campaign=5fd3beb290-.

All Students

All Students | State

Orange

36.9% chronically absent

Declined 2.5% ⊕

Number of Students: 195

Source: https://www.caschooldashboard.org/reports/19647331996610/2023
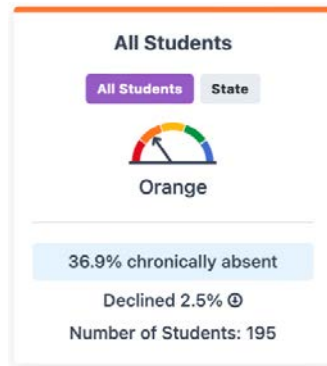
Overall, our chronic absenteeism rates improved 2.5% from 2022 to 2023 to 36.9%, ***and then improved another eight percent in 2023-24*** to 28.9%. This is still significantly higher than we want it to be. In comparison, according to a recent report, LAUSD's preliminary chronic absenteeism rate for 2023-24 (across all grades, TK-12) was 32.3%.[45]

Student Groups, Chronic Absenteeism

Hispanic	Socioeconomically Disadvantaged	English Learners	Students with Disabilities
Student Group / State	Student Group / State	Student Group / State	Student Group / State
Orange	Orange	Red	No Performance Color
36.7% chronically absent	37.7% chronically absent	43.6% chronically absent	30.8% chronically absent
Declined 2.8% ⊕	Declined 2.9% ⊕	Increased 2.7% ⊕	Declined 11.7% ⊕
Number of Students: 188	Number of Students: 175	Number of Students: 55	Number of Students: 26

Source: https://www.caschooldashboard.org/reports/19647331996610/2023/academic-engagement#chronic-absenteeism

Our Hispanic/Latino students (36.7% chronically absent in 2022-23) and SED students (37.7%) , both the predominant majority of our student population, were at the Orange level, but still higher than the State Average across all grades (TK-12) of 28.4%. Our ELs fell into the Red with 43.6% considered chronically absent, increasing 2.7 percentage points from 2022. Our SWDs' chronic absenteeism decreased by 11.7 percentage points from 2022 to 2023, with 30.8% considered chronically absent.

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[45] Chapman, B. (August 27, 2024). LA Unified is still struggling with chronic absenteeism years after the pandemic. Here's why this matters. https://www.laschoolreport.com/la-unified-is-still-struggling-with-chronic-absenteeism-years-after-the-pandemic-heres-why-it-matters/?utm_source=The%2074%20Million%20Newsletter&utm_campaign=f0115aca9f.

Suspension
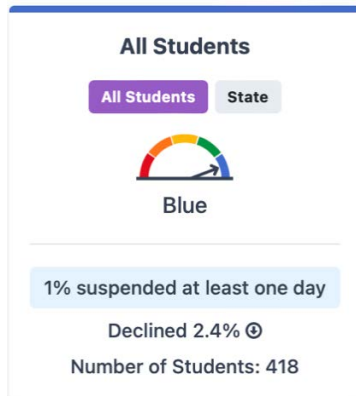
We are happy to report that we achieved Blue, the highest tier, for suspension rate, declining 2.4 percentage points from 2022 with only 1% of the student population suspended at least one day (four students), and below the State average of 3.5%.

Student Groups, Suspension
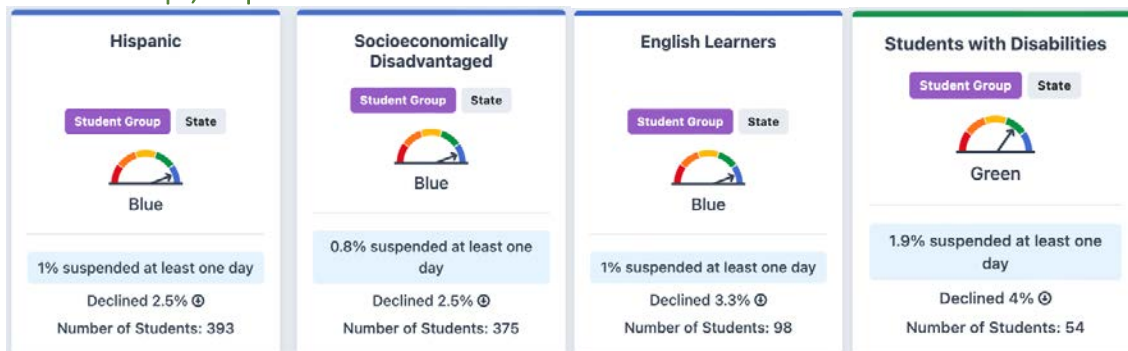
All our statistically significant student groups achieved the highest tier of Blue with the exception of our SWD, who achieved the second highest tier of Green: we note that there was just one student suspension during 2022/23 involving a SWD, but this one student represents 1.9% of the 54 SWDs; meanwhile 1% of our 393 Hispanic/Latino students translates into three students suspended.

For the 2023-24 school year, LALA again had a total of four students suspended, for a 1.1% suspension rate. We had zero expulsions.[46]

VERIFIED DATA CONVINCINGLY DEMONSTRATES THAT LALA HAS ACHIEVED MEASURABLE INCREASES IN ACADEMIC ACHIEVEMENT

We now turn to section (3)(a) of Criterion 2 for middle-performing schools, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . . the school

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[46] Internal Data.

achieved measurable increases in academic achievement, as defined by at least one year's progress for each year in school."[47] The LAUSD Charter Policy notes:

> Effective January 1, 2021, pursuant to Education Code section 47607.2(c)(2), the State Board of Education adopted criteria to define verified data and identified an approved list of valid and reliable assessments. Staff's review of the charter school's submitted materials will be based on verified data sources and related information adopted by the State Board of Education (Ed. Code, § 47607.2(c)(3)). Charter schools submitting verified data for this purpose must adhere to the state-approved criteria.[48]

LALA utilizes the Measures of Academic Progress by NWEA ("MAP") by Northwest Evaluation Association, on the CDE's list of "verified data" assessments. As detailed by the California State Board of Education in May 2023:

> *Education Code* Section 47607.2 requires charter school authorizers to consider "verified data" for renewals of certain charter schools. Pursuant to *EC* Section 47607.2, "verified data" is defined as "assessment data from nationally-recognized, valid, peer-reviewed, and reliable sources that are externally produced." It also includes postsecondary outcomes which is defined as "college enrollment, persistence, and completion rates equal to similar peers."[49]

NWEA MAP

The State Board has approved the use of NWEA MAP as "verified data," and in May 2023, published guidance on the use of MAP:

> **PUBLISHER GUIDANCE FOR SCHOOLS AND AUTHORIZERS**
> **UNDERSTANDING ONE YEAR'S PROGRESS FROM RECOMMENDED VERIFIED DATA SOURCES**
>
> This section contains the responses from publishers of all indicators recommended for approval, both in 2020 and 2023, on how data from their indicators should be used to understand one year's progress. This guidance represents the most recent information provided by publishers as of April 2023; however, schools and authorizers are encouraged to check with publishers for updates and changes.
> * * *

Assessment	Publisher guidance
MAP Growth by NWEA	To demonstrate one year of growth, a school can contextualize the average gains made by groups of students over the course of the year relative to NWEA school norms and summarize that normative growth **using the NWEA Conditional Growth Index (CGI) metric.** This metric is a standard score (z score or effect size), expressed in standard deviation units, that is calculated by subtracting the growth norm for a group of same-grade students in a school from the average growth attained by those students, and dividing that value by the standard deviation of

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[47] LAUSD Charter Policy, p. 36
[48] Ibid.
[49] California State Board of Education, May 2023 Agenda Item #02, *Subject: Adoption of the Updated List of Valid and Reliable Assessments Required by California Education Code Section 47607.2* https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx.

	growth. ***A CGI range of -0.2 to 0.2 (or greater) could be used as an approximation of one year's growth (or more) in a subject,*** as the overall average growth of students would be generally consistent with the amount of growth observed by students in the same grade and subject with the same starting achievement level receiving a similar amount of instructional exposure.
	MAP Growth has both student and school growth norms, and the CGI metric is available to contextualize the gains of individual students (student norms) or groups of same-grade students (school norms). The CGI metric for grades-within-schools is included on school and district reports and can also be calculated using an NWEA-provided calculator for groups of students not included in standard reports. Student-level CGI metrics, which are calculated in generally the same way, are included on classroom and school reports. Group-level summaries should leverage CGI values based on the school norms.

https://www.cde.ca.gov/be/ag/ag/yr23/documents/may23item02.docx (emphasis added).

In looking at specific student growth, "Average Growth is the amount of growth demonstrated, on average, for students in the same grade and subject and with similar starting achievement. This is the default "growth projection" in NWEA® reports. Approximately 50% of similar students meet or exceed this level of growth."[50]

The following images reflect LALA's 2023/24 Fall to Spring NWEA MAP results, per grade level cohort (middle grades followed by high school grades), across all three subjects tested: Math, Reading and Language Usage. We focus for these purposes on two key metrics and their corresponding percentile ranking, as explained by the State Board report above:

School Conditional Growth Index	-0.2 to 0.2
School Conditional Growth Percentile	50th percentile
Percentage of Students Who Met Growth Projection	50th percentile
Student Median Conditional Growth Percentile	50th percentile

The graphics below each table illustrate the grade level norm-projected growth (the orange diamond) and LALA students' actual growth (blue bars).

Math
In Math, LALA's 6th-8th graders demonstrated well-above average growth, especially in 6th and 8th grades (99th and 98th percentile CGI, respectively), and across all grades more than 50 percent of students met their growth projection.

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[50]www.nwea.org/uploads/2020/09/MAP-Growth-Goal-Explorer-Users-Guide_NWEA_Guide.pdf

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	56	199.0	11.8	2	213.9	11.8	16	15	1.6	7.1	3.67	99	56	42	75	80
7	44	209.2	12.5	11	216.5	15.4	14	7	1.7	5.9	0.70	76	44	25	57	51
8	58	213.6	11.1	13	223.5	12.9	26	10	1.5	5.1	2.06	98	58	37	64	65

Math: Math K-12
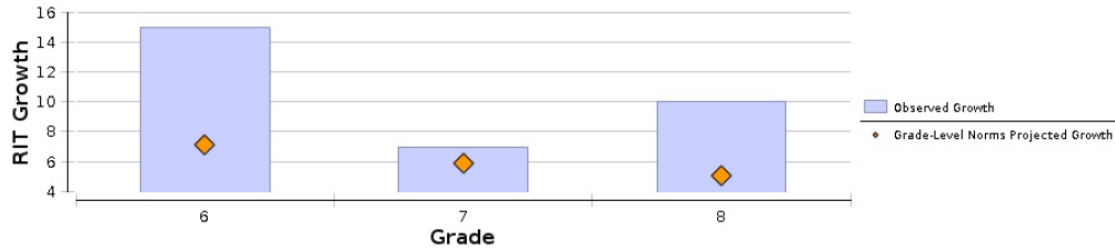
In high school, all four grades were at 97-99th percentile CGI, and more than 50% of students met growth projections.

Math: Math K-12

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	38	214.2	14.8	11	221.3	20.7	20	7	3.0	3.6	1.89	97	38	22	58	64
10	35	229.2	19.3	51	240.7	28.8	79	12	3.7	3.3	4.19	99	35	19	54	53
11	39	233.8	29.5	58	246.3	32.9	87	12	4.1	2.6	5.11	99	39	27	69	68
12	41	229.4	22.7	37	239.3	27.6	68	10	3.5	0.9	4.36	99	41	24	59	68

Math: Math K-12
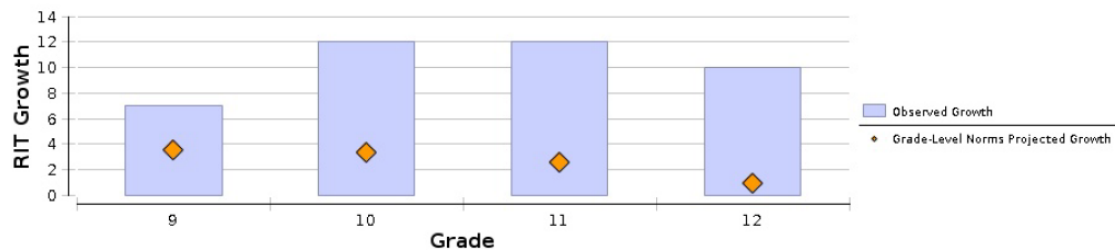
Reading

In Reading, our results were more mixed: 6th and 7th graders were below projected CGI, with 8th graders well above projections and a CGI of .76, in the 78th percentile. In high school, all four grade levels had above-norm CGI ranging from 0.21 to a high of 4.13 for 11th grade, the 99th percentile.

Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	51	198.3	14.7	5	203.0	12.0	4	5	1.7	6.0	-0.76	22	51	24	47	41
7	48	206.3	14.6	15	205.6	14.0	4	-1	1.8	4.6	-3.12	1	48	18	38	26
8	57	211.4	11.4	21	216.9	10.9	28	6	1.1	4.0	0.76	78	57	39	68	60

Language Arts: Reading

Language Arts: Reading

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	37	208.1	11.6	13	211.5	14.1	15	3	2.1	3.0	0.21	58	37	20	54	57
10	35	220.5	15.9	46	224.5	15.0	55	4	2.0	2.1	1.19	88	35	20	57	64
11	37	214.4	18.4	13	224.6	13.6	49	10	2.5	1.5	4.13	99	37	27	73	79
12	40	219.4	15.5	32	221.1	15.9	38	2	1.6	0.2	0.71	76	40	18	45	56

Language Arts: Reading
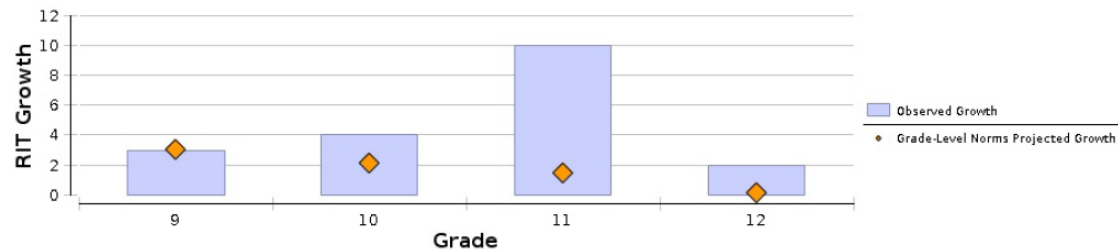
Language Usage

In Language Usage, all grade levels met or exceeded CGI norms (-0.12 to 3.42).

Language Arts: Language Usage

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
6	42	195.3	14.8	1	202.3	13.4	3	7	1.9	5.2	1.35	91	42	21	50	46
7	43	203.8	15.2	10	207.9	16.1	10	4	1.5	4.2	-0.08	47	43	23	53	59
8	55	209.3	12.1	19	214.2	10.6	25	5	1.4	3.5	0.98	84	55	29	53	51

Language Arts: Language Usage

Language Arts:
Language Usage

Grade (Spring 2024)	Total Number of Growth Events‡	Fall 2023			Spring 2024			Growth		Grade-Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Number of Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
9	36	208.9	15.7	15	211.3	15.1	15	2	2.6	2.6	-0.12	45	36	17	47	42
10	36	220.0	16.8	58	223.0	15.4	63	3	2.0	2.0	0.70	76	36	19	53	58
11	37	212.8	19.2	12	220.3	18.5	38	8	2.2	1.9	3.42	99	37	22	59	62
12	41	212.4	22.0		218.1	17.3		6	1.9				0			

Language Arts: Language Usage
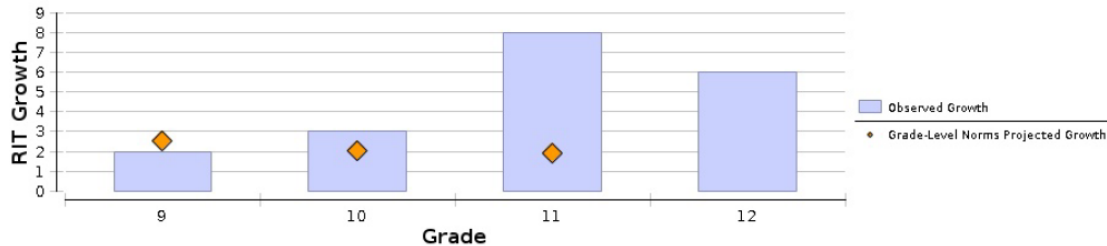
In all across 80 total metrics tracking LALA's growth against national norms, **LALA met or exceeded 59 of these 80 metrics** (in bold in the table below) in 2023/24. This was a marked improvement over 2022/23, where our students met or exceeded 40 of the 80 metrics, and 2021/22 with 38 out of 80 metrics the same or higher than national norms. We are confident recent program improvements will support sustained growth and progress for our students across all grade levels.

2021-22 to 2023-24 NWEA Data

1 – School Conditional Growth Index   2 – Conditional Growth Percentile   3 – Student % met growth projection   4 – Student Median Conditional Growth Percentile

	2021-22				2022-23				2023-24			
	1	2	3	4	1	2	3	4	1	2	3	4
Math												
6th Grade	**-0.10**	46%	43%	44%	-2.21	1%	25%	24%	**3.67**	99%	**75%**	80%
7th Grade	**0.28**	**61%**	**58%**	**54%**	-1.75	4%	32%	23%	**0.70**	76%	**57%**	51%
8th Grade	**2.08**	**98%**	**65%**	**65%**	**0.66**	**74%**	**55%**	**50%**	**2.06**	**98%**	**64%**	**65%**
9th Grade	**1.24**	**89%**	**51%**	48%	-1.17	12%	39%	39%	**1.89**	**97%**	**58%**	**64%**
10th Grade	**0.06**	**52%**	**57%**	**53%**	**1.08**	**86%**	**51%**	**52%**	**4.19**	**99%**	**54%**	**53%**
11th Grade	-0.88	19%	44%	45%	**0.47**	**68%**	**55%**	**52%**	**5.11**	**99%**	**69%**	**68%**
12th Grade	**0.87**	**81%**	**52%**	**61%**	**5.50**	**99%**	**58%**	**69%**	**4.36**	**99%**	**59%**	**68%**
Language Arts: Reading												
6th Grade	-1.68	5%	28%	31%	-1.53	6%	42%	29%	-0.76	22%	24%	41%
7th Grade	-2.52	1%	35%	26%	-4.75	1%	29%	17%	-3.12	1%	18%	26%
8th Grade	**0.70**	**76%**	**62%**	**54%**	-0.21	42%	43%	39%	**0.76**	78%	39%	60%
9th Grade	-0.58	28%	**54%**	**52%**	**0.20**	**58%**	**56%**	**59%**	**0.21**	58%	54%	57%
10th Grade	-1.32	9%	46%	43%	-1.22	11%	44%	35%	**1.19**	**88%**	**57%**	**64%**
11th Grade	-0.88	19%	41%	34%	**0.27**	**61%**	**49%**	**49%**	**4.13**	**99%**	**73%**	**79%**
12th Grade	-3.05	1%	33%	22%	-0.56	29%	47%	47%	**0.71**	**76%**	**45%**	**56%**
Language Arts: Language Usage												
6th Grade	**1.16**	**88%**	**58%**	**58%**	-2.70	1%	28%	30%	**1.35**	**91%**	**50%**	46%
7th Grade	-2.17	2%	29%	27%	-4.68	1%	21%	16	-0.8	47%	**53%**	**59%**
8th Grade	**1.07**	**86%**	**67%**	**60%**	**1.59**	**94%**	**64%**	**65%**	**0.98**	**84%**	**53%**	**51%**
9th Grade	-0.44	33%	49%	46%	**2.01**	**98%**	**64%**	**61%**	-0.12	45%	47%	42%
10th Grade	**1.09**	**86%**	**67%**	**64%**	**2.09**	**98%**	**61%**	**62%**	**0.70**	**76%**	**53%**	**58%**
11th Grade	-1.36	9%	39%	36%	**0.81**	**79%**	**54%**	**56%**	**3.42**	**99%**	**59%**	**62%**
12th Grade	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

*Source: NWEA MAP Internal Growth Reports; **bolded items = met NWEA growth metric**.*

Strong Post-Secondary Outcomes

The LAUSD Charter Policy also states, "[T]he LAUSD Board shall also consider clear and convincing evidence, demonstrated by verified data, showing . . . . [s]trong postsecondary outcomes, as defined by college enrollment, persistence, and completion rates."[51]

We offer here verifiable data to show strong post-secondary outcomes, using CDE's Dataquest system for publicly available data (through the Class of 2022) and internal data for the past two years.

For the most recently reported cohort on the CDE's Dataquest, 66.7% of the graduates from the Class of 2022 enrolled in college after graduating, with 13.9% (five students) enrolling in the acclaimed University of California system. Again, we reiterate that our small class sizes means that one student impacts this data by two percentage points or more (the Class of 2024 had 43 graduates). Within that context, college enrollment rates ranged from 55-67% between 2018 to 2022 (reported data), and based on self-reports, 86.3% of the Class of 2023 (50 students) and 72.1% of the Class of 2024 (31 students) planned to enroll in 2- and 4-year colleges after high school graduation.

Compared to the college-going rates of all graduates from LAUSD and all graduates across the State:

- LALA's Class of 2022 enrolled in college at a higher rate (66.7%) than their cohort peers across LAUSD (54.9% enrolling in college) and across the State (62.0% enrolling)
- LALA's Class of 2021 enrolled in college (55.6%) at the same rate as LAUSD graduates (55.0%), and at a lower rate than their classmates across California (62.0%);
- LALA's Class of 2020, graduating shortly after the start of the pandemic and distance learning, enrolled in college at a higher rate (63.5%) than LAUSD (55.5%) and CA (62.7%);
- LALA's two graduating classes prior to the pandemic were mixed, with the Class of 2019 outperforming both District and State rates and the Class of 2018 falling short of District and State college-going rates.

	CA Average College Going Rate	LAUSD College Going Rate	LALA College Going Rate	LALA Alumni Enrolled In-State				LALA Alumni Enrolled Out-of-State	
				University of California	California State University	California Community College	Private 2- and 4-Year College	4-Year College (Private or Public)	2-Year College (Private or Public)
2024	n/a	n/a	*72.1%*	*7.0%*	*25.6%*	*37.2%*	*2.3%*	*0.0%*	*0.0%*
2023	n/a	n/a	*86.3%*	*11.8%*	*23.5%*	*51.0%*	*0.0%*	*0.0%*	*0.0%*
2022	62.0%	54.9%	66.7%	13.9%	19.4%	27.8%	0.0%	2.8%	2.8%
2021	62.2%	55.0%	55.6%	11.1%	30.6%	13.9%	0.0%	0.0%	0.0%
2020	62.7%	55.5%	63.5%	13.5%	34.6%	11.5%	3.8%	0.0%	0.0%
2019	64.9%	56.4%	65.1%	7.0%	20.9%	14.0%	2.3%	18.6%	2.3%
2018	67.7%	58.8%	55.6%	4.4%	22.2%	22.2%	4.4%	2.2%	0.0%

https://data1.cde.ca.gov/dataquest/DQCensus/CGR.aspx?cds=19647331996610&agglevel=School&year=2020-21&initrow=&ro=y and Internal Data for the Classes of 2023 and 2024.

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[51] LAUSD Charter Policy, p. 36.

By outperforming statewide college-going averages in three out of the most five recent years with data – despite the fact that LALA serves considerably more SED and EL+RFEP students than the State averages -- and outperforming LAUSD in the past four years, we believe this data is compelling in demonstrating LALA's "strong post-secondary outcomes."

LALA has clearly met the requirements of CSD Criterion 2 and warrants a five-year renewal term.

<u>**LALA ALSO MEETS CSD CRITERION 3 FOR RENEWAL: OUR ENROLLMENT AND DISMISSAL PRACTICES ARE NON-DISCRIMINATORY AND WE DO NOT HAVE ANY SUBSTANTIAL FISCAL OR GOVERNANCE FACTORS**</u>

Pursuant to Education Code Section 47607(e), CSD Criterion 3 asks whether the charter school's enrollment or dismissal practices are discriminatory and whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal.

LAUSD Charter Policy states: "Substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities-related costs, Prop. 39 over-allocated space reimbursements, etc.)."[52] The law does not define this terms, so this is CSD's interpretation. As noted under CSD Criterion 1, LALA has received a rating from CSD staff of "4"/Accomplished for Fiscal Operations and LALA's fiscal position is positive, with net assets of $5.4M, equivalent to approximately 65% reserve, well beyond the 3-5% recommended.[53]

LAUSD Charter Policy goes on to state, "Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act."[54] The law does not define this terms, so this is CSD's interpretation. Again, as detailed above under CSD Criterion 1, LALA has received a rating from CSD staff of "3, Proficient" for Governance.

The final consideration under CSD Criterion 3 is whether "The charter school is not serving the pupils who wish to attend. Upon a finding that the charter school is not serving the pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)"[55] LALA serves <u>all</u> students, including students who are academically low achieving, SED, ELs, RFEP, SWD, F/HY, or student with other special needs. Based on published enrollment data for 2023/24, LALA's enrollment is consistent with the District's: 22.1% of LALA's students were EL, compared to 20.0% across LAUSD; 12.9% of LALA's students were SWD compared to 14.8% across the District. We also note that LALA's student population was 94.0% SED in 2023/24, 0.3% FY and 5.4% HY, compared to 81.3% SED, 0.6% FY and 2.1% HY across LAUSD.[56]

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[52] LAUSD Charter Policy, p. 37.
[53] 2024 Oversight Report, p. 39.
[54] Ibid.
[55] Ibid, p. 38.
[56] https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=1964733&agglevel=district&year=2023-24&ro=y&ro=y

In terms of race/ethnicity, LALA has a higher percentage of Hispanic/Latino students (94.6% at LALA compared to 73.8% across the District):

LAUSD 2023/24 Enrollment (TK-12) by Ethnicity:

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2023-24	529,902	7.3%	0.1%	3.4%	1.7%	73.8%	0.2%	9.8%	2.0%	1.8%

LALA 2023/24 Enrollment (6-12) by Ethnicity:

Academic Year	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
2023-24	349	0.0%	0.6%	1.1%	0.0%	94.6%	0.0%	1.4%	0.0%	2.3%

Source:
https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthGrd.aspx?cds=19647331996610&agglevel=school&year=2023-24

As detailed in Element 7, below, we engage in outreach each year in the surrounding community during our open enrollment period to inform families around the school about our program – our engaging, project-based, constructivist model is appealing to many families, including students with special needs and who are "hard to serve" – LALA welcomes these students and is designed to meet their needs.

LALA meets all of the requirements of Criterion 3.

As demonstrated throughout the preceding pages and thorough data analysis, LALA presents a sound educational program for our students, and the Charter School is achieving measurable increases in academic achievement, as well as post-secondary outcomes, year over year. Our team is well-qualified with strong capacity to continue implementing the program. We look forward to continuing our partnership with LAUSD for another five-year charter term.

SUCCESS OF THE KEY AND/OR INNOVATIVE FEATURES OF THE EDUCATIONAL PROGRAM

As detailed throughout this charter petition, LALA's students learn grade level content standards through thematic teaching and project-based learning units that integrate the Charter School's social justice themes. Since our inception, LALA has focused on engaging students through hands-on, student-centered constructivist learning. LALA has also emphasized the significance of Social Justice as an integral part of the school's program. By following the principles of cultural proficiency and culturally responsive teaching, and by cultivating a common language for culture and academics across our two schools, our students grow into scholars, activists, and creators who demonstrate the Charter School's Mandala values of love, courage, inquiry, empowerment, integrity, community, and well-being. Our alternating block schedule enables deeper learning and hands-on, collaborative projects and explorations.

An integral component of our social justice and leadership mission is the LALA Farm at the high school campus, described above. In addition to the A-G approved elective Farming for Social Justice where students learn about sustainability, farming, history, and culture, students have formed a LALA Farm Club, and student leadership hosts educational field trips for primary and middle school students.

In recognition of the need to strengthen our students' access to and completion of college-level, credit-bearing "dual enrollment" courses, LALA applied for and very recently learned that we have been awarded a $250,000 competitive grant from the CDE to launch an **Early College High School Program** ("ECHS"), in partnership with L.A. City College ("LACC"). An ECHS program prepares students for successful career and educational futures through integration of high school, college, high demand/high skill career preparation, improved academic performance, and increased high school and college/university completion rates. While LALA previously offered dual enrollment options for students, the pandemic hindered access and enthusiasm for these options. The LALA ECHS will provide our students access to college courses taught on the LALA campus.

LALA and LACC are collaborating to implement the new ECHS program at LALA for 11th and 12th grade students (qualifying 9th and 10th graders will not be excluded but our focus is on the last two years of high school). Currently all LALA students must successfully complete required courses and a capstone project for a total of 220 credits in order to graduate. These requirements remain the same for the ECHS; however, an ECHS course of study will be offered that enables students to receive a high school diploma and either a certificate level degree, an associate's degree or 60 semester hours that are transferable and applicable towards a baccalaureate degree.

ECHS courses will be integrated into the school day and also during the extended day with the aim to have students participate in the class while on the LALA campus. LACC instructors will lead classes for the ECHS.[57] Courses taught by an LACC instructor will have a LALA teacher assigned to each class. The teacher and instructor will then work together to identify key components of the curriculum and delivery methods. One benefit of this approach is the ability to identify students who are struggling and refer them for support services, including tutors. Another benefit is a collaboration of teachers and instructors that emulates the creation of professional learning communities at the ECHS.

The ECHS will provide students with academic, social, and emotional support during their course of study to help them succeed. LALA's ECHS and LACC will establish a course equivalency crosswalk that will facilitate students completing high school and earning college credit simultaneously, including specific pathways to an Associate's Degree and the new Cal-GETC transfer requirements.

In addition, in the 2023-24 academic year, LALAHS took a significant step towards enhancing the educational experience and future readiness of our students by replacing the traditional Study Hall course with the innovative **Get Focused Stay Focused ("GFSF")** curriculum and a **College and Career Readiness ("CCR")** course. This program is designed to equip students with the necessary tools and knowledge to make informed decisions about their college and career paths. The GFSF curriculum has been strategically implemented as a school-wide effort, involving the active participation of administration, faculty, and students. The course is A-G eligible and also provides an option for dual enrollment.

LALA also has a number of integral partnerships with local service organizations to provide "wrap around" services – with a focus on mental health – to our students and their families both on our campus and at local partners' facilities. LALA has been awarded a $250k competitive three-year grant funded by the Congressional Bipartisan Safer Communities Act – Strong Connections Grant, administered by the CDE, *Project CrEATE*, which will provide an arts-based, intentional, whole-school

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[57] Charter school teachers who meet qualifications to teach college-level courses will also provide ECHS instruction. LALA teachers have experience and familiarity working with the school's students and can focus on expanding student knowledge by transitioning high school level courses to college-level. We will encourage qualified teachers to pursue a Master's degree so that they are eligible to teach co-listed LACC/LALA dual enrollment courses in their subject of expertise.

Social Emotional Learning program and teacher professional development. Project CrEATE that will arts-infused lessons aligned with the acclaimed CASEL SEL framework. Weekly, arts-based instruction will focus on the five clusters of SEL: 1) Self-Awareness, 2) Self-Management, 3) Responsible Decision-Making, 4) Relationship Skills, and 5) Social Awareness. These and other strategies help make LALA a warm, engaging school environment.

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

LALA provides all students with a culturally responsive, hands-on, student-centered and standards-based education. As detailed above, LALA serves a student population that brings significant needs to the Charter School, including Newcomers recently arrived in the United States, and families that deal with extreme poverty and homelessness/housing insecurity, violence and crime at home and in the neighborhood, gang-involvement (in some cases multi-generational), and much more. LALA is meeting our students' needs, whatever they may be, and shifting in real-time to address issues as they arise. During the pandemic, we focused initially on feeding our students and ensuring they had technology and wifi access in order to even attend school. Last year, after two shocking and devastating incidents in a short time, we found ourselves intently focused on student and staff safety on and around campus. One exciting component of our new Project CrEATE program is development of an Anonymous Reporting System app that will enable our community members – including students, parents, teachers and staff – to anonymously request help for an individual.

By allocating resources – including adding Instructional Aides and Advanced Support Coordinators, Special Education Counselor, Transition Coordinator/Counselor, an Attendance Clerk, two security guards, a full-time on-site DIS Counselor and two USC interns in addition to new curricula, new professional development partners and more, our leadership team and Board of Directors continue to meet our students where they are in real-time.

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

Safety and Wellbeing

First and foremost, we are tasked with keeping our students, staff, families and those who visit our Charter School *safe*. Given the challenges that our students deal with outside of school, it becomes all the more imperative that our campuses provide a welcoming, nurturing space where students can truly feel included and a sense of belonging. This starts with physical safety. As detailed above, this has been an acute crisis facing LALA with the murder of one high school student last year (off campus) and the non-fatal stabbing of another near campus. In addition, during and through the pandemic and the economic challenges of recent years, many of our families have fallen into crisis. The percentage of Foster or Homeless Youth (F/HY) we enroll jumped in 2023-24 to 5.7% from the prior year's enrollment of 1.3% (and increase of approximately 15 students).

We are proud of our ability to react swiftly to any crisis and adapt, including hiring two armed security guards for the campus, adding counseling staff, increasing partnerships with local services agencies, and the recent grants we have received, the Bipartisan Safer Communities Grant, and our arts/SEL grant, Project CrEATE. We will continue to prioritize the safety and wellbeing of our students, staff, parents and community members.

Chronic Absenteeism

Hand in hand with the foregoing challenges of recent years, chronic absenteeism continues to be an issue at LALA, as it is nationwide. We anticipated our chronic absenteeism rates would improve as pandemic circumstances improved and students were not required to quarantine for close contact with COVID-19. Unfortunately, like LAUSD and schools and districts across the nation, we continue to struggle with chronic absenteeism, despite significant progress.

Starting in the 2023/24 school year, LALA hired a new Attendance Clerk to assist with tracking attendance. We continue to communicate the importance of regular attendance to families throughout the year and have increased communication to parents about excused versus unexcused absences and the need to communicate with the school the reason for the absence. This has allowed LALA to gather more information about the reasons for student absences so that appropriate interventions can be implemented. Students are required to meet specific attendance thresholds in order to be able to participate in promotion/graduation activities. We have implemented a Tiered system with attendance tracked every ten days to identify students quickly and intervene before they become chronically absent:

Tiered System of Support

- **Tier 1:** Robocall home to Parent/Guardian when a student is absent (phone call, e-mail, or text in their primary language that the student is absent at 9:30am daily)
- **Tier 2:** The Attendance Clerk will phone to inquire about the absences after 2 absences
- **Tier 3:** The Assistant Principal or Dean of Students will meet with parents and provide appropriate interventions after 5 absences.
- **Tier 4:** The Student Attendance Review Team ("SART") Process will be followed and an attendance contract created after 8 absences.

We offer a variety of attendance incentives including Attendance Celebrations, monthly Attendance Matters campaigns, Mandala Celebrations and more. We are confident that the myriad strategies we are using, along with a general culture shift as we move further from the pandemic and its impacts on students and families, will help to minimize chronic absenteeism in the years to come.

Changes in Leadership and Staff Re-Assignments

While we believe we are weathering this transition well, we do note that at the end of the 2021/22 school year, our long-time high school principal left LALA to work in another field. Our new high school principal joined us in July 2022, bringing fresh perspectives and strategies to LALA's leadership team. In order to further strengthen our leadership, an Assistant Principal was hired in July 2023. This addition has been crucial in enhancing administrative support, enabling more focused attention on curriculum development, teacher support, and student welfare. The transition has been instrumental in guiding the school through its next phase of development and strategic vision.

Along with these changes, over the past couple of years we have made several re-assignments in our teaching positions, including moving some teachers from the primary school to the middle school and vice versa (in accordance with each teacher's credentials and experience, as well as our labor agreement with the California Teachers Association). These changes have been designed to better align staff

expertise with the needs of our student population and to optimize the support structures available to students both academically and emotionally. Adjustments in staffing have allowed for more targeted intervention strategies and personalized support, crucial for addressing the diverse needs of our students. We commend our teacher-leaders for working with us to make these changes seamlessly.

Academic Achievement

California's new System of Support framework is intended "to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes."[58] Based on 2023 CA Dashboards, LALA was in the middle of three levels, "Differentiated Assistance (Level 2): County superintendents, charter authorizers, the California Department of Education (CDE), and the California Collaborative for Educational Excellence (CCEE) provide differentiated assistance for eligible LEAs, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups."[59] LALA's EL student group has struggled in both ELA and Math, and we continue to struggle with chronic absenteeism.

Our instructional staff has worked to identify "root cause analyses" of these challenges, in order to make effective changes and allocate resources efficiently. Both ELA and Math have been impacted by high chronic absenteeism, as discussed above, and minimal collective efficacy. Our teaching team lacked alignment and collaboration of instructional strategies. The absence of structures that promote creativity and sharing of best practices may have contributed to poor student engagement and low academic performance.

The **partnership with WestEd**, detailed above, began in 2021 and has been instrumental in redefining our approach to mathematics education. The professional development training provided by WestEd has been structured around three pivotal areas, the first of which focused on the identification and creation of engaging math tasks. Our math team engaged in hands-on workshops exploring various strategies such as number talks, visualizing math concepts, fostering sense-making, designing multi-entry point questions, and implementing math performance tasks.

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[58] https://www.cde.ca.gov/sp/sw/t1/csss.asp

[59] https://www.cde.ca.gov/sp/sw/t1/csss.asp. We note that the eligibility criteria for Differentiated Assistance for charter schools is different from the criteria for school districts:

Charter school eligibility for differentiated assistance is based on the same Dashboard performance criteria used for districts and COEs, except instead of meeting the criteria in just one year, charter schools are required to meet the criteria **in two or more years**.

In 2022, the SBE adopted differentiated assistance criteria was limited to using State Indicators. Therefore, only Method 1 (State Indicators Only) was available for identification.

In 2023, charter schools are eligible to meet the criteria in the following ways:

Method 1 (State Indicators Only): One student group meets the criteria in at least two priority areas.

Method 2 (local Indicators Only): Has "Not Met for Two or More Years" on a Local Indicator in at least two priority areas.

Method 3 (A combination of State and Local Indicators): One or more student group(s) meets(s) the criteria in one priority area, and the charter school meets the "Not Met for Two or More Years" on only one local indicator in a different priority area.

Charter schools meeting the 2022 criteria, and 2023 criteria will be eligible for differentiated assistance in 2023. https://www.cde.ca.gov/sp/sw/t1/csss.asp#frequentlyaskedquestions

In addition, our leadership team recognized the significant support needs that so many of our students have, and the challenges of a single teacher trying to differentiate instruction to meet varied needs within a class. An **Academic Support Provider or Instructional Aide is now in every English and Math class**, providing support for all students, but especially EL students and our SWD. This role is pivotal in our enhanced support model, focusing on hosting small-group instruction for students who face challenges with whole-group instruction or need more targeted intervention and support. This method allows for a more individualized teaching approach, catering to the unique learning styles and needs of each student. Most of these personnel have now been hired by our partners to support after-school tutoring as well, providing consistency of strategies and support throughout the school day. The teachers meet with these support staff during common planning time to guide the content being taught and appropriate instructional strategies to meet students' varied needs.

Middle School
In seventh grade, a "root cause" of declining test scores was the fact that we unfortunately finished off the 2022-23 school year with a substitute for both core classes, which we see impacted student scores.

Overall in ELA for grades 6-8, the faculty identified the root cause of the 2023 decline in ELA as the Writing Domain. As a result, Middle School teachers received training on the type of assessment questions that students could receive and how these could reflect in the classroom as practice. Teachers also learned about the types of codes that could be assigned to students and reviewed the rubrics for writing. Teachers and administrators agreed on using sample prompt questions in the classrooms for all subjects and to schedule an interim assessment to expose the students to the writing as well as give them feedback. Writing has been a non-negotiable amongst the teachers. They understand that exposing the students to different types of writing with more frequency will allow students to master the different writing styles required. Teachers have added journals and quick writes as a way to increase exposure to writing.

Our middle grades daily bell schedule also was revised, which caused two major changes: (1) increased instructional minutes (by reducing the number of early release days), and (2) protected the core class schedule, which includes ELA and Math class, so that even on Early Dismissal days, these classes are not shortened.

In Math, our root cause analysis revealed that students' organizational skills were not being reinforced when they were answering Math problems directly on their laptops and that a lack of consistent strategies was causing confusion. In order to ensure more consistent strategies were being used and increase vertical alignment, we had our 6th grade team collaborate with the 5th grade teachers from LALPA. Since most of LALA's 6th graders have attended LALPA, this collaboration has been fruitful. This year, our 6th grade teachers are now familiar with the **Three Reads** strategy to support students with Math word problems. Math teachers have been collaborating to align practices further across the grade levels.

This past February, all four middle school Math teachers participated in additional WestEd coaching which was conducted in a team format. We paired up the two sixth grade teachers and the seventh and the eighth-grade teacher worked together in a separate team. This was especially important for collaboration and vertical alignment. Our middle grades Math program also was updated to a recent version of the school-approved curriculum. The content in the program is more rigorous than the previous version and has more opportunities to implement the Three Reads strategy as well as exposure to content that aligns to the CAASPP.

High School
At the high school level, LALA consistently implemented **Professional Learning Communities ("PLCs")** through which teachers collaborate to plan lessons, analyze data, exchange best practices, and problem-solve to meet individual student's needs and support one another. The English PLC is focusing on writing with claims, evidence, and reasoning. The mathematics PLC is focusing on preparing students for performance tasks in the CAASPP. Working towards growth in a focused area allows teachers to plan intentionally. As with the middle grades, our high school math teachers have been collaborating to ensure more consistent strategies and vertical alignment between courses.

The establishment of **Advancement Via Individual Determination ("AVID") schoolwide strategies** across all departments has fostered an environment that emphasizes Writing, Inquiry, Collaboration, Organization, and Reading ("WICOR" skills). This comprehensive approach has been systematically reinforced through PLCs. In Math, the adoption of the **ALEKS Math** program has been central to our strategy for enhancing math education, aiming to close the achievement gap and elevate our math scores to meet or exceed state levels.

To further help close achievement gaps, LALA High School has structured time within the instructional day for students to build their literacy and numeracy skills. Following the analysis of NWEA and CAASPP scores in reading and language acquisition for the academic year 2022-2023, we adopted **Achieve 3000** to utilize in advisory cohorts. This program is a targeted intervention aimed at closing the identified literacy gaps and enhancing the reading and language skills of students in grades 9-12. The program was seamlessly integrated into our educational framework through designated enrichment classes. Within these settings, students are either assigned articles by their teachers or are given the choice to select their own. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education.
In our continuous effort to enhance educational outcomes and ensure the highest quality of instruction, our high school has instituted a rigorous process of data analysis and strategic implementation of support measures for our students. There is a systematic approach taken each summer by our dedicated faculty to examine achievement data across several key indicators, including the California Assessment of Student Performance and Progress (CAASPP), the English Language Proficiency Assessments for California (ELPAC), the Northwest Evaluation Association (NWEA) measures, and the California School Dashboard. Through this analysis, we identify areas for improvement and implement targeted changes to bolster student support and academic achievement.

In 2022-23, we adopted the **Tutorly** AI-assisted tutoring service on campus during the instructional day in a student's elective course or after school. In 2023-24, we partnered with After School All-Stars for our after-school program, including tutoring, along with Sparks Tutoring for both school day and after-school tutoring. Students are assigned tutoring based on EL classification, IEP additional support, grades in Math and English, and NWEA scores. Sparks Tutoring has placed **two dedicated tutors** in every math class offered LALA's high school. These tutors specialize in identifying and addressing the unique math needs of SWD, EL and other students. By offering immediate support, diagnosing, and remediating skills within the context of the lesson, these tutors enable teachers to maintain the flow of instruction without interruption.

LALA will continue to focus on personalizing instruction to meet student's individual needs, increasing teacher growth on performance levels of targeted indicators from the *5 Dimensions of Teaching and Learning* from the Center for Educational Leadership at the University of Washington (see *Professional Development,* below) using rubrics and aligned school-wide strategies across disciplines. Teachers will continue to leverage assistants in their classrooms and adaptive online learning programs to provide small group instruction and individual tutoring for struggling students.

College/Career Readiness

Following the COVID-19 Pandemic, our College/Career Indicator (CCI) declined from 44.7% in 2019, to 23.2% in 2023. While the CDE is not entirely transparent in the data used to calculate the CCI,[60] we attribute this decline to LALA's lower A-G completion rates and decrease in dual enrollment credit completion. As detailed in the section on A-G Rates, above, now that the pandemic-era State Minimum graduation requirements are no longer an option, we expect A-G rates to return to pre-pandemic rates in the 90th percentile range.

Our educators will continue to support and encourage students to demonstrate mastery of ELA and a foreign language to earn the State Seal of Biliteracy. In addition, thanks to recently awarded grant funding, we will be able to offer a more comprehensive and supportive dual enrollment program for students on our campus, in collaboration with LACC.

We are working hard to ensure more of our students understand that they can be successful in college. We recently adopted the **SCOIR system**, [61] replacing Naviance, which had posed some challenges for our students and staff, particularly with document submission to private colleges. SCOIR offers the following benefits:

- Expanded Educational Opportunities: SCOIR's extensive network of colleges and universities exposes students to a wider range of educational paths, including those that may have been previously overlooked. This diversity ensures that every student can find a match that aligns with their academic interests and career goals.
- Streamlined Document Submission: SCOIR simplifies the process of sending essential application documents to both public and private institutions. This efficiency reduces the administrative burden on students and staff, leading to a smoother, more reliable application process.
- Enhanced College and Career Planning: The platform offers comprehensive tools for career exploration, college search, and application management. These features help our students make informed decisions about their future, guided by insights into various career paths and the educational journeys required to achieve them.
- Increased Engagement and Accessibility: With an intuitive interface and mobile accessibility, SCOIR encourages greater student and parent engagement in the college planning process. This

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[60] For example, in the *College/Career Levels & Measures Report* found in the "Additional Reports" tab on the California School Dashboard site, CDE provides the percentage of students who met each of the varying CCI indicators -- out of the total of students *who met the CCI*, rather than the total of all of our (or the State's) students. We cannot determine, for example, how many students across the State were proficient in both ELA and Math on the CAASPP, or how many students passed two or more AP exams, despite these being metrics in the CCI. https://www6.cde.ca.gov/californiamodel/Default?cds=19647331996610&year=2023&source=dashboard
[61] https://www.scoir.com.

accessibility ensures that college and career planning is an inclusive, community-supported effort.

By addressing the limitations of our previous system and embracing a platform that offers expanded opportunities, streamlined processes, and enhanced engagement, LALA is better positioned to support our students in achieving their post-secondary aspirations.

STUDENT POPULATION TO BE SERVED

TARGET STUDENT POPULATION

LALA has two campuses, both located in Lincoln Heights, a historic neighborhood located in northeast Los Angeles. The neighborhood is known for its diverse and vibrant community. Lincoln Heights is home to a mix of Hispanic, AFPI, and White residents. According to Census Data, the neighborhood has a population of approximately 37,333 people[62] with a median age of 38.2 years, with 22.7% of the population ages 25 and older receiving a High School Diploma or equivalent degree, 13.6% Some College – no degree, 6.8% Associate's Degree, 15.6% Bachelor's Degree, and 7% received a Graduate or Professional Degree.[63]

The main language spoken in the community is Spanish (50.8%), followed by English (24.2%), then Asian and Pacific Island languages (23.9%); nearly half (46.2%) the population is foreign-born; 56% of Foreign-born residents are Naturalized Citizens, while 44% are not U.S. Citizens.[64] The racial/ethnic breakdown of the community is 65.3% Hispanic/Latino, 21.6% AFPI, 9.0% White, 0.2% American Indian/Alaska Native.[65]

LALA includes a middle school and high school on two separate sites serving urban students in grades 6-12 in the northeast Los Angeles community of Lincoln Heights. The need of students in this community includes improved English Language fluency, narrowing of the achievement gap, and access to resources and services otherwise inaccessible due to high rates of poverty among community residents.

ENROLLMENT PLAN

The Charter School anticipates enrollment for its renewal term to be as follows:

Enrollment Rollout Plan					
Grade	2025-26	2026-27	2027-28	2028-29	2029-30
6	70	70	70	70	70

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[62] United States Census. 2020 Decennial Census Total Population: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table/DECENNIALDHC2020.P1?q=90031.

[63] United States Census. 2022 American Community Survey: Educational Attainment: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table/ACSST5Y2022.S1501?q=90031&t=Educational%20Attainment.

[64] United States Census. 2022 American Community Survey: Selected Characteristics of the Native and Foreign-Born Populations: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table?q=90031&t=Native%20and%20Foreign-Born.

[65] United States Census. 2020 Decennial Census Hispanic or Latino, and Not Hispanic or Latino by Race: Zip Code 90031. Accessed July 15, 2024 from https://data.census.gov/table?q=90031&t=Race%20and%20Ethnicity.

7	70	70	70	70	70
8	70	70	70	70	70
9	70	70	70	70	70
10	70	70	70	70	70
11	70	70	70	70	70
12	70	70	70	70	70
Total	490	490	490	490	490

GOALS AND PHILOSOPHY

MISSION

LALA prepares urban students to succeed in secondary school, college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated, inquiry-based, and hands-on curriculum challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students' individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership.

VISION STATEMENT

Our vision is to create a seamless educational transition for TK-12 students in a school system that is focused on a rigorous, academic and social justice embedded curriculum. Students understand their role and responsibility as lifelong learners. They understand their obligation and responsibility to themselves and their community.

LALA seeks to increase our students' ability to understand, communicate, and express their need for changes in their community. We target the next generation of students and instill a drive and desire to pursue higher education. Our ability to create a continuum of educational excellence will benefit the future leaders who graduate from LALA.

AN EDUCATED PERSON IN THE 21ST CENTURY

LALA's educational goals are designed to empower students to become scholars, activists and leaders who act with courage, kindness and integrity.

LALA defines an educated, college and career-ready person in the 21st Century as a self-motivated, reflective, competent, lifelong learner who demonstrates and develops intellectual, personal, and civic qualities. An educated person integrates into their thinking knowledge basic to core academic disciplines, and applies methods used by the various academic disciplines designed to ask and answer questions, test ideas, and show proof, to measure and represent information, and to express ideas. Basic knowledge about the world and deep knowledge about subjects of interest and importance are part of intellectual development, as are skills for effectively using technology and gathering information. Educated persons in the 21st Century must be familiar and comfortable with technology, and must be

able to integrate it into all aspects of life and work.[66] LALA ensures all students have access to technology. Further, intellectual development involves the ability to communicate ideas and information clearly and effectively, in a variety of contexts and for a variety of purposes.[67]

Personal development encompasses social, physical, emotional, and ethical competencies, as well as practical skills, habits, and self-awareness.[68] These include the ability to relate to people in a variety of contexts, to cope with life's many challenges, to view the world with ethical sensibility, to have facility of self-expression, and to monitor and maintain emotional and physical fitness.[69] A quality education also instills habits that help one have control of one's life: to set and attain goals, to learn from experiences, and to know when and how to follow social norms.[70] Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others.[71] Social competencies include the ability to relate to people in a variety of contexts and to understand when and how to follow social norms and expectations.[72] Physical competencies include the ability to monitor and maintain physical health and fitness.[73] Emotional competencies include the ability to cope with challenges and setbacks, to set and achieve goals, to gain wisdom from experiences, and to effectively express opinions, ideas and feelings.[74] Ethical competencies include the ability to value diversity, to support equitable treatment for all, and to interact with the world with a sense of social justice, recognizing inequalities in society and taking action to address those inequalities whenever possible.[75]

Civic development refers to one's ability to work strategically in a democracy toward a vision for a better world.[76] Civic-mindedness refers to one's ability to become an effective citizen, interacting respectfully with others, mediating differences in order to build partnerships, and working to make the world a better place for all.[77] Civic-mindedness requires balancing individual and collective needs, ecological

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[66] Edutopia. (2007.) *Technology Integration: What is successful technology integration?* https://www.edutopia.org/technology-integration-guide-description

[67] Di Guardo M.C., Galvagno M. (2010) Information Systems and Service Research: A Co-citation Analysis. In: D'Atri A., De Marco M., Braccini A., Cabiddu F. (eds) Management of the Interconnected World. Physica-Verlag HD. https://doi.org/10.1007/978-3-7908-2404-9_51

[68] Zins, Joseph & Elias, Maurice. (2007). Social and Emotional Learning: Promoting the Development of All Students. JOURNAL OF EDUCATIONAL AND PSYCHOLOGICAL CONSULTATION. 17. 233-255. 10.1080/10474410701413152.

[69] Damon E. Jones et all. (2015.) "Early Social-Emotional Functioning and Public Health: The Relationship Between Kindergarten Social Competence and Future Wellness," American Journal of Public Health 105(11) (2015): 2283-2290.

[70] Carol D. Lee. (2020) Practice that supports learning and development: A commentary. *Applied Developmental Science* 24:2, pages 141-145.

[71] Morin, Alain. (2011). Self-Awareness Part 1: Definition, Measures, Effects, Functions, and Antecedents. Social and Personality Psychology Compass. 5. 807 - 823. 10.1111/j.1751-9004.2011.00387.x.

[72] Han, H.S., Kemple, K.M. Components of Social Competence and Strategies of Support: Considering What to Teach and How. *Early Childhood Educ J* **34,** 241–246 (2006). https://doi.org/10.1007/s10643-006-0139-2

[73] Ibid.

[74] Ibid.

[75] Ibid.

[76] Yoshioka, Emi & Kaneko, Sayuri. (2019). The Acquisition of Ethical Competence in Basic Education and the Present State of Ethics Education. Open Journal of Nursing. 09. 676-686. 10.4236/ojn.2019.97052.

[77] Ahrari, Seyedali & Othman, Jamilah & Hassan, Md Salleh & Abu Samah, Bahaman & Lawrence, Jeffrey. (2014). Understanding Meaning and Characteristics of Civic Development in Higher Education. Asian Social Science. 10. 50-60. 10.5539/ass.v10n16p50.

concerns, and environmental pressures to create solutions that are thoughtful, fair, and practical within the local or global community.[78] Effective citizens understand how structures of power function and how they shape the world in which we live.[79] They work effectively and respectfully with others, and are able to negotiate differences, build coalitions and create greater social awareness.[80] Citizenship requires balancing individual and collective needs, in fairness to all people and with mindfulness of ecological and social interconnectedness in an ever-smaller global village.[81] Thoughtful citizens develop personal responses to injustice based on a personal philosophy and a set of beliefs about the social, economic, and political world order.[82] LALA integrates developmentally appropriate curriculum through literature and other famous historical texts to help students build their basic civic knowledge and understand their role as active citizens. Civic leaders use practical tools to access the levers of power to address social problems.[83] They work in cooperation with others to attain solutions to make the world a more just and caring place.[84]

While not every educated person chooses to act as a leader, LALA sees the natural and desirable connection between education and leadership.[85] A leader is a person who employs intellectual, personal, and civic qualities to make the world a better place.[86] A leader considers alternative paradigms to decide what is just and compassionate.[87]A leader takes action, with reflection and courage, in partnership with others.[88] LALA expects its students to examine their roles in the Charter School and in the larger community, and to take action to realize their visions for a positive school community and a better world. LALA believes that by filling leadership roles (for example, student council) within the Charter School and in the community at large, students are inspired to become leaders as well as educated people as they graduate from LALA.

HOW LEARNING BEST OCCURS

LALA follows a whole child approach to education that is clearly defined by policies, practices, and relationships that ensure each student in our school community is safe, engaged, supported, and challenged. We engage all stakeholders—educators, families, policymakers, and community members to focus on the long-term success of the students rather than short-term achievement. Our curriculum

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[78] Quigley, Charles. 2011. "Call to Action: National Assessment of Educational Progress." Woodland Hills, CA: Center for Civic Education. http://new.civiced.org/resources/civic-education-links/call-to-action.

[79] Nussbaum, Martha. 2010. "The Liberal Arts Are Not Elitist." *Chronicle of Higher Education*, June 10.

[79] Corporation for National Service. (2001.) A guide to Effective Citizenship Through AmeriCorps. (https://www.nationalservice.gov/sites/default/files/resource/w1952-a-guide-to-effective-citizenship-through-ac.pdf)

[80] Ibid.

[81] Ibid.

[82] Ibid.

[83] Andermann, A., & CLEAR Collaboration (2016). Taking action on the social determinants of health in clinical practice: a framework for health professionals. *CMAJ : Canadian Medical Association journal = journal de l'Association medicale canadienne*, *188*(17-18), E474–E483. https://doi.org/10.1503/cmaj.160177

[84] Ibid.

[85] Jan M Lloyd (2004) Is Civic Responsibility a Purpose for Leadership Development Programs, Journal of College and Character, 5:9, , DOI: 10.2202/1940-1639.1402

[86] Ibid.

[87] Kennedy, Kerry & Wong, Koon. (2018). 'Leading for Civic Learning': School Leaders and the Creation of Democratic Citizens.

[88] Ibid.

implementation is grounded on research in Piaget's Constructivist Theory,[89] and Marzano's Qualitative Inquiry in Education Research.[90]

TEACHERS ORGANIZE INSTRUCTION SUCH THAT STUDENTS WILL:

- Be prepared to excel at the college level and in chosen careers;
- Become proficient in asking and answering questions according to the methods of major academic disciplines, and learn to draw on several fields when approaching a problem;
- Understand how culture shapes individuals' perspectives and actions, as well as how individuals affect the culture and the broader society in which they live;
- Develop a vision of a just and caring world, align their actions according to those visions, and know how to act strategically to realize their visions;
- Understand the relevance of learning to personal, community, and social goals;
- Practice creative expression through the visual and performing arts;
- Practice healthy living by maintaining physical fitness, being conscious of diet, and understanding how their developing bodies are functioning (as measured by the 7th and 9th grade Physical Fitness Test); and
- Demonstrate self-awareness, self-direction, and breadth in accomplishment.

INSTRUCTIONAL ACTIVITY MUST:

- Be grounded in critical pedagogy, a democratic educational practice rooted in a dialogical praxis in which students discover themselves as historical subjects with the power to question, critique, and act in the interest of democratic life;
- Include project-based learning and other constructivist and experiential learning strategies oriented to inquiry and depth;
- Engage student interest, often allowing student choice of topics to explore in depth;
- Have meaning and relevance to students, connecting to their previous knowledge and experience;
- Reflect teachers' commitment to best practices in education, social justice, and lifelong learning; and
- Use thematic based teaching as an instructional method in which the emphasis is given on choosing a specific theme for teaching one or many concepts. It is based on integrating various information to demonstrate the topic.

THE CHARTER SCHOOL IS ORGANIZED TO:

- Provide teachers common planning time to support an integrated curriculum, information sharing about students, and participatory decision-making;
- Create a working culture of democracy in which staff, students, and parents develop voice and vision;

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[89] Wadsworth, B. J. (1996). *Piaget's theory of cognitive and affective development: Foundations of constructivism* (5th ed.). Longman Publishing.

[90] Marzano, Robert & Gaddy, Barbara & Dean, Ceri. (2000). What Works In Classroom Instruction.

- Support community members in becoming integrated into the life of the Charter School and students and participate in the productive, cultural, and civic life of the community;
- Make adult learning as high a priority as student learning so that teachers are supported in constantly improving their practice and may serve as true examples of lifelong learners.

ALL STAKEHOLDERS ARE EXPECTED TO HELP DEVELOP AND EVOLVE A SCHOOL CULTURE THAT:

- Exemplifies respect, generosity, and fairness to all people;
- Supports students' needs and interests; and
- Balances individual and collective needs.
- Supports written and oral communication in multiple languages.

The LALA learning community continually seeks to link curriculum, instructional practice, and the Charter School's organization, policies, and practices to a conception of how learning best occurs, which is when learners:

- Start with their own knowledge and experience as the basis for learning;
- Feel that new ideas, information, and skills are relevant, useful, or important;
- Are motivated by genuine interest or purpose;
- Are known well by their partners in learning;
- Are challenged just beyond their present level of performance, and work to high expectations;
- Regularly experience success or accomplish something difficult during the learning process;
- Construct meaning through their experience, "doing" more often than passively listening;
- Are engaged in activities that match personal learning styles;
- Can focus without excessive distraction caused by physical surroundings or personal issues; and
- Practice and apply new skills and concepts to real situations.

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

Our program goals enable our students to become and remain self-motivated, confident, competent, lifelong learners. Our goals empower students to generate solutions to problems through critical thinking, innovative ideas, products and services for 21st Century needs, and to participate fully and functionally in the diverse society in which they live.

SELF-EFFICACY

Enabling students to become self-motivated is one of the objectives of our education program. A core belief of Los Angeles Leadership Academy is that motivation is strongly linked to self-efficacy, the idea that behavior and effort make a difference in performance. Since achievement is a combination of both effort and ability, increasing a student's sense of self-efficacy will positively impact the student's motivation and, in turn, achievement. In fact, "studies have found [self-efficacy] to be the second most important predictor (after ability) of a student's academic achievement."[91] Our collaborative program is

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[91] Slavin, Robert E. (2003). Educational psychology: theory and practice. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon.

designed to increase motivation, giving students an opportunity to take responsibility for their own learning, and ultimately in their careers and future adult lives, within the supportive construct of a group, controlling the amount of effort exerted and providing a sense of self-efficacy that will flow into academics and other areas of life. Increasing a student's sense of self-efficacy also increases self-esteem, thus enhancing the motivation to continue working and succeeding.[92] This is especially important for students from low socioeconomic backgrounds whose families may lack the financial resources to provide incentives, enrichment, and emotional support.

MASTERY

Feeling the success of controlling the outcome through the application of effort is the first step. Students build their sense of self-efficacy in classrooms where teachers distinguish between mastery goals and performance goals. Mastery goals are those motivated by gaining competence in the skills being taught; performance goals are those motivated primarily by the desire to gain positive judgment and earn good grades.[93] Mastery goals include improvement, progress, effort, learning, hard work, and challenge. Emphasizing mastery goals rather than performance goals also helps to curb failure avoidance. Failure avoidance occurs when students are more motivated to avoid failure out of "fear of failure" and risk-avoidance, rather than being motivated to take risks and seek success.[94] In a setting where mastery is emphasized, each student can attain learning goals without worrying about their own performance or the performance of others. This environment is helpful for students from low socioeconomic backgrounds because the emphasis on effort and improvement instead of performance meets them where they are academically and helps them to move forward on their own path, setting the stage for success for every student regardless of socioeconomic status.

GROWTH MINDSET

The idea that intelligence can be developed and is not a fixed quantity is known as a growth mindset. Carol Dweck has identified two mindsets, fixed and growth. The fixed mindset, the idea that an individual's qualities and abilities are fixed and unchangeable, is limiting and impacts achievement negatively. The growth mindset, the idea that an individual's qualities and abilities can be nurtured, developed, and improved, is encouraging and impacts achievement positively.[95] Success is not just a product of natural ability; it is a product of willingness to work hard. Promoting this mindset is significant when serving students from low socioeconomic backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances. This essential understanding drives motivation and fuels learning and, arguably, could be especially difference-making for some upper grade students newly enrolling at LALA who may initially experience themselves as significantly behind in their grade-level performance.

HOPE AND LEARNED OPTIMISM

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[92] Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.

[93] Slavin, Robert E. (2003). Educational psychology: theory and practice. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon

[94] Ibid.

[95] Dweck, Carol S. (2008). Mindset: the new psychology of success. New York, NY: Random House, Inc.

Persisting in the face of failure or disappointment is challenging for all students, but it is especially so for students from low socioeconomic backgrounds. It is this persistence, however, that delivers results. Students from low socioeconomic backgrounds can feel hopeless because of their circumstances. They may believe that they will never get ahead and their lives are fixed on a downward path no matter what they do. Adding to this negative perception, statistics show that, for a number of reasons, students from low socioeconomic backgrounds perform less well than more affluent students.[96] It is tempting for students and teachers to make the assumption that little can be done to bridge this gap because students from low socioeconomic backgrounds have fewer resources, both physical and emotional, than other students. But hopelessness can lead to learned helplessness, an adaptive response to circumstances and a response that could be compounded the older a student becomes. "Many kids with learned helplessness become fatalistic about their lives, and they're more likely to drop out of school or become pregnant while in their teens."[97] Avoiding hopelessness and its attendant learned helplessness is critical for our students. The natural consequence of being hopeful and optimistic is that students will try harder. If they believe they have the power to influence their life paths, they will develop goals and dreams, working hard to achieve them. "Hope and learned optimism are crucial factors in turning low-SES students into high achievers."[98] Teaching these skills impacts all students positively, but may most significantly change the lives and futures of students from low socioeconomic backgrounds. These skills will be taught throughout the core curriculum through PBL, student activities, and literature.

REQUIREMENTS OF EDUCATION CODE SECTION 47605(c)(5)(A)(ii)

LALA will pursue the following school wide and subgroup outcome goals, based on the state priorities detailed in Education Code Section 52060(d). Student performance and achievement of school- wide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the CAASPP, as well as state priorities detailed in Education Code Section 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils pursuant to Education Code Section 52052, for each of the eight (8) state priorities identified in Education Code Section 52060(d), including specific annual actions the Charter School will take to achieve each of the identified annual goals. We note that as required under the Education Code, LALA's stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan ("LCAP") as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions LALA's anticipates at this point in time.

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[96] American Psychological Association (n.d.) "Education and socioeconomic status." Accessed from http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspxhttp://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx on 30 Aug. 2015.

[97] Jensen, Eric (2009). Teaching With Poverty in Mind: What Being Poor Does to Kids' Brains and What Schools Can Do About it. Alexandria, VA: ACSD.

[98] Ibid.

LCFF STATE PRIORITIES						

GOAL #1						

All students will meet high expectations for success through a culturally responsive, hands-on, student-centered and standards-based instructional program with integrated curriculum.	Related State Priorities: ☒ 1 ☒ 4 ☒ 7 ☒ 2 ☐ 5 ☐ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- Hire credentialed teachers (including for enrichments) and ensure proper placement through a comprehensive teacher recruitment and interview process, with support for teachers transferring credentials from out of state.
- Purchase educational supplies and materials that are aligned to the CCSS, NGSS, and other applicable state content standards.
- Ensure that all metrics of the School Accountability Report Card ("SARC") pertaining to facility quality are met by monitoring internally using operational and custodial staff, and through regional oversight visits.
- Maintain a space that is conducive to learning.
- Ensure all students, including English Learners and SWD, have lesson plans and assessments that are aligned to CCSS, NGSS, and other applicable state content standards.
- Offer PD for teachers throughout the year on the implementation of standards. Topics will include strategies for ELs and SWDs.
- Track attendance records for all scheduled professional development pertaining to implementation of state standards provided both internally and at the school site.
- Ensure schedule allows enough time for all students, including SWD and ELs, to engage in all subjects and available enrichments.
- Create a budget that supports the hiring of needed educational staff and purchase of appropriate resources to offer comprehensive learning to all students.

Expected Annual Measurable Outcomes

Outcome #1: Teachers will be hired and retained who are appropriately credentialed and assigned in accordance with applicable law and the charter petition.
Metric/Method for measuring: Percentage of teachers who are appropriately credentialed and assigned

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All students (School-wide and all student groups)	100%	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed	100% of teachers will be fully credentialed

Outcome #2: All students will have access to educational supplies and materials, including technology, that are aligned to the CCSS, NGSS, and other applicable state content standards.
Metric/Method for Measuring: Inventory lists for books, software licenses.

APPLICABLE STUDENT GROUPS[99]	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term

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[99] Unless otherwise noted, all goals for "applicable student groups" were created from published 2023 Dashboard reports, the most recent published Dashboard reports at the time of submission. We will continue to internally create goals for all our LALA students.

All Students (School-wide)	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
English Learners	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Foster Youth	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Students with Disabilities	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
African American Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
American Indian/Alaska Native Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Asian Students	100%	100% of students will	100% of students will	100% of students will	100% of students will	100% of students will

		have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials	have access to standards-aligned materials
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials	100% of students will have access to standards-aligned materials

Outcome #3: The Charter School will fully implement the CCSS in ELA and Math in all grades and for all students.
Metric/Method for Measuring: Purchased textbooks/online curriculum; curriculum pacing and lesson plans; teacher observations.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
English Learners	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Foster Youth	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Socioecon. Disadv./Low Income Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Students with Disabilities	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
African American Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation

American Indian/Alaska Native Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Asian Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation	100% CCSS Implementation

Outcome #4: All teachers will attend training on CCSS, NGSS and other state content standards and the state Frameworks along with integrated and designated ELD strategies to support EL students.
Metric/Method for measuring: PD attendance records.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards	100% of teachers will attend PD on standards
English Learners	100%	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students	100% of teachers will attend PD on integrated and designated ELD for EL students

Outcome #5: All teachers will attend regular PD sessions including MTSS, SEL, PBIS and other practices to foster a safe and welcoming school environment with consistent practices.
Metric/Method for measuring: PD agendas; attendance records.

APPLICABLE STUDENT GROUPS	Baseline (2023/24 internal data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	100%	100% of teachers will attend PD on MTSS, SEL, instructional	100% of teachers will attend PD on MTSS, SEL, instructional	100% of teachers will attend PD on MTSS, SEL, instructional	100% of teachers will attend PD on MTSS, SEL, instructional	100% of teachers will attend PD on MTSS, SEL, instructional

		and other programs and strategies	and other programs and strategies	and other programs and strategies	and other programs and strategies	and other programs and strategies

Outcome #6: All students will have access to a broad course of student including ELA, Math, Science and Social Science, AP courses, expanded dual enrollment options with LACC, Mission College, East LA CC, and LA Trade Tech at the high school level, as well as electives in the middle school such as Culinary Arts, Robotics, World Languages, Music Technology, Visual Arts.
Metric/Method for measuring: Master schedule; student folders.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
English Learners	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Foster Youth	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Socioecon. Disadv./Low Income Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Students with Disabilities	100%	100% of students will have access to a broad course of student	100% of students will have access to a broad course of student	100% of students will have access to a broad course of student	100% of students will have access to a broad course of student	100% of students will have access to a broad course of student

		including enrichments	including enrichments	including enrichments	including enrichments	including enrichments
African American Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment
American Indian/Alaska Native Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment
Asian Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments	100% of students will have access to a broad course of student including enrichments
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment	100% of students will have access to a broad course of student including enrichment

Outcome #7: All students will participate in structured programs and lessons for SEL through arts, PBIS, restorative justice, civic development, and college/career prep to support their holistic development.
Metric/Method for Measuring: Purchased curricula, lesson plans, student schedules.

APPLICABLE STUDENT GROUPS	Baseline (2023/24 Internal Data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%

Outcome #8: The school facility will be clean and in "good repair" or better as reported on SARC.
Metric/Method for measuring: SARC results; facilities inspection checklists

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	≥90% of items on facilities inspection checklists in compliance/ good standing	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.	The Charter School facility will receive "in good repair" 100% of the time on SARC reports; ≥90% of items on facilities inspection checklists will be in compliance/ good standing.

GOAL #2

Increase student achievement in English Language Arts and Mathematics in order to close the achievement gap between student groups and the general population.	Related State Priorities: ☐ 1 ☒ 4 ☐ 7 ☐ 2 ☐ 5 ☒ 8 ☐ 3 ☐ 6

Specific Annual Actions to Achieve Goal

- Teachers will use NWEA MAP scores, real-time data from online curricula, in-class assessments and other interim assessments to create targeted and differentiated instruction for each student
- Data-driven and technology-infused model ensures daily intervention and acceleration is available
- PD and on-going coaching for teachers, including an emphasis on supporting
- classroom discourse, and student-centered classroom environments that focus
- on equity. WestEd continues to provide math PD. Administrators and teachers will utilize the 5 Dimensions of Teaching and Learning Framework (Center for Educational Leadership) to improve instructional practices through a teacher coaching model.
- Academic Support Provider or Instructional Aide in every English and Math class to provide additional support with a focus on EL and SWD.
- Multi-Tiered System of Supports with a Student Assistance Program and Student Success Team
- Provide intervention, designated and integrated ELD instruction through a structured English Immersion program, including (but not be limited to):
  - o - In-class instructional aides to support English Learners

- o - Monitor ELPAC summative assessment data to track Newcomers, ELs, and LTELs to ensure they continue to progress
- o - Teachers/staff communicate with ELs the importance of doing their best on the ELPAC so they can be reclassified as Fluent English Proficient.
- o - Professional Development for teachers on designated and integrated ELD strategies
- Continue to coordinate special education services by a director, caseload managers, instructional aides, and external service providers to provide all services required in each student's IEP.
- Tutoring during and after school with ASPs/IAs and partner organizations
- Maintain the technology and digital resources that will allow LALA to differentiate instruction, develop students' 21st Century skills and meet state standards.
- ELPAC data will help inform instruction for ELs and reclassification.
- EL students will receive integrated and designated ELD to support their language development
- All teachers will receive comprehensive PD in whole child instructional approaches, trauma-informed practices, PBIS, SEL, personal and civic development, and other learning strategies and programs
- The Charter School will maintain a comprehensive College and Career Readiness Program, including Individual Graduation Plans, Get Focused Stay Focused prep curricula, AP courses and exam support, and expanded dual enrollment opportunities with college partners.

Expected Annual Measurable Outcomes						

Outcome #1: Maintain high rate of students – with annual increases – in grades 6-8 and 11 who met or exceeded standards in English Language Arts on CAASPP
Metric/Method for measuring: CAASPP results

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dash-board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	-51.5	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
English Learners	-77.9	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-49.2	DFS will meet/exceed state average or meet growth goal set in annual	DFS will meet/exceed state average or meet growth goal set in annual	DFS will meet/exceed state average or meet growth goal set in annual	DFS will meet/exceed state average or meet growth goal set in annual	DFS will meet/exceed state average or meet growth goal set in annual

		LCAP (est. 4-7 DFS points)	LCAP (est. 4-7 DFS points)	LCAP (est. 4-7 DFS points)	LCAP (est. 4-7 DFS points)	LCAP (est. 4-7 DFS points)
Students with Disabilities	-108.6	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-50.8	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #2: Maintain high rate of students – with annual increases – in grades 6-8 and 11 who met or exceeded standards in Math on CAASPP
Metric/Method for Measuring: CAASPP results

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dash-board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	-117.4	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
English Learners	-146.1	DFS will meet/exceed state average or meet	DFS will meet/exceed state average or meet	DFS will meet/exceed state average or meet	DFS will meet/exceed state average or meet	DFS will meet/exceed state average or meet

		growth goal set in annual LCAP (est. 4-7 DFS points)	growth goal set in annual LCAP (est. 4-7 DFS points)	growth goal set in annual LCAP (est. 4-7 DFS points)	growth goal set in annual LCAP (est. 4-7 DFS points)	growth goal set in annual LCAP (est. 4-7 DFS points)
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	-117.6	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Students with Disabilities	-166	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	-116.8	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)	DFS will meet/exceed state average or meet growth goal set in annual LCAP (est. 4-7 DFS points)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: English Learner students will make annual progress in proficiency as measured by the ELPI.
Metric/Method for Measuring: ELPI on the CA School Dashboard

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dash-board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
English Learners	71.4%	% of ELs who advance at	% of ELs who advance at	% of ELs who advance at	% of ELs who advance at	% of ELs who advance at

| | | least one ELPI level will meet or exceed state average or growth goal set in annual LCAP. | least one ELPI level will meet or exceed state average or growth goal set in annual LCAP. | least one ELPI level will meet or exceed state average or growth goal set in annual LCAP. | least one ELPI level will meet or exceed state average or growth goal set in annual LCAP. | least one ELPI level will meet or exceed state average or growth goal set in annual LCAP. |

Outcome #4: English Learners will be reclassified annually.
Metric/Method for Measuring: Percentage of EL students who are reclassified.

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
English Learners	N/A[100]	EL reclassification rates will meet/exceed rates of similar schools (est. 7-9% annually).	EL reclassification rates will meet/exceed rates of similar schools (est. 7-9% annually).	EL reclassification rates will meet/exceed rates of similar schools (est. 7-9% annually).	EL reclassification rates will meet/exceed rates of similar schools (est. 7-9% annually).	EL reclassification rates will meet/exceed rates of similar schools (est. 7-9% annually).

Outcome #5: Students will graduate from LALA's high school within four years, or, for those students who are not able to complete in four years, return for a fifth year and graduate.
Metric/Method for Measuring: Four-year adjusted cohort graduation rate; CA School Dashboard Graduation Rate

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	87.9%	93%	93.5%	94%	94.5%	95%
English Learners	81.8%	93%	93.5%	94%	94.5%	95%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	87.9%	93%	93.5%	94%	94.5%	95%
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	88.7%	93%	93.5%	94%	94.5%	95%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*

[100] We note that the CDE has not published reclassification data for the past two years. In the event they no longer publish this data, this outcome will be omitted.

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

Outcome #6: LALA will maintain a low MS dropout rate.
Metric/Method for Measuring: MS dropout rates

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0%	0%	0%	0%	0%	0%
English Learners	0%	0%	0%	0%	0%	0%
Foster Youth	0%	0%	0%	0%	0%	0%
Socioecon. Disadv./Low Income Students	0%	0%	0%	0%	0%	0%
Students with Disabilities	0%	0%	0%	0%	0%	0%
African American Students	0%	0%	0%	0%	0%	0%
American Indian/Alaska Native Students	0%	0%	0%	0%	0%	0%
Asian Students	0%	0%	0%	0%	0%	0%
Filipino Students	*	*	*	*	*	*
Latino Students	0%	0%	0%	0%	0%	0%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	0%	0%	0%	0%	0%	0%

Outcome #7: LALA will decrease the HS dropout rates lower than the State average.
Metric/Method for Measuring: HS dropout rates

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
English Learners	*	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
Foster Youth	*	<10%	Equal to or lower than State	Equal to or lower than State	Equal to or lower than State	Equal to or lower than State average,

			average, or met annual target set in LCAP.	average, or met annual target set in LCAP.	average, or met annual target set in LCAP.	or met annual target set in LCAP.
Socioecon. Disadv./Low Income Students	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
Students with Disabilities	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
African American Students	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
American Indian/Alaska Native Students	12.5%	<10%	lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
Asian Students	12.5%	<10%	lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
Filipino Students	*	*	*	*	*	*
Latino Students	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More	*	*	*	*	*	*

Races						
White Students	12.5%	<10%	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.	Equal to or lower than State average, or met annual target set in LCAP.

Outcome #8: Students will graduate from LALA College and/or Career-Ready.
Metric/Method for Measuring: CA School Dashboard College/Career Indicator

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	23.2%	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	23.2%	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	25.5%	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.	Equal to or higher than State average, or met annual target set in LCAP.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More	*	*	*	*	*	*

Races						
White Students	*	*	*	*	*	*

Outcome #9: Students will graduate from LALA having completed the UC/CSU A-G requirements.
Metric/Method for Measuring: Dataquest

APPLICABLE STUDENT GROUPS	Baseline (2023 Data Quest)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	55.1%	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	55.1%	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	55.6%	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)	Percentage of A-G completers will meet or exceed CA average or goal set in annual LCAP (3-5% increase est.)
Native Hawaiian/Pacific	*	*	*	*	*	*

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

Outcome #9: Students will graduate from LALA having earned the State Seal of Biliteracy.
Metric/Method for Measuring: State Seal of Biliteracy (SSB) completion rate (Dataquest).

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	22.4%	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.
English Learners	*	*	*	*	*	*
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	22.4%	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.
Students with Disabilities	*	*	*	*	*	*
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	24.4%	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.	Percentage of LALA graduates earning the SSB will meet or exceed CA average.
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #10: Students will graduate from LALA having completed at least one college course via dual enrollment.

Metric/Method for Measuring: College course completion internal/college partner data.[101]

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)		Percentage of LALA graduates completing a college course while in HS will meet or exceed CA average (if available) or goal set in annual LCAP.	Percentage of LALA graduates completing a college course while in HS will meet or exceed CA average (if available) or goal set in annual LCAP.	Percentage of LALA graduates completing a college course while in HS will meet or exceed CA average (if available) or goal set in annual LCAP.	Percentage of LALA graduates completing a college course while in HS will meet or exceed CA average (if available) or goal set in annual LCAP.	Percentage of LALA graduates completing a college course while in HS will meet or exceed CA average (if available) or goal set in annual LCAP.

Outcome #11: Graduating seniors will have passed an AP exam score with a score of 3 or higher.
Metric/Method for Measuring: AP exam participation and scores.

APPLICABLE STUDENT GROUPS	Baseline (2023 College Board)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (Schoolwide)	47%	50%	53%	56%	59%	62%

GOAL #3

Work collaboratively with students, staff, families, and the community to increase resources to provide a supportive schooling experience that attends to all the different academic and social-emotional needs of the students.	Related State Priorities: ☐ 1 ☐ 4 ☐ 7 ☐ 2 ☒ 5 ☐ 8 ☒ 3 ☒ 6

Specific Annual Actions to Achieve Goal

- Refine and implement processes that improve the physical conditions of the school and result in safe and clean campuses. This will include (but not limited to):
    - - leasing the school's campus
    - - evaluating the school's comprehensive safety plan
    - - conducting monthly safety drills
    - - conducting regular walk-throughs and site inspections refining processes for reporting concerns with facilities
    - - contract additional cleaning and disinfecting cleaning services
    - - COVID Prevention Measures
    - - Armed Security guards K-12
    - - Cameras at the front and back of both campuses
- Maintain and refine PBIS systems and alternatives to suspension as a component of the school's MTSS plans through the following actions

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[101] Currently neither the CA Dashboard reports nor Dataquest report college course completion, even though this is factored into the CCI.

- o maintenance of the program of PBIS rewards and recognitions for meeting expectations
- o expansion of the number of alternatives to suspension available
- o maintenance of the program of school events and activities promoting school culture through the
  - ▪ - alignment of the school's mandala and expectations
  - ▪ - continued activities of the student leadership group
  - ▪ - providing activities (like standards-aligned field trips) that build enthusiasm for learning
- ● Maintain and refine enrichment services and programs that support students' socio-emotional health and development through students' MTSS teams including providing an interscholastic athletics program, an after-school youth program, sex health education for middle school students, and increased non-athletic extracurricular activities and programming in the arts, as well as promoting attendance at youth development programs and conferences and participation in the MOSTe program (Minds Matter, internships for college apps).
- ● Maintain a social justice curriculum and program that encourages the integration of civic engagement and activism with content curriculum and instruction.
- ● Maintain a program of parent and community outreach that solicits feedback and participation and provides services, training, and information. This will include (but not be limited to):
  - o use of electronic communication systems and social media (e.g. Parent Square, Facebook, Class Dojo, Instagram)
  - o conducting annual educational partner surveys
  - o hosting regular educational partner meetings and forums (e.g. "Coffee with the
  - o Principal")
  - o providing family services through community partners
  - o hosting community service, outreach, and recruiting events
  - o increasing ways families and educational partners can provide feedback
  - o recruit parents/ guardians to participate in school councils (ELAC, SSC, PTC) and invite parents to attend meetings
  - o provide translation for all school communications
- ● Provide families with workshops about topics that will help them support their child's learning such as:
  - o supporting their children in learning
  - o - college readiness
  - o - developing a growth mindset
  - o - social-emotional learning; mental health
  - o - inclusivity; diversity
  - o - resources in the community
  - o Specific workshop topics vary each year depending on parent feedback.
- ● Host family events that provide opportunities for families to come to campus and build community with the school and other LALA families. Families will be given calendar of events at the beginning of the school year.
- ● Parents will be notified of Parent meeting dates and times at least one month in advance. Meetings will take place at a time convenient for parents, and child care will be provided to minimize barriers to attendance.
- ● Parent-teacher conferences will be held twice annually.
- ● Provide family services through community partners (e.g. VIP Services, Barrio Action)
- ● Parents will be encouraged to attend classroom and schoolwide celebrations, performances and shows of student work.
- ● Assist families in need in complying with school dress code.
- ● Parents will be invited – but never required – to volunteer at the Charter School in classrooms, in the school yard, on field trips, and in helping plan school events and celebrations.
- ● The Charter School will ensure school safety and promote positive school climate through SWPBIS/MTSS, SEL, VAPA, field trips and schoolwide celebrations.

Expected Annual Measurable Outcomes

Outcome #1: SSC, PTC and ELAC will be maintained, and supported to be fully operational and self-sustaining.[102]
Metric/Method for measuring: Parent sign-in sheets; agendas for meetings

APPLICABLE STUDENT GROUPS	Baseline (2023/24 Internal Data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	PTC/SSC held six meetings combined; ELAC held three annual meetings	PTC and SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.	PTC/SSC will hold at least six meetings annually; ELAC will hold at least three meetings annually.

Outcome #2: Parents will attend at least two engagement events annually.
Metric/Method for measuring: Parent sign-in sheets at parent meetings, sign-in sheets

APPLICABLE STUDENT GROUPS	Baseline	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students	80% of parents attended at least two engagement activities.	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).	80% of parents attending at least two parent engagement activities annually, or achieve increase from prior year as set in annual LCAP (est. 3-4%).

Outcome #2: Fewer students each year will be chronically absent.
Metric/Method for Measuring: CA School Dashboard Chronic Absenteeism Rate (grades 6-8 only); Internal attendance data.

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	36.9%	Chronic absenteeism will be the same or lower than the State average or	Chronic absenteeism will be the same or lower than the State average or	Chronic absenteeism will be the same or lower than the State average or	Chronic absenteeism will be the same or lower than the State average or	Chronic absenteeism will be the same or lower than the State average or will meet annual

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[102] We note that we do not currently have the capacity to track parent attendance at meetings and events by student group.

		will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	target set in LCAP (est. 3-5% decrease in C.A. per year)
English Learners	43.6%	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	37.7%	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)
Students with Disabilities	30.8%	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*

Filipino Students	*	*	*	*	*	*
Latino Students	36.7%	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)	Chronic absenteeism will be the same or lower than the State average or will meet annual target set in LCAP (est. 3-5% decrease in C.A. per year)
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #3: Suspension rate will be the same or lower than the State average suspension rate.
Metric/Method for Measuring: Suspension rate.

APPLICABLE STUDENT GROUPS	Baseline (2023 CA Dashboard)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	1.0%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
English Learners	1.0%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0.8%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Students with Disabilities	1.9%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	1.0%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%	Suspension rate will be ≤2%
Native Hawaiian/Pacific	*	*	*	*	*	*

Islander Students						
Students of Two or More Races[103]	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #4: Expulsion rate will not exceed 0.5%.
Metric/Method for Measuring: Expulsion rate.

APPLICABLE STUDENT GROUPS	Baseline (2023)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term
All Students (School-wide)	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
English Learners	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Foster Youth	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Students with Disabilities	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	0%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%	Expulsion rate will be ≤0.5%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	*	*	*	*	*	*

Outcome #5: Students and parents/guardians will feel safe at the school and connected/feel positively about the school community
Metric/Method for Measuring: Safety and Connectedness metrics on annual surveys.

APPLICABLE STUDENT GROUPS	Baseline (2023/24 Internal data)	Y1 of Term	Y2 of Term	Y3 of Term	Y4 of Term	Y5 of Term

[103] We acknowledge the 2023 CA Dashboard report has reported 0% Suspension Rate for Students of Two or More Races, with 12 students. Based on the rest of the 2023 CA Dashboard reporting for our Students of Two or More Races, we believe this to be a calculation error.

	95% of parents, 80% of HS students and 68% of MS students indicated feeling safe; 85% of HS students and 72% of MS students indicated connectedness.	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys	≥75% of parents, HS students and MS students will agree the school is safe and feel connected/positively about the school community based on annual surveys
All Students						

Just as Charter School stakeholders (parents, teachers and staff) will be engaged in setting goals in the Charter School's annual LCAP, so too will stakeholders receive updates and reporting on the Charter School's progress towards meeting the stated goals. Annually, the Charter School's leadership team will provide an update to its students and parents about schoolwide academic performance. The schoolwide data will be shared during School Site Council meetings (which are open and publicized to the school community), during LCAP Annual Updates and feedback sessions, and through specialized family nights. An annual "LCAP Update" newsletter also will be sent home to families.

INSTRUCTIONAL DESIGN

CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATION PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

LALA focuses on engaging students through hands-on, student-centered, constructivist problem-based learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being. Some of the core features of LALA's educational program include:

- Culturally Responsive Teaching
- Constructive and Inquiry-Based Learning
- Collaborative Learning Environment
- Social Justice-Themed Learning

CULTURALLY RESPONSIVE TEACHING

Culturally Responsive Teaching ("CRT") is embedded throughout the program, which values the diverse experiences and cultural backgrounds of students and in the surrounding community. Teachers are trained to understand that students' cultural knowledge and perspectives are crucial to supporting and

addressing their unique learning needs as part of teaching the "whole child," with the recognition that culture is inextricable from students' thinking, learning, and experience.[104]

CRT values and builds upon students' foundations of cultural knowledge and experience to support their learning and achievement at school.[105] According to Hammond, CRT "leverages the brain's memory systems and information processing structures" through attuning teaching to students' familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.[106] CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals' processes for thinking, understanding, and communicating.[107] Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

CRT has been shown to increase intrinsic motivation for learning, in that CRT creates a learning environment that encourages participation and persistence through valuing students' cultural experiences and interests.[108]

In designing thematic curricula and units of study, teachers attend to the three criteria outlined by Ladson-Billings for CRT:

- <u>Academic success</u> – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- <u>Cultural competence</u> – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students' lives, backgrounds, and beliefs.
- <u>Critical consciousness</u> – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.[109]

LALA has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences among students are by ethnicity, nationality, language, religion, gender, or physical, intellectual, and emotional needs and abilities. The Charter School community respects and celebrates diversity through its activities that celebrate the historical, cultural, linguistic, and personal assets that each student possesses. The educational program helps students see

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[104] Gay, G., Culturally Responsive Teaching: Theory, Research and Practice (2010).

[105] Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: http://ceedar.education.ufl.edu/tools/innovation-configurations/

[106] Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

[107] Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). Beyond the big house: African American educators on teacher education. New York: Teachers College Press.

[108] Wlodkowski, R. J., and M. B. Ginsberg. (1995). Diversity and Motivation: Culturally Responsive Teaching. San Francisco: Jossey-Bass.

[109] Ladson-Billings, G. 1995. Toward a Theory of Culturally Relevant Pedagogy. American Educational Research Journal. 32;3: 465-491.

how diverse perspectives and values actually enhance their understanding and effectiveness in the world.[110]

Our Faculty and Staff are consistently making progress toward school goals in regular collaboration meetings. **Professional Learning Communities** serve as a dynamic platform for department alike educators to collaborate and refine their instructional practices. Engaging in data analysis, faculty members examine student performance, identify trends, and develop targeted strategies for improvement. Grade Level Teacher Meetings provide a forum for teachers to coordinate curriculum, discuss student progress, and strategize interventions at the grade level. All school personnel are informed about school-wide initiatives, policies, and practices.

CONSTRUCTIVIST LEARNING

LALA focuses on engaging students through hands-on, student-centered, constructivist learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being through:

- Collaboration: developing individual and collaborative working skills
- Communication: articulating ides, opinions and information clearly
- Creativity: using verbal, written, technical, and creative expression effectively
- Critical thinking: demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen at the Charter School and in the community.

Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called scaffolding.[111] Appropriately organizing the information to be learned is the key to effective scaffolding. Additionally, spiraling the curriculum, or teaching skills in a sequential order, offers students the opportunity to build upon what they already know—their existing scaffold--thus facilitating the comprehension of new information. At LALA, curriculum is taught strategically and sequentially in order to implement Bruner's ideas about instructional design.

Through constructivist learning practices, students "construct" their own understanding in a hands-on way as they build, design, explore, experiment, draw, model, play, investigate and create. They work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. By being actively engaged in their own learning students are able to more effectively understand and retain concepts and skills in the Common Core State Standards ("CCSS"). Students also are able to demonstrate their learning both broadly and deeply. Through group learning, students can interact with and learn from their peers on more complex tasks than they could engage in alone, which provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. Teachers also scaffold and differentiate instruction by breaking down tasks, using modeling, prompting,

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http://middlegradesnetwork.pbworks.com/f/Preparing%20for%20Culturally%20Responsive%20Teaching%20(2002%2C%20Gay).pdf

[111] Wood, D.J., Bruner, J.S., & Ross, G. (1976). The role of tutoring in problem solving, *Journal of Child Psychiatry and Psychology.* 17;2: 89-100.

and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities.[112] In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences.

A constructivist approach is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. Numerous independent researchers have documented the success of the constructivist model of education with historically underserved populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development excel. Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts. Rushton et al assert that "Interactive classrooms reflect a shift in teaching paradigms from [a] teacher- directed traditional classroom to student-oriented, problem-solving learning environments that espouse a constructivist, brain research- based approach to learning."[113]

The foundation of LALA's instructional program at the secondary grade level is problem-based learning, a pedagogical approach rooted in constructivist theory. Problem-based methodology creates opportunities for students to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills needed for success in college and the world beyond. Problem-based learning also links the curriculum content with students' real world experiences, making learning relevant, personalized and valuable to students' lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. Problem-based learning also offers collaborative opportunities to students, helping them develop teamwork skills and providing meaningful opportunities to contribute for students with a wide range of academic skills. As student collaborative groups focus on different aspects of an assigned problem, each member of the group brings a different idea, approach, suggestion, or solution to the table, broadening perspectives, highlighting individual competencies, and deepening cognitive skills. Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

At LALA, we employ constructivist strategies along with inquiry-based strategies, in which students are challenged to construct evidence-based solutions to challenging questions. Inquiry-based teaching is often seen as a way of engaging students in the learning process through group work and hands-on activities, and by challenging them to support conclusions with evidence and observations. Effective inquiry is more than just asking questions. A complex process is involved when individuals attempt to convert information and data into useful knowledge. These skills can be developed at any age. Bryn Mawr science professor, Wilfred Franklin, described it best, "Inquiry based approaches to science education focus on student constructed learning as opposed to teacher-transmitted information. . . .

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[112] Blumenfeld, P.C., Soloway, E., Marx, R.W., Krajcik, J.S., et al. (1991). Motivating project-based learning: Sustaining the doing, supporting the learning. *Educational Pyschologist.* 26: 369-398.

[113] Rushton, S., Eitelgeorge, J., Zickafoose, R. (2003). Connecting Brian Cambourne's Conditions of Learning to Brain/Mind Principles: Implications for Early Childhood Educators. *Early Childhood Education Journal.* 31; 1: 11-21.

Inquiry based curriculum has been shown to develop independent and critical thinking skills, positive attitudes and curiosity toward science and increased achievement in biological content."[114]

COLLABORATIVE LEARNING ENVIRONMENT

Learning at LALA takes place in collaborative classroom settings. We are a small school with approximately 70 students in each grade. Our small setting not only enables grade level teachers to work closely together to establish consistency in the program offered at each grade, it allows us to employ a collaborative learning approach, which creates opportunities and fosters student collaboration, engaging students through social interaction with peers and leading to deeper learning.

Collaborative learning is an instructional method in which students work in pairs and groups towards a common academic goal. Collaborative learning invites higher levels of thought by promoting discussion and reflection. In addition, collaborative learning helps students develop thinking and learning habits, a critical goal for at-risk learners, because it is important to meaning making. "One important aspect of meaning is that it is obtained within a culture."[115] The culture can be that of society or that created within a collaborative classroom community, a culture of dialogue and inquiry. Further, "collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others' ideas."[116] Developing critical thinking skills, including those of evaluation and analysis, is one of the primary focus areas at LALA. Therefore, the instructional design includes educational experiences that are social, engaging, and student-oriented in order to improve scholarship and enhance creativity.

Lemke proposes that students need to ask questions as a way of engaging in the process of meaning making.[117] Lemke's concept of cross-discussion is essential to both student engagement and the social construction of knowledge. "Cross-discussion is dialogue directly between students, with the teacher playing only a moderating role, or perhaps having equal standing with the students."[118] This is a vital component of classrooms where students work to build meaning collaboratively, representing the quintessential student-centered classroom. Lemke goes on to say, "Students learn a great deal from one another in the classroom. They mediate and translate for one another when the teacher's language is unfamiliar. They support and facilitate each other's learning in countless ways. Learning is not an essentially individual process in the classroom (or anywhere else…). Learning is essentially social.[119]

A collaborative learning environment declares that everyone is a learner. In this environment, teachers become facilitators who know their students' talents, prior school experiences, and needs. This knowledge enables teachers to take into account student backgrounds to support learning. Teachers create a learning environment that is emotionally, intellectually, and psychologically safe, an environment where learners can acknowledge what they do not know, take risks, and reflect on what

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[114] Franklin, Wilfred, A. "Inquiry Based Approaches to Science Education: Theory and Practice." Accessed from: http://www.brynmawr.edu/biology/franklin/InquiryBasedScience.html on April 1, 2012.
[115] Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.
[116] Gokhale, A.A. (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education.* 7;1.
[117] Lemke, J.L (1990). Talking science: Language, learning, and values. Norwood, NJ: Ablex.
[118] Ibid.
[119] Ibid.

they have learned.[120] True collaboration promotes social and emotional intelligence through active listening and careful observation of others' responses. It curbs failure avoidance by allowing students to explore the unknown together in a safe forum. Finally, a collaborative learning environment allows everyone to think on their own, interpret information, share ideas, and evaluate those ideas through both personal and group perspectives.

Collaborative learning processes can be incorporated in a variety of ways, such as a long-term project, or simply posing a question and asking students to discuss their ideas with their neighbors. As Smith and MacGregor state, "In collaborative classrooms, the lecturing/listening/note-taking process may not disappear entirely, but it lives alongside other processes that are based in students' discussion and active work with the course material."[121] Regardless of the specific approach taken, the goal is the same: to shift learning from a teacher-centered to a student-centered model. Other research supports that using flexible groupings to promote "responsive teaching," using data to group students homogeneously and heterogeneously in smaller groups for collaborative learning and small group instruction. [122]

Collaborative group work, described by many researchers,[123] exposes students to others' points of view, allows them to organize their thoughts in a low-risk context, prepares students for sharing ideas in whole-class discussion, and helps students make progress on tasks they could not do alone. Inquiry-based or project-based learning also links the curriculum content with students' real-world experiences, making learning relevant, personalized and valuable to students' lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. Further, LALA applies the Socratic Seminar instructional strategy by having students co-establish discussion norms, practice holding themselves accountable for said norms, as well as developing skills in active listening, self-expression, conflict resolution, and community building. (See Instructional Methods and Strategies portion of Petition for Renewal.) Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

SOCIAL JUSTICE THEMATIC LEARNING

As a Charter School founded upon principles of social justice, LALA's school structure is designed so that students can meaningfully engage in learning and activities that help them develop skills and attributes

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[120] Dube, B. Bessette, L. & Dorval, C. (2011). Differentiation and Explicit Teaching: Integration of Students with Learning Difficulties. US-China Education Review.

[121] Smith, B.L. and MacGregor, J.T. (1992). What Is Collaborative Learning? *Washington Center for Improving the Quality of Undergraduate Education.* Accessed from https://www.evergreen.edu/sites/default/files/facultydevelopment/docs/WhatisCollaborativeLearning.pdf on April 21, 2023.

[122] Ford, D.Y. (2005). Welcome all students to room 202: creating culturally responsive classrooms. *Gifted Child Today.* 28;4.

[123] Ford, M. P. (2005) Differentiation Through Flexible Grouping: Successfully Reaching All Readers. Learning Point Associates/North Central Regional Educational Laboratory (NRCEL).
Perkins, J.H. & Cook, C.D. (2012) Addressing the literacy needs of striving readers. Using informative Assessments Towards Effective Literacy Instruction.

that will lead to lifelong activism and engagement in the communities in which they live. We seek to inscribe each of our students the mentality of a social justice leader, with six pillars of character: [124]

- **Trustworthiness:** to be honest in communication and actions, be reliable, and have the courage to do the right thing even when no one is watching.
- **Respect**: treat others with respect, be tolerant and respecting of differences, use good manners, be considerate of the feeling of others, and deal peacefully with disagreements.
- **Responsibility:** doing your best, being diligent, having self-discipline, being accountable for your words and actions, choosing a positive attitude, and making healthy choices
- **Fairness:** playing by the rules, listening to others, not blaming others carelessly, and treating other people fairly
- **Caring**: being kind, compassionate, showing gratitude, helping people in need, and forgiving others
- **Citizenship**: cooperating with others, getting involved in community affairs, being a good community member, obeying the laws and rules, respecting authority, protecting the environment, and volunteering.

LALA is actively involved in community life and builds school traditions. Through the exploration of the elements of Social Justice, students learn to be active members of the community including the following themes:[125]

- **Self-Love and Knowledge**: Students will first learn about self-love and knowledge so that they can gather appreciation for who they are and where they come from.
- **Respect for others:** Concurrently, students will learn about respecting others so that they can develop a sense of empathy for others' background. Students will engage in activities where they learn about others' cultures.
- **Issues for Social Injustice:** Students will learn how diversity impacts different groups of people, specifically within the community. They will explore current issues related to social injustice affecting the community.
- **Social Movements & Social Change:** Students will learn about movements and efforts within the community to bring about social change.
- **Awareness Raising:** Students will have opportunities to teach others about the issues they have learned about.
- **Social Action:** Students will have the opportunity to take action on an issue that affects them in their community. Such actions may include participating in public meetings, petitions, and campaigns.

Monthly Social Justice Curriculum
Each grade level will focus on completing monthly lessons using the elements of social justice and pillars of character. Each teacher is encouraged to display student work artifacts on the assigned board in the hallway to reflect the class's focus on an assigned element. Each teacher is also encouraged to complete monthly lessons based on the element that is reinforced each month. Below is a monthly sample of social justice lesson plan domains delivered in a school year.

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[124] Josephson, Michael S. *Making Ethical Decisions.* Marina del Rey, CA: Josephson Institute of Ethics, 2002. Print.
[125] Picower, Bree. (2012). Using Their Words: Six Elements of Social Justice Curriculum Design for the Elementary Classroom. International Journal of Multicultural Education. 14. 1-17. 10.18251/ijme.v14i1.484

Month	Social Justice Learning	Description	Monthly Social Justice Lessons
August	ROAR (Respect and Responsibility)	Treat others fairly, be trustworthy, honor one's commitments, and be environmentally aware. Responsibility infuses itself into all aspects of our lives, giving others opportunities to shine, and making the right decision. Treat others with respect and follow the Golden Rule. Be tolerant and accepting of differences. Use good manners, not bad language. Be considerate of the feelings of others. Don't threaten, hit or hurt anyone. Deal peacefully with anger, insults, and disagreements.	Respect- Lessons include a discussion of respectful and disrespectful behavior, students' evaluation of their own behavior in relation to respect, learning about cyberbullying in middle school, negotiation and conflict resolution, and respect people for other cultures. Responsibility- 6th grade lessons introduce the basics of responsibility through individual activities, scenario-based learning, and reflection. 7th grade lessons relate responsibility to trust and include individual activities, scenario-based learning, reflection, and role play. 8th grade lessons include potential consequences of responsible decisions through class work, scenarios, and debate.
September	Issues for social injustice and Social Action	Students will have the opportunity to take action on an issue that affects them in their community. Such actions may include participating in public meetings, petitions, and campaigns.	Students will explore the history of the civil rights movements, recognize discrimination and learn how to respond to discrimination with real-world examples.
October	Acceptance and Inclusion	Accepting and welcoming people from all around. No matter what their background or beliefs are. Standing up for our friends and making them feel accepted.	Students will explore how people are composed of personal and social identities. Students will explore the negative impact that stereotypes have on the self-worth of individuals and the damage that these stereotypes inflict on pride in one's heritage. Students have the opportunity to evaluate primary sources for bias and bigotry, as well as providing context for the protagonists' experiences in an essay. Students will apply the concepts of intersectionality, privilege and oppression to characters from the film *Bibi*.
November	Caring	Be kind; be compassionate and show you care; express gratitude; show empathy; forgive others and show mercy; help others in need; show concern for the welfare of others.	Lessons will include individual activities, scenario-based learning and how to prevent bullying. Students will build empathy-related skills and understand what empathy doesn't look like.
Dec-Jan.	Self-Love and Knowledge	To love and embrace who you really are in adversity. To show self-care, happiness, great self-esteem, and wellbeing. To learn new information or skills through personal experience. To instill thirst for knowledge.	Students explore race and self-identity by creating self-portraits. The lesson aims to help students develop detailed observational skills and use these skills in relation to themselves and others. Students will examine identity and assimilation with an activity that asks the essential question: Was there ever a part of your identity you had to hide?
February	Citizenship	Be a person who focuses on empathy, respect, compassion, diversity and inclusion within their community. A good citizen also involves people working	Students will engage in completing community service, vote in school-related issues, and how to conserve resources.

		together to make a positive difference in society.	
March	**Trustworthiness**	A person who demonstrates the ability to keep promises, to be honest and reliable. Trustworthiness relies on the integrity and character of a person.	Lessons include reading scenarios that include acts of students being trustworthy, creation of their own definition of trustworthiness, and discussions about scenarios that they could encounter in their own lives. Students will learn about the concept of "fake news" and the responsibilities of news and media creators and consumers. Students will explore PEN America's News Consumers' Bill of Rights and Responsibilities and read an article about fake news that presents strategies on how to approach digital sources.
April	**Awareness Raising and Fairness**	Treating all people equally. Making sure to take turns when playing with others, sharing supplies or toys. Making sure to follow the rules when playing a game and listening attentively to another person's point of view.	Lessons will teach students the difference between fairness and identical treatment. Students will have classroom discussions, and vote on unfair scenarios.
May	**Social Movements and Social Change**	Students will learn about movements and efforts within the community to bring about social change.	6th Grade-Students will engage in the debate about the efficacy of social media as a tool for social change. 7th Grade-Students will understand the role of identity in the online marketplace, online advertising, and advertisers' intent to manipulate consumers. 8th Grade-Students are challenged to analyze and reflect on messages presented in songs — and to express their own views about important issues addressed in some songs.

High School Curriculum

High School Civic Curriculum is embedded throughout subjects, and culminates in a Senior Capstone Project. (See Course Descriptions, below, for more details.)

INNOVATIVE COMPONENTS OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

KEY FEATURES OF THE EDUCATIONAL PROGRAM

Please refer to *Success of the Key and/or Innovative Features of the Educational Program*, and *Success of School's Educational Program in Meeting Specific Needs of its Student Population,* above.

CURRICULUM AND INSTRUCTION

LALA integrates a program of leadership development with academic study. Courses and curricula are aligned with the California state content standards, including California Common Core State Standards, Next Generation Science Standards ("NGSS"), English Language Development Standards, History-Social Science Framework and other applicable state content standards (hereinafter, collectively, "State Standards"). Our faculty utilize the *Curriculum Frameworks for California Public Schools: Kindergarten through Grade Twelve,* including the new 2023 Mathematics Frameworks, as well as the CDE's *College and Career Readiness Anchor Standards for Grades 6-12*.[126] These guiding principles are incorporated by each of the core content areas, including updates as they are issued, such as the recently issued requirement from AB 873 for students to learn media literacy as part of the State's Frameworks in English, math, science, and history.[127] The curriculum is taught strategically in a sequential manner, ensuring that students master fundamental skills and knowledge at designated points in time in order to assure that higher order skills and more complex knowledge have a foundation in which to take root.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students' prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction
- Provide immediate intervention strategies (delivered by classroom teachers and instructional assistants) during school for those students who are not demonstrating progress towards unit goals and grade level standards
- Provide Multi-Tiered System of Supports either in the classroom or in the Learning Center.

The curriculum balances the need for both breadth and depth in all academic areas. LALA provides an engaging, hands-on educational program with real world connections.

INTELLECTUAL DEVELOPMENT

An innovative, research-based curriculum begins in 6th grade, gradually raising the complexity of ideas and application as students move from grade level to grade level. Literacy is reinforced through emphasis on reading, writing, speaking, listening and vocabulary development across all content areas. Students are also proficient in mathematics, science, and the social sciences. Students learn to view problems through the lens of each academic discipline by practicing the methods of each and understanding the language of the disciplines as well as the vocabulary. Application of classroom learning through projects and community-oriented work helps students realize the relevance of their studies to life experience and helps them to experience being practitioners of the disciplines. Instruction helps students learn how to learn, asking critical questions and investigating possible answers with research, logic, and experimentation, and discover the value and joy of lifelong learning. Students are also exposed to the contributions of different cultures in each subject area.

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[126] https://www.cde.ca.gov/be/st/ss/elaanchorstandards.asp

[127] Jones, C. (2023). "Recognizing fake news now a required subject in California schools." Cal Matters. Accessed from https://calmatters.org/education/k-12-education/2023/11/fake-news-california-school on March 3, 2024

Students develop an understanding of the fundamentals of the visual and performing arts, health maintenance, physical fitness, technology, and information gathering. Instruction in these areas will move between study, application and reflection. The curriculum lays the groundwork for students to express themselves artistically, to regulate physical and emotional health, and to experience the benefits of sports and a fitness program. Students also learn how to gather information from libraries, the Internet, specialists, and other local resources. Students apply technological skills in their projects. They study and exercise components of informed, critical judgment and develop effective communication. Students apply these qualities in a wide variety of contexts.

Woven throughout the coursework in all content areas is a focus on six areas of general intellectual development.[128] Students are asked to consider:

1) VIEWPOINT; that is perspectives that must be considered in analyzing new ideas and information and what ideas are being presented.
2) They will be asked to use EVIDENCE in making judgments and to show how they know what they know.
3) They will make CONNECTIONS within their work and to other issues of interest, sometimes in the context of an integrated curriculum.
4) They will use SUPPOSITIONS to consider alternative outcomes and explanations.
5) They will be asked to find the RELEVANCE of their studies to their own lives and to explain why their inquiries are important.
6) Finally, they will use varied means of COMMUNICATION to present ideas and questions.[129]

Students demonstrate progress in intellectual development in their portfolios for each area and as a particular focus of their culminating exhibitions.

PERSONAL DEVELOPMENT
The curriculum reflects the belief that education must address students as whole people. Instruction will be developmentally appropriate and promote interpersonal, emotional, and practical skills so that students are prepared to maintain healthy relationships, collaborate effectively, cope with life challenges, and set and achieve personal and career goals. Viewing life from the perspective of ethics will help students develop their own rules for living and a basis for judging right and wrong actions. Ethical and emotional sensibility, keen habits of mind, and breadth of knowledge contributes to the development of a sophisticated world view grounded in thought and feeling.

CIVIC DEVELOPMENT
Civic development is integrated into instruction through project-based learning; LALA does not utilize a specific curriculum. Working within a framework of civic leadership, the civic development component asks students how they might use their talents to benefit society. Students develop a personal philosophy by considering principles of justice and compassion in current and possible social, political, and economic contexts. Students identify and map assets in their cultures and in their communities. Knowing about these assets help equip them to respond as they identify important social problems affecting people in and outside of their communities. Through lessons centered around the six pillars of character listed below, students build basic civic knowledge. Students practice thinking and acting responsibly while participating in real-life problem-solving situations and practicing democratic

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[128] Schunk, D.H. (1991). *Learning theories: An educational perspective.* Macmillan Publishing Co, Inc.
[129] Ibid.

deliberation. The problem-solving in these projects require students to synthesize and apply intellectual, personal, and civic learning. The combination of study, practice and reflection advance students' capacity for civic participation.

LEADERSHIP

LALA develops students' leadership skills through a process of study, practice, and reflection as students form and advance their own visions of how the world ought to be. The leadership curriculum is folded into core subject areas that address component parts of civic leadership by mapping instructional activities onto the desired pupil outcomes of civic leadership. Teachers integrate civic leadership into core subjects. All projects are designed to promote group interaction, build self-confidence, and allow students to explore personal understanding. Community action projects and other leadership activities also develop leadership as a whole by integrating knowledge across all subject areas and synthesizing skills.

LALA's conception of leadership hinges on a sense of civic purpose. Principles such as justice, independence and social equality will provide a philosophical framework for students to answer the question: "Why should an individual work with others to realize collective action?" Students are asked to find purpose using their intellect, feelings, and ethical and civic sensibilities to consider how they want to work for the common good. When they identify social problems to address, they use their intellectual qualities to understand the nature of the problem, to evaluate solutions, and to gain evidence supporting their intended action. Personal qualities are also critical to good leadership, such as strong interpersonal skills and emotional and ethical sensibilities that inform vision. Finally, civic development gives students the skills to be effective leaders, so that they understand the basics of governance, power dynamics, communication, consultation with communities and stakeholders, and generally how to work to realize a vision.

The Charter School serves as a laboratory for democracy. The Charter School is conceived as a civic laboratory as all members will be asked to create a democratic, just, caring and respectful community. The Charter School promotes citizenship by asking students to evolve this community in accordance with these key principles, as members who agree to participate in democratic decision-making, to practice fairness, caring and respect, and to offer feedback on how the Charter School's actual practice measures up to its principles. The Charter School, then, asks every member to be a leader who recognizes the importance of their participation in community life and who will speak and act when observing that something is wrong. Meaningful participation in this mini-democracy will require the use of intellectual, personal and civic skills.

MIDDLE SCHOOL

ENGLISH LANGUAGE ARTS (CORE)

Los Angeles Leadership Academy engages students in purposeful reading and writing each day. In each grade, writing units are designed based on the CCSS. The CCSS are grouped into units in our pacing plans. The curriculum that is implemented is *McGraw Hill Education: California Study Sync*, a comprehensive blend of ELA/ELD for grades 6-8. This curriculum is designed to meet the needs of all students, exposing them to a media-rich learning experience that advances their reading, writing, speaking, listening, and language skills. Offering a diverse selection of high-quality text, both literary and informational, the program also presents short and long-form writing assignments with built-in tools for teacher and peer review.

The core curriculum is supplemented with i-Ready, a program with online lessons that personalizes instruction for each student based on a diagnostic assessment. Students receive instruction in the areas where they need the most support. On their end, teachers can add lessons as well as change the sequence of the lessons.

- **English 6 (Core. College-Preparatory)**
  English 6 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills to practice unearthing and explaining textual meaning, sequencing of plot events, central ideas, and author's point of view. A key focus is on students developing the skills of backing their analyses and claims with textual evidence. As they develop their writing skills and craft claims, students hone their skills of explaining connections between claims and using precise vocabulary to explore the topic. To further develop their listening and speaking skills, students also practice citing evidence in classroom discussions and convey understanding of diverse perspectives by reflecting back communication. English 6 also supports all students with continued English language development in stylistics (*e.g.* switching up sentence patterns) and figurative language.

- **English 7 (Core. College-Preparatory)**
  The English 7 course focuses on deepening students' reading, writing, speaking, and critical thinking skills, especially citing textual evidence, analyzing literature components (theme, plot sequencing, author's development of point of view) by studying literary and non-fictional texts and by producing written and oral responses to those texts. Students consider, analyze, and compare more than one interpretation of a text – be that multiple central ideas, variations in how content is expressed based on media type, and how several authors explore the same topic in their writing. Students will also continue developing their command and analysis of English language grammar and usage conventions, such as the function of clauses in a sentence, the deliberate use of sentence type to convey differences and similarities among ideas, and appropriate and effective diction.

- **English 8 (Core. College-Preparatory)**
  English 8 builds on the foundation established in English 6 and 7 of reading, writing, speaking, and critical thinking skills. By studying literary and non-fictional texts, students explore how certain dialogue or narrative occurrences moves the story forward, analyze differences in points of view of characters, identify and analyze allusions to traditional written works, and evaluate the effectiveness of textual claims. In their own creative writing, students practice applying narrative techniques (e.g. dialogue, description), use of transition statements or words, and experiment with word choice that are precise, relevant, and/or sensory.

DESIGNATED ELD (CORE)

The English Learner population at LALA middle school includes students with a variety of home languages, including Spanish, Vietnamese, Mandarin and other Chinese dialects. The English Language Development program implements both the English Language Development Standards and uses the *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework) as a guidance to incorporate the content standards in the ELD course. The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that English Learners are fully supported as they develop an understanding of the content through informational text and literary information."

The Charter School's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework by having English Learners engage in the following challenging academic activities while simultaneously developing proficiency in advanced English:

- Participate in sustained dialogue on a variety of topics and content areas
- Explain their thinking and building on others' ideas
- Construct arguments and justify their positions persuasively with sound evidence
- effectively produce written and oral texts in a variety of informational literary text types.

English Learner students, like their English-fluent counterparts, are expected to gain progress in each of the language domains--listening, speaking, reading, and writing. LALA has created a Master Plan for English Learners based on state and federal standards and designed to guide the structure of academic programs and the delivery of instruction for the ongoing development and assessment of English learners' language skills. The site Principal and teachers directly monitor English Learner progress alongside their classroom teacher through formal and informal assessments, including grades, standardized test scores, classroom assessments, teacher observations, and discussions with the students' parents/guardians.

The ELD program is intended to imbed ELA content standards to provide support through integrated strategies, to all English Learners, during their ELA class period. In this class, the state-adopted ELA/ELD Framework and standards are the basis for instruction. As mentioned above, teachers use the approved curriculum, California Study Sync, along with designated and integrated strategies to help students meet standards by:

- Providing a comprehensive core ELA/ELD curriculum covering 180 days of instruction.
- Providing a digital library of text varying in range, level, and complexity including standards-aligned fiction and non-fiction text.
- Providing differentiation tools for teachers.
- Providing a web-based curriculum for easy access.
- Providing opportunities for students to collaborate and promote literary discussions.
- Providing lessons requiring close reading of texts and follow-up writing opportunities.
- Providing real-world topics that challenge students to read, write and share ideas with peers.

Teachers design lessons using Specially Designed Academic Instruction in English ("SDAIE") strategies to meet the needs of English Learner students. The key strategies include:

- Placing emphasis on developing content knowledge in English.
- Using English as the dominant language during instruction.
- Front-loading key English vocabulary.
- Scaffolding abstract ideas and concepts.

During the Universal Access ("UA") period, ELD students take a designated English Language Development class instead of the UA class. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. *McGraw Hill Education: California Study Sync* is used as the foundation curriculum, but the structure and direction of the class is differentiated significantly based on individual students' needs. For example, during this period, students with skills ranging among all three

instructional proficiency levels (emerging, expanding and bridging) might be in the classroom. Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress.

The ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group engages in personalized online instruction (*i-Ready*) to target specific skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by:

- Reading aloud and engaging in dialogue with others (collaborative);
- Reading, comprehending, and analyzing written and spoken texts (interpretive);
- Creating and engaging in oral/written presentation activities (productive).

MATHEMATICS CURRICULUM (CORE)

LALA believes that 21st century skills include the ability to ask and answer questions, test ideas, show proof, measure and represent information, and express ideas clearly and effectively (see Goals and Philosophy portion of Petition for Renewal). Mathematics is a natural discipline in which to practice these and other problem-solving and critical-thinking skills. For example, to develop problem-solving skills, students must think about the processes involved, not just about whether the answer is correct. To develop critical-thinking skills, students must be able to apply learning from one context to another. Therefore, mathematics instruction at Los Angeles Leadership Academy Middle School is focused on fully developing the Common Core State Standards for Mathematics and Mathematical Practices in grades 6-8.

The middle school has adopted *Reveal Math* as the curricular Mathematics Program. Reveal Math is a research-based core Math program that deepens conceptual understanding by incorporating both, inquiry-focused and teacher-guided instructional strategies within each lesson. Teachers begin every lesson with a "Be Curious" sense making activity. The program offers teachers two instructional options to explore and develop the Math content. Teachers incorporate the "Three Reads" strategy to support students make meaning of word problems. A balanced approach is taken to Math instruction that encompasses both, student-centered and teacher-facilitated instructional activities.

The core Math curriculum is supplemented with i-Ready, a program with online Math lessons that personalizes instruction for each student based on a diagnostic assessment. Students receive instruction in the areas where they need the most support. On their end, Teachers can add lessons as well as change the sequence of the lessons.

- **Math 6 (Core. College-Preparatory)**
  The Math 6 course focuses on statistics, factors and multiples, representations of ratios, fractions, and percentages, division, expressions and equations, areas and volume, and the number line and coordinate plane. Students explore ratio, fraction, and percentage representations and apply those to solve problems. They also use their skills and knowledge of

arithmetic and apply those to algebraic expressions, understanding the concept behind and solving one-variable equations using the four operations.

- **Math 7 (Core. College-Preparatory)**
  The Math 7 course includes a focus on probability, statistical sampling, percent and scale, expressions, equations and inequalities, plane and solid figures, and length, area, and volume. Students build on their mastery of fractional operations and apply the four operations to rational numbers. They solve real-world and mathematical problems by understanding and applying proportional relationships, and using numerical and algebraic expressions and equations.

- **Math 8 (Core. College-Preparatory)**
  Math 8 builds on the foundation established in Math 6 and 7. The course focuses on planes and solid figures, real numbers, algebra of exponents and roots, functions, equations and systems, congruence and similarity, and bivariate data. Students explore how proportional relationships, lines, and linear equations are linked. They examine and find solutions to linear equations, as well as pairs of such equations. Students also assess a variety of functions, ultimately, applying functions to demonstrate relationships between numbers.

HISTORY SOCIAL-SCIENCE CURRICULUM (CORE)

In order to develop global citizens and agents of change, it is important for LALA students to develop a strong sense of historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools.

Teachers in grades 6-8 use *History Alive!* as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. *History Alive!* is an online program that teachers use as a resource to plan lessons.

- **History/Social Science 6 (Core. College-Preparatory)**
  In this course, students examine the history and progress of ancient major Western and non-Western civilizations, including those of Africa, Greece, Rome, India, China, and the Near East. The course focuses on the role of geography in shaping the development of ancient civilizations, notable accomplishments and contributions that continue to have an impact on modern civilization, and comparisons in how people lived their lives from region to region. We apply a social, economic, political, and belief lens to exploring how people of the time advanced their societies. As they learn about different civilizations, students analyze big questions, such as the reason(s) why ancient civilizations advanced and/or declined in particular ways. They also investigate cross-cultural interactions from the time, connecting patterns to later civilizations

and the modern world.

- **History/Social Science 7 (Core. College-Preparatory)**
  In this course, students investigate world history in Europe, Africa, and Asia in A.D. 500 - 1789. The course emphasizes social, cultural, and technological evolutions, such as increasing cross-civilization economic partnerships and cross-influences in ideologies, systems of belief, technology, and consumer goods. Topics include the Age of Enlightenment, natural rights, divine right, and the Scientific Revolution. The course also covers how archaeologists and historians have been able to piece together the story of the covered period and regions. As with History/Social Science 7, an aspect of the course is to draw connections between the historical events they study to those of contemporary times.

- **History/Social Science 8 (Core. College-Preparatory)**
  In this course, students explore United States history and geography during the period of the Constitution's formation through World War 1. The beginning of the course lays the groundwork of early United States history by exploring how past significant events, ideas, and political structures influenced how the nation was founded, especially the Constitution and resulting governmental structures that were implemented. A sample of course topics include: the influence of geographical variables' on the development of the United States prior to the Civil War, slavery's impact on the country's economic structures, the impact of U.S. policies on Native Americans, Manifest Destiny, Reconstruction, and industrialization and immigration after the Civil War. Consistent with History/Social Science 6 and 7, students explore how the past informs the present, for example, how the Industrial Revolution shapes the socio-economic conditions of today.

SCIENCE (CORE)

LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science, as required by the Next Generation Science Standards.

Middle School is currently using Inspire Science, a state-approved curriculum that addresses NGSS Standards, a program that provides an in-depth, collaborative, and project-based learning experience. By exposing students to inquiry-based and hands-on investigations, teachers help students to construct explanations and/or design solutions. Each unit is designed around a real-world problem and from an inquiry-based stance. In addition, both the program and teachers integrate literacy and math skills. This helps students not only meet Science standards, while reinforcing Common Core literacy and math requirements.

Additionally, we utilize IlluMinds. illuMINDS partners with schools to offer dynamic STEM education programs for children ages 4-14. They specialize in bringing quality Science, Technology, Engineering, Art, and Math curriculum to kids through fun and engaging lessons. STEM concepts are introduced to children through project-based and hands-on activities. The goal of IlluMinds is to motivate kids to learn about science and engineering in different ways while helping them build solid life skills and self-confidence. They seek to inspire students by allowing them to explore various STEM disciplines that lead to possible career paths.[130]

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[130] https://www.illuminds.com

In Science class, students are presented with daily activities that help them explore and ask questions about the world around them, as well as be active in making good changes. The course is designed for students to think and ask questions like scientists in the real world, while engaging in hands-on labs.

As a faculty, we are committed to engaging all of our students in Science-based innovative projects. Each year, the STEM Lead Teacher plans and oversees a school-wide Science Fair. Every student is expected to participate and receive a grade in English, Math, and Science class to ensure that this is a cross-curricular project. Projects are initially presented and compete within their advisory class (cohort) with the top 3 from each class competing within their grade level. From there, the top three are selected to participate in the final round.

Projects such as these increase engagement and relevance for our students while allowing them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support English Learners and struggling students by presenting content visually, orally, and kinesthetically; and utilizing inquiry-based laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning.

- **Science 6 (Core. College-Preparatory)**
  Science 6 integrates physics, chemistry, earth science, astronomy, and biology. Students start by exploring the properties of Earth and life on the planet. In the second half of the course, they then begin to build an understanding of matter and energy. Students are active participants in learning, for example, by modeling scientific phenomena, collecting data to build evidence, and/or establishing claims based on evidence and scientific reasoning.

- **Science 7 (Core. College-Preparatory)**
  Science 7 integrates physics, chemistry, earth science, astronomy, and biology. Topics include interactions of matter, understanding the universe, geology, ecology, and heredity and human body systems. Students build on their practices from Science 6 in gathering data to build evidence, creating models and designing projects to better understand scientific phenomena or test them, and/or establishing claims based on evidence and scientific reasoning.

- **Science 8 (Core. College-Preparatory)**
  Science 8 integrates physics, chemistry, earth science, astronomy, and biology. Topics include biodiversity, the history of the Earth, and ecosystems. Building on the foundation of Science 6 and 7, students' application of scientific methods expand to include analyzing and interpreting more complex data and using mathematical representations to support their explanations.

PHYSICAL EDUCATION (CORE)

This dynamic and engaging course is designed to promote physical fitness, healthy habits, and teamwork while aligning with the California Physical Education Content Standards. Throughout the year, students will participate in a variety of activities that encourage lifelong fitness and well-being.

Course Objectives:

- **Skill Development**: Students will learn and refine fundamental motor skills and movement

patterns in a variety of activities, including but not limited to team sports, individual sports, fitness activities, and recreational games.

- **Physical Fitness**: Emphasis will be placed on the importance of physical fitness, including cardiovascular endurance, muscular strength and endurance, flexibility, and body composition. Students will engage in regular assessments and activities that promote personal fitness levels.

- **Knowledge of Healthy Living**: Students will gain an understanding of the principles of nutrition, healthy lifestyle choices, and the benefits of physical activity. Discussions will cover topics such as goal setting for fitness and the importance of mental health.

- **Teamwork and Sportsmanship**: Through numerous group activities and team sports, students will develop teamwork skills, learn the value of cooperation, and demonstrate good sportsmanship. Students will practice respect and acceptance of diverse abilities and backgrounds.

- **Personal and Social Responsibility**: Students will be encouraged to take responsibility for their own participation and progress in physical activities. They will also learn to establish personal fitness goals and reflect on their achievements throughout the year.

- **Lifelong Fitness**: The course will emphasize the importance of physical activity beyond school. Students will explore various physical activities and sports available in their communities, laying the groundwork for a healthy and active lifestyle.

Assessment Methods: Students will be assessed through participation, skill demonstrations, fitness assessments, reflections on personal progress, and projects related to health and fitness topics.

UNIVERSAL ACCESS PERIOD/ELECTIVE PERIOD (NON – CORE)

The Universal Access period is designed to provide support and enrichment for students in multiple ways. During each week, the students receive either Math or English support/ enrichment through i-Ready. This program provides individualized support to students in targeted skills. During the class, the teacher implements a blended learning model in which some students are engaged in i-Ready lessons while a small group of students receives support from the teacher in either Math or English. The teacher meets with each student at least once a week to review their progress with the i-Ready lessons, set individual goals and discuss next steps.

Since the program is adaptive based on student performance on their assessment, continuous review of progress is mandatory by the teacher as well as continuous evaluation of individual goals.

ELECTIVES (NON-CORE)

Los Angeles Leadership Academy Middle School offers an elective period that is embedded in the regular day bell schedule. The elective class gives students the opportunity to engage in cooperative learning skills as well as additional learning strategies while engaging in hands-on learning about high-interest topics such as Culinary Arts, Robotics, Spanish, Music Technology, and Visual Arts. Each elective class is offered for 10 weeks so that all students have access to all the elective courses offered that school year. Project-based learning and real-world experiences are the foci for elective courses. Teachers guide students to work towards a culminating project thus expanding the format in which students can demonstrate their learning.

Spanish

The middle school elective Spanish course is designed to immerse students in the Spanish language while emphasizing the three pillars of bilingual education: language proficiency, cultural competence, and academic achievement. This engaging, project-based learning environment encourages students to collaborate, create, and connect as they explore the richness of the Spanish-speaking world.

Throughout the course, students will embark on hands-on projects that promote real-world language application and foster cooperative learning. By working together, students will practice their speaking, listening, reading, and writing skills in meaningful contexts, developing their ability to communicate effectively in Spanish across various situations.

Key Components

- **Language Proficiency:** Students will engage in interactive activities and projects that reinforce vocabulary, grammar, and conversational skills. From storytelling and skits to digital media presentations, they will gain confidence in using Spanish as an everyday language.

- **Cultural Competence:** Through exploration of diverse Spanish-speaking cultures, students will gain a deeper understanding of traditions, art, music, and current events. Guest speakers, virtual field trips, and cultural celebrations will enhance their appreciation for the global community and the significance of cultural identity.

- **Academic Achievement:** Each project will align with interdisciplinary themes, allowing students to make connections between Spanish and other subjects such as history, science, and the arts. Collaborative research projects, presentations, and creative assignments will encourage critical thinking and problem-solving skills.

By the end of the course, students will not only have a solid foundation in the Spanish language but will also possess the tools to engage responsibly and respectfully as global citizens.

Middle School Culinary Arts Class, "Cooking Around the World"!

Students explore global cuisines by preparing a wide variety of delicious recipes each week, ranging from appetizers to entrees, snacks, desserts, and more!

Through hands-on cooking experiences, students will not only learn how to create flavorful dishes but also delve into the fascinating cultures behind each cuisine. Students discuss important topics like nutrition, helping to develop healthy eating habits, and understanding the role of food in different cultures.

This class emphasizes teamwork and cooperation skills, as students work together in the kitchen to create their culinary masterpieces. Additionally, the class covers dining etiquette, ensuring that students feel confident during mealtime, whether at home or in a restaurant setting.

Visual Arts

The Visual Arts class that intertwines the principles of art with the essential theme of mental wellness. This course invites students to explore their emotions, creativity, and self-expression through a variety of artistic mediums while aligning with the California Visual Arts Standards.

Throughout the course, students engage in hands-on projects that foster a deep understanding of concepts such as color theory, composition, and texture, while also promoting practices for mental health and emotional resilience. Each unit will focus on different aspects of mental wellness, encouraging students to reflect on their feelings and experiences as they create.

Key topics will include:

- **Mindful Art Making:** Students will learn techniques for being present in the moment while creating, using art as a form of meditation and self-care.

- **Expressive Techniques:** Through painting, drawing, collage, and sculpture, students will explore how to express their emotions and thoughts visually, fostering a dialogue between their inner experiences and their art.

- **Art and Community:** Students will collaborate on projects that highlight the importance of connection, empathy, and understanding within their peer community.

- **Art as Storytelling:** Each student will develop a personal narrative through their artwork, learning to communicate their thoughts and feelings effectively.

By the end of the course, students will have developed not only their artistic skills but also an appreciation for how visual arts can serve as a powerful tool for self-expression and mental wellness. They create a portfolio showcasing their work, complete with reflections on their artistic process and its connection to their personal growth.

Robotics

In this course, students will combine creativity, technology, and environmental awareness! This hands-on course is designed for budding engineers and thinkers eager to explore the incredible world of robotics while gaining a deep understanding of renewable energy sources such as wind, solar, and water.

Throughout the course, students will engage in dynamic project-based learning activities that align with The Common Core Mathematics Standards and the Next Generation Science Standards. By working in collaborative teams, learners will design, build, and program various robotic systems, including windmills, solar boats, and hydro-cars, that harness the power of alternative energy.

Key Learning Objectives:

- **Mathematics Application**: Use mathematical concepts such as measurement, geometry, and data analysis to design and optimize robotic prototypes. Students will calculate power output, analyze performance metrics, and apply algorithms in programming their creations.

- **Engineering Practice**: Follow the Engineering Design Process to identify problems, brainstorm solutions, prototype models, test designs, and iterate based on feedback. This approach encourages critical thinking and creativity as students grapple with real-world challenges.

- **Scientific Inquiry**: Investigate the principles of renewable energy, including the physics of wind turbines, the mechanics of solar power, and the dynamics of water propulsion. Students will learn through experiments to understand energy transformation and the environmental impact of various energy sources.

- **Team Collaboration**: Develop teamwork and communication skills as students work in groups to

share ideas, assign roles, and present their projects. Engaging in peer reviews will also help students learn to give and receive constructive feedback.

By the end of the course, students will not only have a solid foundation in robotics and engineering design but will also be empowered to advocate for sustainable energy practices in their communities.

Music Technology
This course is designed for middle school students to explore music, creativity, and storytelling. It provides a hands-on exploration of how to create compelling music scores for film and multimedia projects.

Throughout the course, students will learn the fundamentals of music composition and arrangement using industry-standard software and tools. They will develop skills in melody writing, harmonization, rhythm creation, and sound design, all while understanding the crucial role that music plays in enhancing the emotional impact of visual storytelling.

Students will engage in collaborative projects, where they will work in teams to score short films and video clips, experimenting with different styles and genres to find the perfect sound to match their visuals. Through guided listening sessions, they will analyze famous film scores, gaining insights into the techniques used by professional composers.

By the end of the course, students will have a portfolio of original compositions, a solid understanding of the music production process, and the confidence to express themselves creatively as they learn to tell stories through sound.

HIGH SCHOOL

LALA offers courses that meet the UC/CSU A-G subject requirements and are approved by the University of California for ninth through twelfth grades.

ENGLISH LANGUAGE ARTS (CORE, COLLEGE PREPARATORY)
The English Language Arts curriculum is a broad survey of literature and rhetoric, including fiction and nonfiction texts, visual texts, films, documentaries, radio interviews, and art in various forms. All courses focus on developing critical reading and thinking skills and require students to generate evidence-based answers to questions, especially during discussion and when writing essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars) and vocabulary development to tackle difficult texts and provide background research as introduction to new topics. In addition, teachers collaborate within the department and across the grade levels to create challenging curriculum with similar expectations for all students. To ensure equity and access, the curriculum is differentiated according to students' needs. The English curriculum consists of various levels of classes (college-preparatory, Honors, or AP) to address a variety of needs. Further, teachers take the time to get to know students on an individual basis in order to determine their specific learning needs. This is done in various ways. For example, teachers may hold individual conferences as the rest of the class is engaged in independent work or during office hours. Additionally, teachers analyze students' written work, such as essays and short answers, which reflects both writing and reading comprehension skills. The curriculum offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as to foster a sense of understanding and respect for cultural differences. Acknowledging and examining

varied cultural points of view reflects not only the goals of the California Common Core State Standards but LALA's mission as well.

Teachers often help students create learning tools to supplement the curriculum and to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that they do not know and then provides the definition of the word and quotation of the author's sentence to show context. To complete the entry, the student uses the word in their own sentence emulating the author's style. Research demonstrates that students retain vocabulary learned in context and not in isolation from a list, so this activity is designed to optimize vocabulary development. In addition, this exercise improves students' writing as they analyze and emulate the writing styles of various professional authors. Another such tool is the dialectical journal in which students select lines from their reading material and explain and interpret those lines in a journal format. The dialectical journal is an effective formative assessment for both reading comprehension and critical thinking because it requires comprehension of text, reflection, and description of insights or understandings gleaned from the text. In addition to dialectical journals, teachers utilize various forms of assessment, both formative and summative. Assessments include but are not limited to writings (essays, short answers, research papers); tests and quizzes; small group and whole class discussions including Socratic seminars; research projects, unit culminating projects; presentations; and benchmark and standardized assessments.

Teachers utilize technology regularly to support student needs. Teachers have access to document readers and projectors, and students have 1:1 access to laptops. The English Language Arts curriculum, *StudySync*, is a blended curriculum that allows teachers to individualize student learning tasks by combining face-to-face instruction with online learning activities. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students' everyday experience with the world. StudySync is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards- based assessments. In addition, teachers are transitioning to online classroom platforms such as Edmodo and Google Classroom to provide students with access to a variety of resources and enable students to submit assignments and participate in online discussion and collaboration opportunities. Through use of technology, students also gain access to additional resources such as Acellus and Khan Academy. Besides one-to-one access in the classroom, the library provides computer and Internet access to all students.

Beginning in 9th grade, students are prepared for the highest level of English course offered at LALA. All English Language Arts classes emphasize critical reading and analytical writing, using textual evidence to support claims and interpretations. All students write at least six to eight full-length (four to six paragraph) essays per year in MLA format. Using a format designed to align to California State Common Core Standards, essays contain a thesis statement supported by relevant, sufficient textual evidence, facts, or definitions as applicable. Additionally, students write reflections on literature they have read, write creative pieces, and conduct research, synthesizing information and evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources. Finally, students meet the CCSS for listening and speaking through collaborative discussion, oral presentation of information/ideas, and thoughtful evaluation of speakers' premises, evidence, and use of rhetoric and reasoning.

Courses currently offered include:

- English 9

- English 10
- Honors English 10
- English 11
- English 12
- AP English Language and Composition
- AP English Literature and Composition
- Academic English (Designated ELD)
- Leadership: Social and Civic

Intervention and enrichment programs include:

- Working skills-based modules from *Study Sync* for enrichment, intervention, and ELD instruction;
- providing enrichment opportunities through additional literature courses such as Women's Literature, Intro to Social Activism, LGBTQ studies, and Farming for Social Justice (ref. "History-Social Science" section below);
- providing Law classes from Mission College, and the concurrent enrollment program;
- engaging students in writing competitions such as Skipping Stones, Scholastic Writing Awards, Bennington Young Writers Awards, and the Claremont Review Writing Contest;
- interesting students in submitting writing for publication in periodicals such as *Teen Ink*, *The Blue Pencil*, *Canvas*, *Cicada*, *Figment*, and *Polyphony HS*; and
- organizing internship opportunities within the community and online which focus on writing and its development

ENGLISH LANGUAGE ARTS -- COURSE DESCRIPTIONS

- **English 9 (Core/College Preparatory)**. English 9 provides an introduction to informational and literary genres and lays a foundation of critical reading and analytical writing skills. Through texts that range from essays, speeches, articles and historical documents to a novel, a play, poetry and short stories, students analyze the use of elements of literature and nonfiction. As they develop their writing skills and respond to claims, students learn to formulate arguments and use textual evidence to support their position. To hone their listening and speaking skills, students engage with a variety of media types through which they analyze and synthesize information, discuss material, create presentations, and share their work. English 9 supports all students in developing the depth of understanding and higher order skills required by the Common Core. Students break down increasingly complex readings with close reading tools, guided instruction and supportive scaffolding as they apply each of the lesson's concepts back to its anchor text. Students build their writing and speaking skills in journal responses, discussions, frequent free response exercises, and essays or presentations, learning to communicate clearly and credibly in narrative, argumentative, and explanatory styles. Throughout the course students are evaluated through a diverse range of assessments specifically designed to prepare them for the content, form, and depth of the Common Core assessments. This course is aligned with the California Common Core State Standards for English Language Arts. **Curriculum**: StudySync

- **English 10 (Core/College Preparatory)**. The ELA 10 course focuses on the improvement of students' reading, writing, speaking, and critical thinking skills by studying literary and non-

fictional texts and by producing written and oral responses to those texts. The students will also continue developing their research and computer skills from ELA 9. Developing and improving these skills by studying various texts will provide opportunities for expressing original thoughts and applying intellectual autonomy. **Curriculum:** StudySync

- **English 10 Honors (Core/College Preparatory).** The Honors English 10 course will build upon and extend the analytical reading and writing skills that students learned in their English 9 class. Through readings, written compositions, and inquiry-based class discussions, students will explore the themes of identity, culture, and power both as reflected in literature and in their own lives. Students will also be able to present sophisticated oral and written arguments and will enhance their research and presentation skills.

  Honors English 10 is an Honors course designed to provide a survey of literature while fostering the critical thinking, reading, and writing skills expected of students on the path to college-level rigor. The four major texts introduce students to a variety of genres and literary periods, ranging from the 1500s to the 20th century. The writing expected at this level increases in complexity. Students build upon skills already established in the lower grades with the Toulmin model and broaden their repertoire, including writing to understand, writing to explain, writing to persuade, and writing to evaluate. In English 10, students work on developing a more academic tone and more confident voice. In class, Socratic seminars, class activities, and annotating techniques will help students develop an awareness of a text's language, symbolism, imagery, figurative language, and tone. Through these practices, the writing created in this course will reflect a more sophisticated understanding and interpretation of the reading. Students will understand the basics of research and presentation. They will value evidence and demonstrate independence in their writing tasks and use technology for research and presentations. They will be able to understand the ethical demands of academic life and will improve upon their ability to defend their own arguments while cooperatively listening to (and learning from) opposing ideas. **Curriculum:** StudySync

  English 11 (Core/College Preparatory). The 11th grade English course integrates American literature and the composing skills needed for expository, reflective, narrative and persuasive essays. Students approach texts with a critical posture, attempting to determine the underlying assumptions and societal values presented in American literary works and discover the connections between historical events and movements/trends in literature. Oral discussion, written composition, and participation in research projects are integral parts of the course. The course may follow a chronological development of literary movements or a thematic arrangement that surveys a wide range of works by American writers. The representative readings include both digital and paper bound written for both a narrow and broad audience. For 11th grade characteristically 30 percent of literacy comes from non-fiction/literary (stories, drama, poetry) In addition, 70 percent typically comes from informational text which includes the subgenres of argument, functional text in the form of personal essays, exposition, speeches, opinion pieces, essays about literature, memoirs and biographies. There are also technical "how to text" journalism pieces, scientific, and historical/economic accounts. **Curriculum:** StudySync

- **English 12 (Core/College Preparatory)**. English 12 provides students with a wide-range of reading selections, including classics and modern texts, as well writing activities that address both academic and real-world tasks. Throughout the course, students engage with major works

of literature that challenge them to read critically, synthesize material in both an academic and personal way, as well as evaluate the importance of each literary selection against its thematic and historical elements. While units are thematically focused, concepts studied build upon one another throughout the course allowing students to practice and apply knowledge repeatedly, ensuring success. Lessons also require students to write in a variety of formal and informal formats, working through the recursive writing process, and demonstrating their understanding of reading material and lesson concepts. The course also requires students to demonstrate speaking and listening skills in a variety of contexts. **Curriculum:** StudySync

- **AP English Language and Composition (Core/College Preparatory)**. The AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situations, claims and evidence, reasoning and organization, and style.

  An AP English Language and Composition course cultivates the reading and writing skills that students need for college success and for intellectually responsible civic engagement. The course guides students in becoming curious, critical, and responsive readers of diverse texts and becoming flexible, reflective writers of texts addressed to diverse audiences for diverse purposes. The reading and writing students do in the course should deepen and expand their understanding of how written language functions rhetorically: to communicate writers' intentions and elicit readers' responses in particular situations. **Curriculum:** AP College Board

- **AP English Literature and Composition (Core/College Preparatory)**. AP English Literature and Composition is an introductory college-level literary analysis course. Students cultivate their understanding of literature through reading and analyzing texts as they explore concepts like character, setting, structure, perspective, figurative language, and literary analysis in the context of literary works.

  The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret literary works. **Curriculum:** AP College Board.

- **Leadership: Social and Civic (Non-core/College preparatory)**. This is a is a project-based course aimed at increasing students' leadership capabilities through social and civic service. Through the planning and execution of numerous school events, students will discover how to best effect positive change in their school communities and improve themselves. Students will read and study about the nature of leadership and how it affects society and their role as civic leaders. Students will write and speak critically, reflectively, and persuasively about real world issues. They will problem solve ways to improve their community through positive leadership, self-awareness and the creation of their progress through projects and a cumulative portfolio. **Curriculum:** Teacher-developed curriculum according to State Standards.

ENGLISH LANGUAGE DEVELOPMENT

The ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework including, among other things, reading and interpreting a variety of texts; understanding the dynamic nature of language in making meaning; utilizing text structure, organization and other text features in making meaning; contributing meaningfully to class discussion; demonstrating knowledge of content in various modes; and developing proficiency in shifting registers based on task, purpose and audience.

Designated ELD - Core

During the elective period, ELD students take a designated ELD class instead of an elective. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. The blended English Language Arts curriculum *Study Sync* is used as the foundation curriculum and *English 3D* is an additional resource, but the structure and direction of the class is differentiated significantly based on individual students' needs.

Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress. The Designated ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group uses computer language instruction (Rosetta Stone) for verbal, writing, reading, and listening skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by:

- Reading aloud and engaging in dialogue with others (collaborative)
- Reading, comprehending, and analyzing written and spoken texts (interpretive)
- Creating and engaging in oral/written presentation activities (productive)

As detailed above in the initial data analysis/renewal criteria section, given an influx of Newcomer ELs and recognition of the significant needs these students have upon entering the U.S., LALA expanded our existing after-school program, with a special emphasis on assisting students who are new to the country and possess limited English proficiency. This initiative was designed to immerse them in the English language through an engaging and supportive learning environment. The program focuses on developing essential language skills, including reading, writing, and oral communication. Key strategies include:

- Targeted Tutoring Sessions: Students engage in structured activities aimed at improving their English proficiency. These sessions include practical exercises that encourage students to read, write, and speak in English.
- Vocabulary Expansion: Utilizing site-words and phonetic pronunciation cards, the program places a strong emphasis on expanding students' vocabulary. This approach is instrumental in building a solid foundation for language acquisition.

- Academic Integration: The program encourages ELs to take academic risks by actively participating in classroom discussions and engaging with their peers on the school yard. This integration fosters a sense of belonging and contributes to their overall language development.

ELD -- Course Description

- **Academic English (Core/College Preparatory)**. This course is designed for English Learners at the earliest stages of English Language Development. Students are placed in this course if they score 10 Lexile to 640 Lexile on the district English Learner Placement Matrix and have limited to no functional receptive and productive English skills on the State Approved English Language Development assessment. The course will provide students with Designated English Language Development and access to the Core Curriculum. The purpose of this course is to develop English Language Development skills and move students from the Emerging level to the Expanding level on the English Language Development Continuum according to the California English Language Development Framework. The course will provide students with protected Designated English Language Development and access to the Core Curriculum.

Mathematics (Core, College Preparatory)

The CCSS emphasizes development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. In addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses one or more of the CCSS for mathematics and mathematical practice. Teachers in the math department are currently creating projects that directly align to these standards and enable students to actively apply the material they are learning to real- life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly.

Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards) is used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.

The math department collaborates and utilizes internal assessments and standardized test results (NWEA MAP, CAASPP, AP exams, etc.) to inform instruction and develop learning activities. To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), use of translation devices (electronic or paper) is encouraged for English Learners with limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards. Paraprofessionals are also available to support students in math, especially EL and SPED students.

The math department also offers enrichment opportunities for Gifted and Talented students. In addition to access to enrichment through the adaptive, blended curriculum, AP courses, and dual enrollment opportunities at the local community colleges, LALA competes with other schools in math contests through the California Mathematics League ("CAML") and the American Scholastic Mathematics Association ("ASMA").

Additional supports for students include access to free educational learning software and online programs such as Khan Academy and YouTube; access to school-owned graphing calculators and other resources necessary to complete math tasks; and fee waivers for AP exams. Paraprofessionals are also available during math classes and intervention classes to provide support.

Current courses offered include:

- Integrated Math 1
- Integrated Math 2
- Integrated Math 3
- Statistics
- AP Pre-calculus
- Financial Math

Teachers obtain access to instructional materials through the department chairpersons. Many teachers find supplemental material through their own research and through professional conferences such as the CMC South Conference in Palm Springs or through topic specific AP by the Sea summer institutes at the University of San Diego.

MATHEMATICS -- COURSE DESCRIPTIONS

- **Integrated Math 1 (Core/College Preparatory).** Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on Geometry: defining and constructing geometric constructs, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes Statistics: students summarize, represent, and interpret various types of data.

  The purpose of Integrated Math 1 is for students to develop basic understanding of functions, especially linear functions and equations and to work with geometric transformations to understand congruence and properties of geometric figures. This course also has students learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models.

  With the first half of the course focusing on algebra and function concepts, students see structure in expressions, create equations to describe numbers and relationships, and reason with equations and inequalities. They explain the real number system as including rational and irrational numbers and use the properties of rational exponents. Students consider units when they reason about quantities. They learn to interpret, build and compare functions, especially distinguishing linear functions from non-linear functions.

  With the second half of the course focusing on geometric and statistical concepts, students learn to recognize precise definitions and to make geometric constructs. They learn about congruence using rigid motions and modeling real-world situations with geometry. Students also learn how to interpret categorical and quantitative data using representations and measures of

center, variation, and descriptions of the shape of the data. **Curriculum:** McGraw Hill Reveal Math Integrated 1

- **Integrated Math 2 (Core/College Preparatory).** Common Core Integrated Mathematics 2 continues a three year sequence of courses (CC IM1, CC IM2 and CC IM3) started with Common Core Integrated Mathematics 1 that are designed to align to the California Common Core State Standards for Mathematics. At the conclusion of the three course sequence, students will be prepared to take Pre-Calculus.

  In CC Integrated Mathematics 2, students will solve problems that have real-world context that involve an introduction to proofs, congruency, line and angle properties, transformations, trigonometry, quadratics, real and imaginary number systems, inverse functions and probability. The adopted textbook is very context and real-world problem driven; nearly all sections are motivated and taught through a real-life situation or simulation and mathematics is used to model, investigate and solve the problem presented.

  CC Integrated Mathematics 2 integrates the Standards of Mathematical Practice in the instruction and assessment of students. Students will be expected to interpret multiple representations of information such as connecting the components of the equation, graph and table representations and how each component is present in the other representations. Rationalization and justification of their work will be required in the course, as well as critiquing the work of others to look for errors or supporting their arguments. Students will communicate their understanding of the curriculum through writing in the course and verbally with classmates and with the teacher. There is a focus on classroom discourse as a tool in to deepen their understanding of the material. Teachers will use higher level questioning strategies in class to ensure their students are engaging with material on a rigorous level so students understand what they are doing and why they are doing it as opposed to simply repetition of algorithms to solve problems. **Curriculum:** McGraw Hill Reveal Math Integrated 2

- **Integrated Math 3 AB (Core/College Preparatory).** Integrated Math 3 is the third course in the high school integrated math sequence and build upon concepts and topics from Integrated Math 1 and 2. In this course, students will explore and analyze polynomial, exponential, logarithmic, radical, rational, and trigonometric functions using appropriate tools (e.g. Fundamental Theorem of Algebra, properties of exponents, function transformations, etc.) and technology (e.g. graphing calculators, spreadsheets, online resources, etc.). Students will learn how to communicate data visually and numerically and will discover how various features relate to different types of data and probability distributions. They will also expand their understanding of measurement in two- and three-dimensions with geometric modeling and application. Throughout the course, students will read proficiently to gather, analyze and evaluate information, use technology appropriately to solve problems, model real-world phenomena by writing, graphing, and analyzing functions, use reasoning to make, justify, and critique conclusions, and develop the habits of mind for persistent problem solving.

  Upon completion of the course, students will have mastery in all of the topics and skills listed above and will have further developed skills in reasoning, argument, multimedia communication, and computational fluency. **Curriculum:** McGraw Hill Reveal Math Integrated 3

- **Statistics (Non-core/College Preparatory).** This is an introductory course in statistics that emphasizes statistical thinking. The focus is on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment, as well as decision-making in everyday life. This course enables all students to formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; understand and apply basic concepts of probability. This course is designed to be accessible for those students who understand their need for additional mathematics education, but who do not feel prepared for AP Statistics, Precalculus, or Calculus. Successful completion of this course will prepare students to succeed in college-level statistics. The use of a graphing calculator with statistics capabilities is required for this course. The TI-84+ or TI-Nspire calculators are recommended.

- **AP Pre-Calculus (Non-core/College Preparatory).** AP Precalculus prepares students for other college-level mathematics and science courses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. The course framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science.

  AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of function types that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Furthermore, as AP Precalculus may be the last mathematics course of a student's secondary education, the course is structured to provide a coherent capstone experience rather than exclusively focusing on preparation for future courses.

  Throughout this course, students develop and hone symbolic manipulation skills, including solving equations and manipulating expressions, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through graphical, numerical, analytical, and verbal representations, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts. In turn, the skills learned in this course are widely applicable to situations that involve quantitative reasoning.

  AP Precalculus fosters the development of a deep conceptual understanding of functions. Students learn that a function is a mathematical relation that maps a set of input values— the domain—to a set of output values—the range—such that each input value is uniquely mapped to an output value. Students understand functions and their graphs as embodying dynamic covariation of quantities, a key idea in preparing for calculus. With each function type, students develop and validate function models based on the characteristics of a bivariate data set, characteristics of covarying quantities and their relative rates of change, or a set of characteristics such as zeros, asymptotes, and extrema. These models are used to interpolate, extrapolate, and interpret information with different degrees of accuracy for a given context or data set. Additionally, students also learn that every model is subject to

assumptions and limitations related to the context. As a result of examining functions from many perspectives, students develop a conceptual understanding not only of specific function types but also of functions in general. This type of understanding helps students to engage with both familiar and novel contexts. **Curriculum:** *PreCalculus: Graphical, Numerical, Algebraic* (10th Edition) published by the Savvas Learning Company.

- **Financial Math (Non-core/College Preparatory).** Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions). **Curriculum:** McGraw Hill, *Math for Business and Finance: An Algebraic Approach, 2nd Edition.*

HISTORY-SOCIAL SCIENCE (CORE, COLLEGE PREPARATORY)
The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and prepares students to think about how information or identification of patterns/trends from the past informs and transforms the actions and thoughts of those in the present. Social justice and leadership, the core components of our school mission, are deeply entrenched in the social science courses as problem-based learning tasks include past and current community issues, allowing students the opportunity to participate as activists and agents of change.

The department collaborates to create a variety of project-based learning assignments, using Depth of Knowledge ("DOK") levels to assure that students are offered opportunities to learn deeply and broadly. Additionally, teachers use Kaplan's Depth and Complexity Icons for tasks and project menus to provide differentiated opportunities for learning and varied levels of complexity. Differentiation is especially important when designing learning opportunities that meet the needs of English Learners and students with special needs such as gifted and talented students. Further, the focus on experiential learning provides an avenue for vocabulary building, collaboration, and discovery, helping students move forward on their personal learning pathways. Technology, such as Google Translate and electronic dictionaries, offers additional support for students who may struggle to access the curriculum.

The Social Studies department continually seeks out innovative ways to keep current and help students develop 21st century skills. For example, virtual fieldtrips and online simulations are used to engage and motivate students while delivering content.

Current social science course offerings include:

- World History: A Study of Revolutions

- AP U.S. History
- AP Human Geography
- American Government
- AP Government and Politics
- Economics
- Ethnic and Social Justice U.S. History
- Farming for Social Justice
- Psychology

In order to broaden students' experience with and knowledge of the social sciences, the department has created a set of goals. These goals include expanding the variety of courses offered to include courses such as Psychology and Geography; providing access to additional social science courses through dual enrollment in local community colleges; and supporting students in community outreach projects to develop leadership skills and encourage activism.

HISTORY-SOCIAL SCIENCE-- COURSE DESCRIPTIONS

- **World History: A Study of Revolutions (Core/College Preparatory).** This course is a chronological study of World History from the Enlightenment to the 2000s, chunking the course into three categories: Revolution in Thought (1700s-1850), Revolution in Control (1850-1939), and Revolution in Democracy (1939- mid 2000s). The course will focus on political and economic changes of nations and people, with a focus on geography, art and technological history. The class emphasizes the development of problem solving/analytical skills. Film footage, extensive writing and research as well as readings from original source documents support the materials and issues presented.

  The purpose of World History is to present a survey of the history of the world as it developed from the Enlightenment to the attacks on 9/11 through a thematic approach of revolutions. Students will investigate and analyze the major political, economic, religious, social and cultural events that shaped world history, including: the Enlightenment, the 19 century nationalist revolutions, the Industrial Revolution, Imperialism in Africa and Asia, the turn of the Century, World War I, the Interwar period and the rise of totalitarianism, World War II, the Cold War, and the Global Technological World. Students will be able to integrate a deep understanding of Modern World History through analysis on primary and secondary sources and historical writing. **Curriculum:** *World History, Culture, & Geography, the Modern World* from McGraw Hill IMPACT.

- **AP U.S. History (Non-core/College preparatory).** AP U.S. History is an introductory college-level U.S. history course. Students cultivate their understanding of U.S. history from c. 1491 CE to the present through analyzing historical sources and learning to make connections and craft historical arguments as they explore concepts like American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures.

  In AP U.S. History, students investigate significant events, individuals, developments, and processes in nine historical periods from approximately 1491 to the present. Students develop and use the same skills and methods employed by historians: analyzing primary

and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change. The course also provides eight themes that students explore throughout the course in order to make connections among historical developments in different times and places: American and national identity; work, exchange, and technology; geography and the environment; migration and settlement; politics and power; America in the world; American and regional culture; and social structures. **Curriculum:** McGraw Hill IMPACT: California, Grade 11, Student Edition, United States History & Geography, Continuity and Change; and AP College Board

- **AP Human Geography (Non-core/College preparatory).** AP Human Geography is an introductory college-level human geography course. Students cultivate their understanding of human geography through data and geographic analyses as they explore topics like patterns and spatial organization, human impacts and interactions with their environment, and spatial processes and societal changes.

  This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012**). Curriculum:** Human Geography for the AP Course First Edition, 2021; and AP College Board.

- **American Government (Core/College Preparatory).** U.S. Government and Politics course presents a thorough investigation of American politics and government since its inception to the present. Utilizing historical documents, as well as present day events and accounts, students are able to evaluate the aspects of American democracy that have changed, and those that have remained the same. By stressing essential skills required for critical thinking and collaborating with classmates, students are enabled to creatively interpret the concepts covered, and consider multiple perspective on a variety of contested issues. Upon completion of the course, students will have a complete knowledge of how to apply strong writing and communication skills to topics related to government and politics. Additionally, students will have gained the knowledge and tools needed to become a well-informed and politically active American citizen. **Curriculum**: McGraw Hill IMPACT: California, Grade 12, Student Edition, Principles of American Democracy.

- **AP Government and Politics (Non core/College preparatory).** AP U.S. Government and Politics is an introductory college-level course in U.S. government and politics. Students cultivate their understanding of U.S. government and politics through analysis of data and text-based sources as they explore topics like constitutionalism, liberty and order, civic participation in a representative democracy, competing policy-making interests, and methods of political analysis.

  AP U.S. Government and Politics provides a college-level, nonpartisan introduction to key political concepts, ideas, institutions, policies, interactions, roles, and behaviors that characterize the constitutional system and political culture of the United States. Students will study U.S. foundational documents, Supreme Court decisions, and other texts and visuals

to gain an understanding of the relationships and interactions among political institutions, processes, and behaviors. Underpinning the required content of the course are several big ideas that allow students to create meaningful connections among concepts throughout the course.

Students will also engage in skill development that requires them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. In addition, they will complete a political science research or applied civics project. **Curriculum:** McGraw Hill, *We The People,* 15th Edition.

- **Economics (Core/College Preparatory).** Economics is a one-semester required course that discusses how and why economic decisions are made by individuals, businesses, and governments. This course takes what students know and new learnings to create a strong foundation of literacy, writing, and speaking skills for the future. Students will discuss economic systems, careers, marketing, and supply and demand to better understand equity in the marketplace. Students will follow current events and participate in class discussions **Curriculum:** *Principles of Economics* from McGraw Hill IMPACT.

- **Ethnic and Social Justice US History (Non-core/College preparatory)**. This course introduces students to ethnic and identity studies, including the history and goals of such disciplines, and the ways in which race, gender, and ethnicity shape the American experience. The course aims to increase students' awareness, respect, and empathy with regard to the political, social, and economic experience of groups and individuals of various backgrounds. Students will investigate the politics of privilege, including the histories of and current states of institutional and structural racism, classism, and discrimination. Students will be able to describe the ways in which race, ethnicity, gender, class, and sexuality influence individual and group experiences. This multidisciplinary course reaches beyond the traditional history lens to include English language arts, economics, biology, sociology, and more. **Curriculum:** *Revisiting Ethnicity and Culture in US History* by Kara Cisco.

- **Farming for Social Justice (Core/College Preparatory)**. This course connects the choices of natural resource use and the socio-economic and political impact from the local to the global level. Students will examine various aspects of farming and apply the physical science of growing, treating and harvesting food and the impact of those processes. Using a social justice approach to the food movement, students will engage in readings, case studies, hear guest speakers, labs, and field studies on topics of the politics of food in Congress, the California history of farming, the role water (and drought) plays in the social and ecosystems. Students will create a thesis and research with hands-on field studies about their local community. Professionals within the local agriculture industries will be involved in activities and projects throughout. Upon completion of this course, students will be able to apply farming concepts to the food movement, will develop a personal career plan and statement, and will acquire skill in applying critical thinking in how to create impact from the local to the global level. **Curriculum**: Teacher-developed curriculum according to California State Standards.

- **Psychology (Non-Core/College Preparatory)**. In this course students are introduced to psychology, with a focus on the scientific study of human development, learning, motivation, and personality. Students should develop some basic concepts of psychology and a historical

(perspective on psychology as the study of individual behavior. They should read about the contributions of one or more major scholars in the field; for example, Sigmund Freud, Abraham Maslow, Ivan Pavlov, Carl Rogers, and B. F. Skinner. Students should have opportunities to explore implications for everyday life of a scientific perspective on human behavior, and they should learn about the various careers associated with this field of study. **Curriculum:** *Psychology: Themes and Variations* (10th edition), Wayne Weiten, published by Cengage Learning.

CIVIC DEVELOPMENT (CORE)
In accordance with AB 24, the Charter School supports its junior and senior students in pursuing the State Seal of Civic Engagement ("SSCE") by offering tailored curriculum and a Civic Engagement Project to be completed in the American Government and Politics course for 12th Grade, in order to satisfy the SSCE eligibility criteria. The Civic Engagement curriculum, as outlined below, is designed to enable students to develop and demonstrate a competent understanding of 1) U.S. and California constitutions; 2) the functions and governance of local governments; 3) tribal government structures and organizations; 4) the role of the citizen in a constitutional democracy; and 5) democratic principles, concepts, and processes.

The Civic Engagement Curriculum
Presentation 1: Origins of Democracy and American Politics

Our civic engagement presentation explores the origins of democracy and American politics, highlighting the evolution of key democratic principles. We delve into the role of neighborhood councils and town hall meetings, comparing their historical significance to their present-day impact.

Presentation 2: The Importance & Impact of the U.S. Constitution, Civil Liberties, and Civil Rights

Delves into the vital role of the U.S. Constitution, emphasizing its impact on civil liberties and rights. We examine the significance of the First and Second Amendments, alongside the importance of civil rights movements and legal actions in shaping American society.

Presentation 3: The 3 Branches of Government

The foundational principles of the U.S. government, focusing on the roles and functions of its three branches. We delve into the significance of activism and lobbying in influencing government policies and decisions.

Presentation 4: Why Political Engagement

Political engagement is crucial as it allows individuals to have a voice in shaping their communities and the direction of their country. By participating in the political process, people can advocate for policies that reflect their values and beliefs, hold elected officials accountable, and work towards creating a more inclusive and equitable society.

Presentation 5: "Modern Political Movements and You"

Explores various influential movements such as the Civil Rights Movement, Women's Suffrage, Interracial Marriage, Marriage Equality, Black Lives Matter, and the Me Too Movement. Participants will

examine their roles in these movements and discuss how to get involved in creating positive change. The session will also include a discussion and activity comparing the Black Lives Matter movement with the Capitol Riot, as well as an overview of current political movements shaping our society.

The LALA Civic Engagement Project is a report or guide that informs readers concisely about a complex issue and presents the issuing body's philosophy on the matter. It is meant to help readers understand an issue, solve a problem, or make a decision, with students summarizing their research on an issue, proposing a solution or call or action and summarizing their work.

SCIENCE (CORE, COLLEGE PREPARATORY)

The Science Department's focus for student learning is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in achieving these goals, the department has:

- adopted Career and Technical Education courses that are A-G approved and connect science learning to real world applications
- collaborated to create and maintain an organic farm to serve as a classroom and lab for real world science application
- committed to a hands-on lab/ project for every unit
- planned science field trips
- committed to engage guest speakers from the fields of science for class visits and career day.

An additional focus of the science department is improving literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines.

The integration of math skills into the science content supports the Common Core standards for mathematics and mathematical practice in that science courses incorporate the analysis of graphs, data sets, patterns, trends and calculations as well as helping students make sense of problems and persevere in solving them.

Current courses offered include:

- Biology of Living Earth
- Accellus Chemistry
- AP Environmental Science

In order to broaden students' experience with and knowledge of the sciences, the department had created a set of goals. These achieved goals included expanding the variety of courses offered; increasing use of the farm as a laboratory; developing internship opportunities; providing access to additional science courses through dual enrollment at the community college; and participating in the Los Angeles County Science Fair.

- **Biology of Living Earth (Core/College Preparatory).** Biology of Living Earth AB is a laboratory-based college preparatory course. Biology of Living Earth AB course is defined in the 2016 California Science Framework, integrating Biology and Earth and Space Science standards from the California Next Generation Science Standards. The course is divided into six units, called Instructional Segments centered on questions about observations of a specific phenomenon. The units address the concepts of ecosystem interactions, energy flow in a system, evolution, genetics, cell theory, and climate change. Different phenomena require different amounts of classroom investigative time to explore and understand, so each Instructional Segment should take a different fraction of the school year. As students achieve the Performance Expectations within the unit, they uncover Disciplinary Core Ideas from Life Science, Earth and Space Science, and Engineering. Students engage in multiple Science and Engineering Practices in each unit, not just those explicitly indicated in the PEs. Students also focus on one or two Crosscutting Concepts ("CCCs") as tools to make sense of their observations and investigations; the CCCs are recurring themes in all disciplines of science and engineering and help tie these seemingly disparate fields together.

  Biology of Living Earth AB is a "d" course and meets the District Graduation requirement for laboratory life science. **Curriculum:** *STEMscopes* from Accelerate Learning.

- **Acellus Chemistry (Core/College Preparatory).** Accellus General Chemistry provides students with an introduction to the fundamentals of chemistry. Students build data analysis, critical thinking, and science communication skills while exploring various forms of matter, the composition of the atom, and organization of the periodic table. They will learn about properties of matter and use patterns to predict the behavior of atoms undergoing chemical reactions. They will understand chemical bonding and other interactions between atoms and molecules. They will explore the laws of conservation of mass and energy through calculations, including stoichemetry and calorimetry. Students should take this course concurrently with, or after taking, Algebra II or Integrated Math III. **Curriculum:** Accellus General Chemistry.

- **AP Environmental Science (Core/College Preparatory).** Students cultivate their understanding of the interrelationships of the natural world through inquiry-based lab investigations and field work as they explore concepts like the four Big Ideas; energy transfer, interactions between earth systems, interactions between different species and the environment, and sustainability.

  The AP Environmental Science course is designed to engage students with the scientific principles, concepts, and methodologies required to understand the interrelationships within the natural world. The course requires that students identify and analyze natural and human-made environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography. **Curriculum:** AP College Board

VISUAL ARTS (CORE, COLLEGE PREPARATORY)

The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of

their personal creative process and products as they develop, direct, and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies.

Significantly, the arts are an important outlet for adolescent students. Our new Project CrEATE grant program, detailed near the start of Element 1, will provide an arts-based, intentional, whole-school Social Emotional Learning (SEL) program that will improve access to the performing arts for our students.

Various visual arts courses meet the needs of our diverse student body. Students have the opportunity to enroll in Art 1, Art 2, and AP Drawing. In addition, interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for U.S. History, and designing a creative website for a project about the *Great Gatsby*. Besides demonstrating the connections between art, self-expression and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses.

At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Aloud competitions and dramatic performances in English classes.

Our current visual arts courses include:

- Art 1
- Art 2
- AP Drawing

VISUAL ARTS -- COURSE DESCRIPTIONS
- **Art 1 (Core/College Preparatory).** This is an introductory course to art that boosts students' critical thinking, improve art skills, grow creativity, and develop communication skills through writing and talking about art. We focus our exploration of the art world through the Studio Habits. **Curriculum**: Teacher-developed curriculum according to California State Standards.

- **Art 2 (Non-core/College Preparatory).** The purpose of this course is for students to develop an advanced understanding of studio art and art history. Students acquire advanced technical skills in drawing and painting as well as analyze various periods of art history in greater depth. Here, they hone their skills to think critically about a variety of artistic practices as well as consider the intentions behind these creations. Students cultivate their own artistic style and exhibit this in gallery events, showcasing their points of view. This course will be a setting in which students can explore the world of art in a way that relates to their own lives, whilst gaining a greater perspective as to how art has influenced and continues to influence cultures around the world today. **Curriculm:** Teacher-developed curriculum according to California State Standards.

- **AP Drawing (Non-core/College Preparatory).** AP Drawing is an introductory college-level drawing course. Students refine and apply drawing skills to ideas they develop throughout the course. Students create a portfolio of work to demonstrate inquiry through art and design and development of materials, processes, and ideas over the course of a year. Portfolios include works of art and design, process documentation, and written information about the work presented. In May, students submit portfolios for evaluation based on specific criteria, which include skillful synthesis of materials, processes, and ideas and sustained investigation through practice, experimentation, and revision, guided by questions. Students may choose to submit any or all of the AP Portfolio Exams. **Curriculum:** AP College Board

HEALTH AND PHYSICAL EDUCATION (NON-CORE, NON-COLLEGE PREPARATORY)
Physical Education
Physical Education ("PE") is part of the curriculum for all students. During PE, students learn lifetime physical fitness concepts to help them develop motor skills, learn the components of a healthy lifestyle, and reap the benefits of physical activity. In addition, PE can help students develop a positive self-image, hone social skills, and experience the benefits of teamwork and cooperation. The PE curriculum provides for sequential development of knowledge and skills designed to help students develop competency in motor skills, acquire knowledge of their bodies, and achieve and maintain an acceptable level of physical fitness. Equality in instruction is provided for all students regardless of gender, ability, disability, race/ethnicity, religion or appearance, and adaptive PE is provided for students with special needs according to their IEPs. Instruction is aligned to the Physical Education Model Content Standards for California Public Schools and the FITNESSGRAM Performance Standards, which represent a fitness level sufficient to guard against diseases and disorders resulting from a sedentary lifestyle.

The high school Physical Education curriculum concentrates on the following three domains of learning: cognitive or mental skills related to the knowledge of movement; affective, which addresses growth in feelings or attitudes; and psychomotor, which relates to the manual or physical skills related to movement literacy of cognitive, affective and physical development. Classes stress the importance of student participation and sportsmanship while learning and performing various skills. The goal in physical education is to ensure that all participants are guaranteed a high-quality experience and education. The emphasis in physical education is to exercise, stretch, strength conditioning, engage in sport activities, hike, and learn about teamwork and cooperation. Furthermore, nutrition and wellness are addressed throughout the school year.

Technology is used in PE classes and may include heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate.

Students demonstrate knowledge and understanding through the performance of exercises and skills, written examinations, and observations by the instructor. Like other departments, the PE department supports literacy by including learning tasks involving reading, writing, speaking and listening such as research on diseases, presentations about athletes or sports, reading current events about sports, athletics, or health, reading and discussing reviews about sports equipment, and maintaining and analyzing progress data.

Currently, students are able to participate in other physical activities that represent alternatives to PE such as team sports, dance, and aerobics via the Schwarzenegger-founded comprehensive after-school program After-School All Stars, Los Angeles in the middle school grades. High school students are invited to participate in Think Together, a non-profit which delivers nationally-recognized after-school

programs, early learning, enrichment and academic improvement. **Curriculum:** Teacher-developed curriculum according to California State Standards.

WORLD LANGUAGES (CORE, COLLEGE PREPARATORY)

Our goal is to help students become literate in a second (or third) language, predominantly Spanish, and have the opportunity to earn the State Seal of Biliteracy. In World Languages classes offered online with Edgenuity, students develop listening, writing, and speaking skills in another language along with knowledge of the target culture. LALA also offers Advanced Placement Spanish Language & Culture and AP French Language & Culture.

The World Language teachers use technology to share information and visual aids with students; however, the majority of instruction is face-to-face. Our current courses include:

- Spanish 1
- Spanish 2
- Spanish 3
- AP Spanish Language & Culture
- French I
- French II
- French III
- AP French & Language Culture
- German I
- German II
- Latin I
- Latin II
- Chinese I
- Chinese II

WORLD LANGUAGES – COURSE DESCRIPTIONS

- **Spanish 1 (Core/College Preparatory)**. Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity.

- **Spanish 2 (Core/College Preparatory)**. Students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments. **Curriculum:** Edgenuity.

- **Spanish 3 (Core/College Preparatory)**. In this expanding engagement with Spanish, students deepen their focus on four key skills in foreign language acquisition: listening comprehension,

speaking, reading, and writing. In addition, students read significant works of literature in Spanish and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity

- **AP Spanish Language and Culture (Non-core/College Preparatory)**. Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.

- **French I (Core, College Preparatory)**. Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe. **Curriculum:** Edgenuity

- **French II (Core, College Preparatory)**. Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing . Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major French-speaking areas |across the globe, and assessments. **Curriculum:** Edgenuity

- **French III (Core, College Preparatory)**. In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French and respond orally or in writing to these works. Continuing the pattern and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities,

and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas. **Curriculum:** Edgenuity

- **AP French Language & Culture (Non-Core, College Preparatory)**. French Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills.

  The course prepares students for the AP French Language and Culture Exam. It uses as its foundation the three modes of communication (interpersonal, interpretive, and presentational) as defined in the Standards for Foreign Language Learning in the Twenty-First Century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material. **Curriculum:** Edgenuity

- **German I (Core, College Preparatory)**. High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

- **German II (Core, College Preparatory)**. Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe. **Curriculum:** Edgenuity

- **Latin I (Core, College Preparatory)**. High school students begin their introduction to Latin wraith fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments. **Curriculum:** Edgenuity

- **Latin II (Core, College Preparatory)**. Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering significant aspects of Roman culture or

their modern-day manifestations, and assessments an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German- speaking areas in Europe. **Curriculum:** Edgenuity

- **Chinese I (Core, College Preparatory)**. High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

- **Chinese II (Core, College Preparatory)**. Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries. **Curriculum:** Edgenuity

COLLEGE AND CAREER READINESS (CORE, COLLEGE-PREPARATORY)

Get Focused Stay Focused/Career and College Readiness is a year-long course designed to help students learn and practice valuable skills to help them to be career and college ready. Students will demonstrate their understanding of career paths through a variety of assessments, projects, job simulations, speeches, research assignments, online portfolio, and essay papers. Students will identify academic interests, skills, values and personality types, research employers and industries, gain experience with public speaking and interview skills, familiarize themselves with college and job search tools, strengthen writing skills, learn goal setting, solidify research techniques, and write a research paper utilizing correct MLA format. **Curriculum:** Get Focused Stay Focused

ENRICHMENT (CORE, COLLEGE-PREPARATORY)

In Enrichment, students might undergo teacher-supervised independent study or participate in original research opportunities, either assigned articles by their teachers or self-selected (with teacher approval). Flexible pacing strategies such as curriculum compacting are utilized. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education. **Curriculum:** Teacher-developed curriculum according to California State Standards.

DUAL ENROLLMENT (CORE, COLLEGE PREPARATORY)

We currently offer a variety of online and in-person college credit courses that also earn students credit towards high school graduation. Further, we provide the time and transportation for students to take college courses on the community college campus of LACC and Trade Tech. As noted at the beginning of

Element 1, LALA very recently was awarded an Early College High School grant from the CDE and is collaborating with LACC to develop a comprehensive dual enrollment program co-taught by LACC and LALA's educators, on LALA's campus. While specific courses and certificate or degree-earning pathways have not yet been defined, LALA will ensure that all courses offered meet rigorous standards for dual enrollment courses.

Los Angeles City College

- **American Sign Language I**
  Elementary course for students without prior exposure to American Sign Language. Develops comprehension, communication, and grammatical/lexical skills in American Sign Language at the ACTFL (American Council on the Teaching of Foreign Languages) Proficiency Novice-Mid Level, and introduces Deaf culture and community. Corresponds to the first two years of high school American Sign Language.

- **American Sign Language II**
  Continues the development of comprehension, communication, and grammatical/lexical skills in American Sign Language at the ACTFL Proficiency Novice-High Level, and furthers understanding of Deaf culture and community.

- **Political Science: The Government of the United States**
  An introduction to United States and California government and politics, including their constitutions, political institutions and processes, and political actors. Examination of political behavior, political issues, and public policy.

- **Introduction to Sociology**
  Students learn the major principles of sociology as they are applied to contemporary social issues. With the use of several theoretical perspectives, the course examines social structures within American society and other cultures from macro and micro perspectives. There are extensive references to contemporary research findings on social structure, group dynamics, social stratification, and social institutions.

East Los Angeles College

- **Health 11: Principles of Healthful Living**
  Students will learn health concepts and values with the goal of promoting a high quality of life. Topics include nutrition, physical fitness, communicable diseases and other major health problems, consumer and environmental health, human sexuality and family life, mental and emotional health, tobacco, alcohol and drugs, aging, and death and dying.

- **Child Development 1: Child Growth and Development**
  Students examine the major physical, psychosocial, and cognitive/language developmental milestones for children, both typical and atypical, from conception through adolescence. There is an emphasis on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

- **Psychology 1: Introductory Psychology**
  Psychology is the scientific study of behavior and mental processes. The content focuses on the

exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include but are not limited to the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

Los Angeles Mission College

- **Psychology 1: Introductory Psychology**
  Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include but are not limited to the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

- **Child Development 1: Child Growth and Development**
  Students will examine the major physical, psychosocial and cognitive/ language developmental milestones for children, both typical and atypical, from conception to adolescence. Emphasis is placed on interactions between maturational processes and environmental factors. While studying developmental theory and investigative research methodologies, students will observe children, evaluate individual differences and analyze characteristics of development at various stages.

- **Law 10: Introduction to Legal Assistant I**
  This course analyzes in the paralegal profession. Lectures and activities will examine the inner workings of the law office; ethics and professional responsibility; sources of American law; the court system and alternative dispute resolution; and conducting interviews and investigations. Students will prepare a case brief and a substantive legal document.

- **Law 18: Marriage and Family Law**
  This course analyzes fundamental concepts of family law with emphasis on California's community property laws. Lectures and activities will address child custody, spousal and child support, required financial disclosures, domestic abuse, and settlement agreements. Students will prepare mandatory forms in a dissolution proceeding and parenting plan proposals.

INDEPENDENT STUDY

During the 2023-24 academic year, LALA began offering a short-term Independent Study Program, offering an alternative pathway for students to continue their education without compromising academic progress. Students are permitted up to 15 days of Independent study in a school year, should they face personal and/or health challenges. This independent study program is consistent with LALA's Independent Study Policy and in compliance with the requirements of Education Code Section 51745, *et seq*.

CURRICULAR AND INSTRUCTIONAL MATERIALS

Middle School:

English	McGraw Hill Education: California Study Sync, i-Ready
Designated ELD	McGraw Hill Education: California Study Sync, i-Ready

Math	Reveal Math, i-Ready
History/Social Science	History Alive!
Science	Inspire Science, Illuminds STEM
Physical Education	Standard-Based, age-appropriate Health Education lessons
Universal Access	i-Ready
Elective Spanish	McGraw Hill Education: California Maravillas

High School:

English 9, 10, 10H, 11, 12	*StudySync*, from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12.
Designated ELD	*English 3D: Course C* (2013) from Houghton Mifflin Harcourt
AP English Language and Composition	AP College Board
AP English Literature and Composition	AP College Board
Integrated Math 1, 2 and 3	McGraw Hill Reveal Math Integrated 1, 2, and 3
Statistics	Advanced Probability and Statistics Concepts, by CK-12 Foundation
AP Pre-Calculus	PreCalculus: Graphical, Numerical, Algebraic (10th Edition) by the Savvas Learning Company
Financial Math	McGraw Hill Math for Business and Finance: An Algebraic Approach, 2nd Edition
World History: A Study of Revolutions	McGraw Hill IMPACT World History, Culture, & Geography, the Modern World
AP U.S. History	McGrawHill IMPACT United States History & Geography, Continuity and Change; AP College Board
AP Human Geography	Human Geography for the AP Course First Edition, AP College Board
American Government	McGraw Hill IMPACT Principles of American Democracy
AP Government and Politics	McGraw Hill We The People, 15th Edition
Economics	McGraw Hill IMPACT Principles of Economics
Ethnic and Social Justice U.S. History	Revisiting Ethnicity and Culture in US History by Kara Cisco
Farming for Social Justice	Teacher-developed curriculum according to California State Standards.
Psychology	Psychology: Themes and Variations (10th edition)
Biology of Living Earth	STEMscopes from Accelerate Learning
Acellus Chemistry	Accellus General Chemistry
AP Environmental Science	AP College Board
Spanish 1, 2, and 3	Edgenuity
AP Spanish Language & Culture	Edgenuity
French I, II, and III	Edgenuity

AP French & Language Culture	Edgenuity
German I and II	Edgenuity
Latin I and II	Edgenuity
Chinese I and II	Edgenuity
Art 1 and 2	Teacher-developed curriculum according to California State Standards.
College and Career Readiness	Get Focused Stay Focused
Enrichment	Teacher-developed curriculum according to California State Standards.

COMPREHENSIVE COURSE LIST

Middle School:

Subject Area	6th Grade	7th grade	8th grade
Math	Math 6	Math 7	Math 8
English	English 6 Designated ELD	English 7 Designated ELD	English 8 Designated ELD
Science	Science 6	Science 7	Science 8
Elective/ Intervention/Enrichment	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology	Universal Access Spanish Culinary Arts Visual Arts Robotics Music Technology
History/Social Science	History/Social Science 6	History/Social Science 7	History/Social Science 8
P.E.	Physical Education	Physical Education	Physical Education

High School:
Key
= College Preparatory (A-G and graduation requirements) Course
φ= Non-Core/Non College Preparatory Course

Subject Area	9th Grade	10th grade	11th grade	12th grade

History/ Social Science		World History: A Study of Revolutions	AP US History US History	AP Human Geography American Government AP Government and Politics Economics
English	English Designated ELD (Academic English)	English 10 Honors English 10 Designated ELD (Academic English)	English 11 AP English Language and Composition Designated ELD (Academic English)	English 12 AP English Literature and Composition Designated ELD (Academic English)
Math	Integrated Math 1 Integrated Math 2	Integrated Math 2 Integrated Math 3	Integrated Math 3	AP Pre-Calculus
Science		Biology of Living Earth Acellus Chemistry	Accellus Chemistry	AP Environmental Science
World Languages	Spanish I French I German I Latin I Chinese I	Spanish I/II French I/II German I/II Latin I/II Chinese I/II	Spanish I/II French I/II German I/II Latin I/II Chinese I/II	Spanish I/II French I/II German I/II Latin I/II Chinese I/II
Visual/ Per. Arts	Art 1 Art 2	Art 1 Art 2	Art 1 Art 2	AP Drawing
Elective (50-70 credits)	Leadership: Social and Civic	Leadership: Social and Civic	Leadership: Social and Civic	Leadership: Social and Civic
	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math	Farming for Social Justice Ethnic and Social Justice U.S. History Psychology Financial Math

P.E. (20 credits)	Physical Education φ	Physical Education φ	Physical Education φ	Physical Education φ
Health (5 Credits)	Health (one time semester course, any year)	Health (one time semester course, any year)	Health (one time semester course, any year)	Health (one time semester course, any year)

INSTRUCTIONAL METHODS AND STRATEGIES

LALA teachers employ a variety of research-based instructional methods, tools, and strategies to actively involve students in lessons, to increase motivation and interest, to develop critical thinking skills, to provide differentiation, and to stimulate independent learning. These methods and strategies represent practices that support implementation of the State Standards because they focus on developing critical thinking, problem-solving and analytical skills which will assist students in mastering the State Standards. Some of these strategies include:

Socratic Seminar. The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. In practice, Socratic Seminar includes the following:[131]

1) Text Selection:
The teacher selects authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

2) Preparing the students:
The teacher informs students ahead of time when they will be expected to participate in a Socratic Seminar.

3) Preparing the questions:
Though students eventually are given responsibility for running the entire session, initially the teacher fills the role of discussion leader as students learn about seminars and questioning. After critically reading the assigned texts, students generate as many open-ended questions as possible, aiming for questions whose value lies in exploration of meaning, not their answers. Indeed, the utility of the Socratic methodology lies in "the ongoing, honest quest for information and understanding through the act of questioning."[132]

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[131] Castellanos-Reyes, D. (2021). Socratic Seminar. Accessed from https://edtechbooks.org/studentguide/socratic_seminar on April 21, 2023.
[132] Copeland, M. (2005). Socratic circles: fostering critical and creative thinking in middle and high school. Portland, Maine: Stenhouse Publishers.

4) Establishing student expectations:

Because student inquiry and thinking are central to the philosophy of Socratic seminars, teachers include students integrally in the establishment of norms for the seminar. They ask students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). They ask students to hold themselves accountable for the norms they agree upon.

5) Assessing effectiveness:

Socratic seminars require assessment that respects the central nature of student-centered inquiry. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing, asking students to describe their participation and set their own goals for future seminars, can be effective as well. Another method of assessment is anecdotal observation of students' application of skills learned in Socratic Seminars to other texts and contexts. For example, when given a passage to read, students comfortably use critical reading skills such as underlining key phrases, noting repetition of key vocabulary to signal main ideas, and writing questions with the goal of improving understanding of meaning. Assessment should take into account that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than "getting it right" at any particular point.

Because classroom settings are often result-focused (obtain the right answer), Socratic Seminars offer a fresh and important emphasis on academic skills through developing creativity, enabling critical thinking, enhancing reading and reflection skills, refining reasoning, sharpening active listening skills, and improving self-expression. Socially, participating in Socratic Seminars develops team and community building, hones conflict resolution skills, and boosts confidence. Awareness that "all new understanding is linked to prior understanding, that thought itself is a continuous thread woven through our lives rather than isolated sets of questions and answers" is a key underpinning for success in the classroom, the workplace, and life.[133]

Technology: Technology is used as a tool throughout students' courses and integrated into the instructional design based on the Substitution Augmentation Modification Redefinition implementation model that includes the following levels:[134]

1) Substitution

In the substitution level, teachers or students are only using new technology tools to replace old ones. For instance, using Google Docs to replace Microsoft Word is simply substituting one tool for another to accomplish the same task (writing).

2) Augmentation

In the augmentation level, students would again use Google Docs instead of Microsoft Word for a writing task, but they would be augmenting instead of substituting because instead of writing a document, manually saving it and then emailing it to others as an attachment, Google Docs provides

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[133] Ibid.

[134] Copeland, M. (2005). Socratic circles: fostering critical and creative thinking in middle and high school. Portland, Maine: Stenhouse Publishers.

automatic functions which enhance and facilitate the writing experience, including auto-saving, auto-syncing, and automatic real-time sharing in the Cloud.

3) Modification
In the modification level, technology is being used not to do the same task using different tools but to expand and redesign the task. For example, using the commenting service in Google Docs to collaborate and share feedback on a given task would constitute modification. Use of technology at this level is more effective in terms of time and energy and transforms student learning from passive to active mode.

4) Redefinition
In the redefinition level, students use technology to conceive and create entirely new tasks and products. Examples of possibilities include creation of movies, podcasts, narrated multimedia presentations, or infographics.

Integration of technology and curriculum does more than provide students ease of word processing and information graphing. It offers opportunities for students to design simulations, collect data, demonstrate concepts, receive feedback, excite senses, play learning games, take virtual field trips and more, thus transforming learning from routine to unique, from memorization to enlightenment, while creating limitless possibilities for expression of knowledge and new understanding.

Learning targets. When initiating a lesson, teachers always identify the focus learning targets and communicate expectations to students. In contrast to instructional objectives, learning targets are expressed from the students' point of view, focusing them on what they have to learn and the skills they need to demonstrate that learning. They describe a period-sized unit of knowledge and/or skills that a student will gain by the end of the lesson, serving as a reminder of what is next to absorb towards bigger-picture performance objectives.[135]

Write/Think-Pair-Share. This cooperative discussion strategy helps students develop conceptual understanding through providing time for individual thinking and providing a structure for developing that thinking with a partner. This strategy offers a means of differentiation (each student thinks at their own level) and evaluation (students analyze and judge other's ideas/positions). It also allows all students to participate in knowledge-sharing, organically scaffolding problem-solving and critical thinking, as well as motivating class-wide engagement.[136]

Thinking Maps. Thinking Maps are graphic organizers used to make thinking visual. There are eight maps, each of which aligns with a different strategic function or thought process. The Circle map is used for defining in context; the Bubble Map is used for describing characteristics; the Flow Map is used for sequencing and ordering; the Brace Map is used for identifying part-whole relationships; the Tree Map is used for classifying and grouping; the Double Bubble Map is used for comparing and contrasting; the Multi-Flow Map is used for analyzing cause and effect; and the Bridge Map is used for visualizing

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[135] Moss, C.M., & Brookhart, S.M. (2015). *Learning Targets: Helping Students Aim for Understanding in Today's Lesson*. Alexandria, VA: ASCD.
[136] Simon, C.A. Read Write Think. "Strategy Guide: Using the Think-Pair-Share Technique." Accessed from https://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share on April 21, 2023.

analogies. These tools help to create concrete images of abstract thinking, leading to higher levels of critical thinking.[137]

GLAD Strategies. Guided Language Acquisition Design is an instructional model designed to integrate English language and content instruction in the classroom setting. The program consists of a set of 35 strategies used to help English learners build academic English through explicit instruction. Study results have shown improved literacy outcomes for English learners without holding back English proficient peers.[138]

Project-Based Learning. Project-based learning is a teaching method which helps students develop skills and knowledge through investigating and responding to an authentic, engaging, real-world question which involves solving a meaningful problem. Because of the sustained nature of the inquiry, students must apply what they have learned to direct the inquiry or solve the problem through multiple steps—asking questions, finding resources, analyzing the impact of those resources, and communicating results effectively. Project-based learning promotes deeper learning because it involves critical thinking, communication, collaboration and problem-solving, not memorization and recitation of facts and concepts.

Block Schedule. Research has shown that a block schedule has many advantages. Blocks allow more time for individualized instruction, increase the opportunity for in-depth study of topics, enable longer time for cooperative learning activities, and increase instructional time because less time is wasted in transitions from class to class and record-keeping activities such as attendance-taking, plus fewer transitions means fewer tardy students and fewer discipline issues due to fewer opportunities for disruption.[139] In short, block scheduling allows students the time to learn and apply skills in order to build and develop understanding. It also allows students to focus on a few classes per day rather than all classes daily, requiring toting of fewer textbooks and creating less fatigue.

Limiting the number of daily courses is especially helpful for students with special needs who may have difficulty with the executive skills required to successfully navigate all of the transitions required in a six-period daily schedule or complete homework assignments for six classes. Importantly for the success of LALA's population, "statistics reveal that fewer at-risk students drop out of a school with block scheduling."[140]

Webb's Depth of Knowledge. This tool is a means of adjusting the cognitive depth of thinking and learning tasks through four levels of complexity. Levels 1 (Recall/Reproduction) and 2 (Skill/Concept) are the shallowest levels, while levels 3 (Strategic Thinking) and 4 (Extended Thinking) are the most complex, involving use of higher order and critical thinking skills. LALA teachers aim for levels 3 and 4. Level 3 (Strategic Thinking) necessitates reasoning, citing evidence, and planning, with a key aspect

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[137] Thinking Maps. (2015). Thinking maps, Inc. Accessed from http://www.thinkingmaps.org/http://www.thinkingmaps.org/ on 8 Sep. 2015.

[138] Project GLAD Study (2014). "What is Project GLAD?" Education Northwest. Accessed from http://projectgladstudy.educationnorthwest.org/what-is-gladhttp://projectgladstudy.educationnorthwest.org/what-is-glad on 8 Sep. 2015.

[139] O'Neill 1995; Eineder & Bishop 1997 in "Block Scheduling" 1998.

[140] Northeast and Islands Regional Educational Laboratory [1998, p. 12]). "Block Scheduling: Innovations with Time." Northeast and Islands Regional Educational Laboratory May 1998. Retrieved from https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/block.pdf

being to prompting students to share their thought process. Level 4 (Extended Thinking) mandates layered reasoning, planning, building, and thinking, with success in practice shown by executing an experiment. [141]

Depth and Complexity.[142] Developed by Sandra Kaplan of the University of Southern California's Rossier School of Education, the icons representing eight levels of depth and three levels of complexity provide a visual cue to assist students in achieving deeper more complex thought processes. The levels of depth embodied in Kaplan's program (language of the discipline, details, patterns, trends, unanswered questions, rules, big ideas, and ethical considerations) help students respond to content with increasing sophistication. The three levels of complexity (across the disciplines, changes over time, and multiple perspectives) help students perceive relationships between and across various areas of study, comprehend how change occurs over time, and appreciate the differing perspectives that individuals, time periods, and specialists bring to a given discipline.[143]

Wait time. This concept, often referred to as think time, calls upon teachers to allow students a few more seconds of time to process information when responding to a question or prompt. This technique has been successful in improving the length and correctness of student responses. LALA teachers allow seven seconds of wait time before requiring student response.[144]

Questioning techniques. The type of question a student is asked determines their level of involvement in the exchange. Closed questions elicit facts or simple answers which are either right or wrong. There is a limited set of correct responses to a closed question. This is desirable when trying to establish facts or details as a foundation for discussion. In contrast to closed questions, open questions invite elaboration, analysis and reflection. Open questioning shifts conversational control to the student answering the question, and away from the teacher asking it. Research entails that such questions contribute to students' growth in complex reasoning skills. This results in more detailed explanations and thoughtful answers and encourages sharing of opinions and creative thinking. LALA teachers plan appropriate questions to achieve the goals of the lesson.[145]

Five Dimensions of Teaching and Learning Instructional Framework. Defining quality teaching for teachers across grade levels and curriculum, including guiding questions, allows for a standardized and unifying structure across grade levels and curriculum. These five dimensions and their subdimensions are:[146]

- **Purpose:** Standards; and Learning Target Teaching Points

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[141] Hammer, B. Edmentum (December 6, 2021). "Webb's Depth of Knowledge Framework: The Basics." Accessed from https://blog.edmentum.com/webb%E2%80%99s-depth-knowledge-framework-basics on April 21, 2023.
[142] Kaplans, Sandra N. (2012). Fundamentals of Gifted Education. "Depth and Complexity.", 2012, England, UK: Routledge.
[143] Takayoshi, P. and Van Ittersum, D. (2018). Kent State University Center for Teaching and Learning. "Wait Time: Making Space for Authentic Learning." Accessed from https://www.kent.edu/ctl/wait-time-making-space-authentic-learning on April 21, 2023.
[144] Lombardi P. (2019.) *Instructional Methods, Strategies and Technologies to Meet the Needs of All Learners.* "Ch. 9 Questioning." Montreal, Canada: Pressbooks.
[145] University of Washington: College of Education: Center for Educational Leadership. "Resources: 5 Dimensons of Teaching and Learning™." Accessed from https://k-12leadership.org/tools/5-dimensions-of-teaching-and-learning/ on 13 Apr. 2023.

- **Student Engagement:** Intellectual Work; Engagement Strategies; and Talk
- **Curriculum & Pedagogy:** Curriculum; Teaching Approaches and/or Strategies; and Scaffolds for Learning
- **Assessment for Student Learning**: Assessment; and Adjustments
- **Classroom Environment & Culture:** Use of Physical Environment; Classroom Routines and Rituals; and Classroom Culture

Kagan Structures. Kagan Structures are instructional strategies that carefully engineer student interaction to maximize cooperation, communication, and active engagement by all, designed to promote cooperation and communication in the classroom, boost students' confidence and retain their interest in classroom interaction.[147]

Academic language. Academic language refers to the oral, written, auditory, and visual language proficiency required to learn effectively in schools and academic programs – i.e., it's the language used in classroom lessons, books, tests, and assignments, and it's the language that students are expected to learn and achieve fluency in. Academic language includes a variety of formal-language skills, including vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions, that allow students to acquire knowledge and academic skills while also successfully navigating school policies, assignments, expectations, and cultural norms.[148] Having a print-rich classroom of academic language is a school-wide focus: we want to have resources available to students so that they can use them. In turn, teachers are focusing on students using academic language in their responses as well as providing direct instruction for academic vocabulary.

Three Reads. Math teachers are implementing the *Three Reads* and checking for understanding. The Three Reads protocol includes reading a math scenario three times with a different goal each time. The first read is to understand the context. The second read is to understand the mathematics. The third read is to generate a plan for solving the problem.[149] Teachers walk the students through word problems so that they can break down the prompt and understand what the problem is about and what the task is asking them to do.

Formative Assessments and Scaffolds. Our teachers implement various and frequent formative **assessments** to assess skills and knowledge. In a LALA classroom, we observe practices such as do nows, exit tickets, quizzes, technology tools, verbal and written checks for understanding, student discussions in pairs and groups, presentations, group assignments, whiteboard practice, etc. Teachers use this data to inform instruction. Furthermore, our teachers utilize scaffolds such as graphic organizers, sentence frames, and guided notes in their lessons. These structures support students in accessing and interacting with content.

Advancement Via Individual Determination. AVID schoolwide strategies are utilized across all departments, and emphasize Writing, Inquiry, Collaboration, Organization, and Reading skills. This

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[147] https://www.kaganonline.com/free_articles/dr_spencer_kagan/281/Kagan-Structures-A-Miracle-of-Active-Engagement

[148] https://www.edglossary.org/academic-language/

[149] https://www.lausd.org/cms/lib/CA01000043/Centricity/domain/335/lessons/integrated%20math/cards/ThreeReadsCard-low.pdf

comprehensive approach has been systematically reinforced through our PLCs. The alignment of these AVID strategies ensures that all students learn and practice transferable skills within all content areas.

The schoolwide approaches include:

- Annotation and Writing Revision Checklist Templates
- Focused Note Taking through Graphic Organizers
- Implementation of Triple Reads
- Utilization of Cornell Notes
- AVID Binder Organization
- Costa's Levels of Questioning

HOW THE SCHOOL'S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF STATE STANDARDS

Numerous independent researchers have documented the success of the constructivist model of education with historically under-served populations, demonstrating increased test scores, and perhaps more importantly, improved self-confidence and whole development[150]. Research also shows that students who attend schools that employ constructivist methodologies gain critical thinking skills, deeper understandings, and learning that lasts (Marlowe and Page, 1998).

Through our MTSS model and the myriad instructional strategies detailed in the preceding section, students are provided differentiated support and interventions to ensure that each student succeeds in mastering grade level content standards.

HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS

LALA believes that it is our responsibility to prepare students for all paths of life including future education and future careers, especially careers that do not exist currently. We believe we must provide students with the skills necessary to adapt to change in a century that has seen change more rapidly than any previous century.

LALA is pleased to be able to provide a personal device for every student in all grade levels to be used in the classroom to enhance the educational experience. LALA currently uses a combination of iPads laptops, Chromebooks and Macs. For students, the ability to use technology efficiently to get work done, creatively to produce work and effectively to communicate and collaborate with others will be critical to survive the 21st Century workplace. Students learn to work with Google Apps that help them collaborate (GoogleDocs), create presentations (GoogleSlides), take quizzes/surveys (GoogleForms), and manage work in progress (GoogleDrive). Students also learn to use technology to conduct research, use keyboarding programs, access online learning programs such as Achieve 3000, ALEKS, Edgenuity, i-Ready and more.

In addition to the classroom devices, students have access to the LALA's computer lab with 30 desktop computers where students can work on class projects, take quizzes when visiting the library and

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[150] Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings,1997; Freire, 1995.

complete standardized assessments as a class. The computer lab is connected to the school's library to promote collaboration and research amongst peers.

GRADUATION REQUIREMENTS (INCLUDING THE NUMBER/TYPE OF UNITS REQUIRED) AND A-G REQUIREMENTS

Los Angeles Leadership Academy High School requires completion of 225 credits in order to graduate. These credits must follow the UC/CSU A-G course requirements for college admission. Students must earn a grade of C or better in order to fulfill Los Angeles Leadership Academy High School's graduation requirements. The program allows students to complete the graduation requirements in addition to extra course electives all within four years. Students must satisfactorily complete credits in the following areas:

A.	History/Social Science	30 credits
B.	English	40 credits
C.	Mathematics	30 credits
D.	Laboratory Science	20 credits
E.	Language Other than English	20 credits
F.	Visual and Performing Arts	10 credits
G. Electives Including		50-70 credits
Credits Needed to Graduate		**225 credits**

CREDIT RECOVERY OPPORTUNITIES AND SUPPORT

The bell schedule includes periods 7 and 8 for providing additional support for students who need remediation. Acellus Online Learning Courses, which allow students to work on remediation and credit recovery, are available to students. In addition, students who need additional support are able to participate in English and Math laboratories that allocate time for students to catch up on their work or receive intensive intervention. Thus, all students take six classes, but some students may take seven or eight depending on their individual circumstances. After four years, a student at LALA HS will have completed not only the minimum graduation and A-G course requirements, but they will have exceeded these criteria with several extra credits (see sample schedules above).

If students are not able to obtain a passing grade in courses, they have the opportunity to make- up credits through *Acellus* Online Learning. In addition, students are able to make-up credits through summer school opportunities. Students also have the opportunity to make-up credits through LALA's summer program partner, funded through the 21st Century Grant. With these opportunities, all students are given the chance to graduate in a timely manner.

In the event a student fails to meet requirements for promotion or graduation, they will be expected to complete requirements over the summer; if this does not result in successfully meeting expected requirements, the Principal will determine on a case-by-case basis whether a student should be retained. Students who are not promoted will be required to repeat the classes in which they did not receive a passing grade and will move forward to the next level for classes in which they did receive a passing grade.

ENSURING TRANSFER STUDENTS CAN MEET GRADUATION AND COLLEGE ENTRANCE REQUIREMENTS

Upon enrollment in high school, counselors will work with individual students to create a plan to meet the requirements for graduation. This plan will be monitored and updated as needed during the school year.

Transfer students' credits are evaluated upon enrollment. All coursework and credits listed on an official transcript are evaluated against LALA graduation requirements. In addition, all prior completed credits are verified to determine A-G requirement status. Every effort is made to validate and grant transferred credits.

Counselors will help ensure that each student is enrolled in appropriate courses, and that each student has the support they need to successfully complete graduation requirements. Every transfer student will participate in an intake meeting which includes a review of their transcript and tracking towards graduation, with the creation of a Four-Year Plan for their remaining high school years. Every exiting student will also receive a transcript to provide them with an official record of courses completed and credits earned. LALA's minimum graduation requirements for a standard diploma align with UC/CSU A-G requirements.

HOW THE CHARTER SCHOOL IMPLEMENTS THE GRADUATION EXEMPTIONS FOR STUDENTS WHO QUALIFY (PURSUANT TO ED. CODE SECTION 51225.1)

As a public school, LALA welcomes all students regardless of their family's circumstances. Every effort is made to help students connect with the resources and opportunities they need to succeed. This can include adapting graduation requirements as necessary for students who are in foster care, experiencing homelessness, involved with juvenile courts, in a military family, migratory, or newcomers to the country in alignment with the law.

HOW THE CHARTER SCHOOL'S INSTRUCTIONAL PROGRAM PROVIDES OPTIONS THAT ENSURE STUDENTS ARE PREPARED FOR COLLEGE/CAREER AS MEASURED BY THE CALIFORNIA DEPARTMENT OF EDUCATION'S COLLEGE/CAREER INDICATOR.

LALA works to ensure all of our graduates meet the "Prepared" level on the CDE's new College/Career Indicator by achieving a High School Diploma and any one of the following criteria for College and/or Career – we note that we focus intensively on the "College" preparedness factors in particular; LALA's Career Technical Education program is being refined currently:

Graduates classified as **"Prepared" for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments Receive a score of Level 3 "Standard Met" or higher on both English language arts/ literacy and mathematics

- Advanced Placement Exams Receive a score of 3 or higher on two AP exams
- College Credit Courses Complete two semesters, three quarters, or three trimesters of college coursework with a grade of C- or better in academic/Career Technical Education ("CTE") subjects where college credits are awarded
- State Seal of Biliteracy ("SSB") Receive the SSB and a score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- University of California and California State University a–g requirements Complete a–g course requirements with a grade of C or better and meet one of the additional criteria below:
  - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 in the other area
  - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course
  - Receive a score of 3 on one AP exam or score 4 on one IB exam
  - Complete a CTE Pathway

Graduates classified as **"Approaching Prepared" for College** must meet at least one of the criteria:

- Smarter Balanced Summative Assessments Receive a score of Level 2 "Standard Nearly Met" on both ELA and mathematics
- College Credit Courses Complete one semester, two quarters, or two trimesters of college coursework with a grade of C- or better in academic/CTE subjects where college credits are awarded
- UC and CSU a–g requirements Complete a–g course requirements with a grade of C or better.[151]

Graduates classified as **"Prepared" for Career** must meet at least one of the criteria:

- Career Technical Education Pathway Complete a CTE Pathway with a grade of C- or better in the capstone course and meet one of the additional criteria below:
  - Smarter Balanced Summative Assessments: Receive a score of Level 3 or higher in one subject area (ELA or mathematics) and a score of Level 2 or higher in the other area
  - Complete one semester/two quarters/two-trimesters of College Credit Courses with a grade of C- or better in academic/CTE subjects where college credits are awarded for each course

Graduates classified as **"Approaching Prepared" for Career** must meet at least one of the criteria:

- CTE Pathway Complete a CTE Pathway with a grade of C- or better in the capstone course

With graduation requirements that exceed UC A-G requirements, a rigorous, mastery-based program of instruction that will prepare students to excel on the CAASPP exams, and an array of AP course offerings, dual enrollment opportunities and more, we are confident that LALA's students can and will meet these college/career readiness indicator criteria.

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[151] https://www.cde.ca.gov/ta/ac/cm/documents/ccicollege.pdf

WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

LALA successfully earned WASC accreditation for six years, through June 30, 2027. LALA will continue maintaining WASC accreditation by working on achieving goals outlined in the action plan and continued adherence with the ACS WASC policies, procedures and criteria for accreditation.

HOW CHARTER SCHOOL WILL INFORM PARENTS, INCLUDING PARENTS WITH LIMITED ENGLISH, ABOUT COURSE TRANSFERABILITY AND COLLEGE ENTRANCE REQUIREMENTS

Los Angeles Leadership Academy will provide written materials, after-school workshops, and individual meetings with the counselor in order to inform parents about the transferability of courses to other public high schools and how they meet college entrance requirements. Written materials will be translated into the primary language of the parent of the enrolling/transferring student; interpreters will be offered to parents for in-person events.

If a student transfers to another school, the Charter School counselor will conference with the student and their parent prior to checking out. The goal is to review the student's graduation status report so that they, along with the parent, understand what the student has completed, what the student has failed (if anything), and what courses are left to be completed. This review will serve to provide the parent and student with knowledge of the student's progress toward graduation and the estimated date of graduation based on the student's status. The counselor will also help the student and parent research the graduation requirements of the new school in order to help them understand what the student must complete in order to graduate from that school based on current progress.

ACADEMIC CALENDAR AND BELL SCHEDULES

ACADEMIC CALENDAR

July 2025

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

4 - Independence Day

August 2025

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

4 - 8 Staff P.D. Week
11 - First Day of School

15 Instructional Days

September 2025

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

1 - Labor Day

22 Instructional Days

October 2025

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

2 - P.D. day (Pupil Free Day)

22 Instructional Days

November 2025

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

11 - Veterans Day
24 - 28 Thanksgiving Break

14 Instructional Days

December 2025

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

12 - Last day of instruction (1st semester).
24, 25 - Christmas Holiday
12 - 01/03/26 Winter Break

10 Instructional Days

◇	First Day/Last Day of Instruction
⬠	Unassigned Day
▮	Holidays
▢	School in Recess (No School)
⬡	Professional Development (Pupil Free Day)
	Early Dismissal
	Minimum Day

January 2026

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

1 - New Year's Day
5 - First day of Instruction (second semester).
19 - Dr. Martin L. King Jr. Day

19 Instructional Days

February 2026

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

16 - Presidents' Day

19 Instructional Days

March 2026

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

27 - Cesar E Chavez Day (observed)

19 Instructional Days

April 2026

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

3/30 - 4/03 Spring Break
24 - Armenian Genocide Day (Unassigned Day/Pupil free day)

18 Instructional Days

May 2026

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

25 - Memorial Day

20 Instructional Days

June 2026

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

08 - Last Day of School
19 - Juneteenth Holiday

6 Instructional Day

Instructional Days - 184
Working Days- 190

SAMPLE DAILY SCHEDULES

LALA will ensure that the school day for high school students shall begin no earlier than 8:30 a.m., and the school day for middle school students shall begin no earlier than 8:00 a.m. (Education Code Section 46148(a))

Middle School

6th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 (Physical Education)	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 English Language Dev.	2:18 PM	3:11 PM	53

6th Grade Regular Bell Schedule (Tuesday/Thursday)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 (Physical Education)	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 Elective Class	2:18 PM	3:11 PM	53

6th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: English P2: History (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: Math P2: Science (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 7 English Language Dev.	12:45 PM	1:15 PM	30

6th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: English P2: History (Block 1)	8:00 AM	8:42 AM	42
	8:44 AM	9:26 AM	42
P1: Math P2: Science (Block 2)	9:28 AM	10:10 AM	42
	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
P7: English Language Dev.	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

7th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Universal Access	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 (Physical Education)	2:18 PM	3:11 PM	53

7th Grade Regular Bell Schedule (Tues/Thurs)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Elective	12:47 PM	1:40 PM	53
Period 6 (Advisory)	1:44 PM	2:14 PM	30
Period 7 (Physical Education)	2:18 PM	3:11 PM	53

7th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: Math P2: Science (Block 1)	8:10 AM	9:03 AM	53
	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P1: English P2: History (Block 2)	10:15 AM	11:08 AM	53
	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
Period 5 Universal Access	12:45 PM	1:15 PM	30

7th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: Math P2: Science (Block 1)	8:00 AM	8:42 AM	42
	8:44 AM	9:26 AM	42
	9:28 AM	10:10 AM	42
P1: English P2: History (Block 2)	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
Period 5 Universal Access	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

8th Grade Regular Bell Schedule (Mon/Weds/Fri)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P4: Physical Education	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P5: English	12:47 PM	1:40 PM	53
P6: Advisory	1:44 PM	2:14 PM	30
P7: English Language Development	2:18 PM	3:11 PM	53

8th Grade Regular Bell Schedule (Tues/Thurs)

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P4: Physical Education	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P5: English	12:47 PM	1:40 PM	53
P6: Advisory	1:44 PM	2:14 PM	30
P7: Elective	2:18 PM	3:11 PM	53

8th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Advisory	8:00 AM	8:10 AM	10
P1: History	8:10 AM	9:03 AM	53
P2: Science	9:05 AM	9:58 AM	53
Second Chance	9:58 AM	10:13 AM	15
P3: Math	10:15 AM	11:08 AM	53
P5: English	11:10 AM	12:03 PM	53
Lunch	12:03 PM	12:43 PM	40
P7: English Language Development	12:45 PM	1:15 PM	30

8th Grade Minimum Day Schedule

Block	Start Time	End Time	Minutes
P1: History	8:00 AM	8:42 AM	42
P2: Science	8:44 AM	9:26 AM	42
P3: Math	9:28 AM	10:10 AM	42
P5: English	10:12 AM	10:54 AM	42
Lunch	10:54 AM	11:24 AM	30
P7: English Language Development	11:26 AM	12:08 PM	42
Advisory	12:10 PM	12:30 PM	20

High School

9th Grade Regular Bell Schedule Monday & Thursday

Block	Start Time	End Time	Minutes
P1- Academic English	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Edgenuity Spanish	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Financial Math	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

9th Grade Regular Bell Schedule Tuesday & Friday

Block	Start Time	End Time	Minutes
P2- English D	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
Education	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
I	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

9th Grade Early Release Bell Schedule Wednesday

Block	Start Time	End Time	Minutes
English	8:30 AM	9:15 AM	45
P2- English D	9:18 AM	10:03 AM	45
Spanish	10:06 AM	10:51 AM	45
Education	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Financial Math	12:22 PM	1:07 PM	45
P6- Integrated Math	1:10 PM	1:55 PM	45

9th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:00 AM	30
P2- English D	9:03 AM	9:33 AM	30
Spanish	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
Education	10:14 AM	10:44 AM	30
P5- Financial Math	10:47 AM	11:17 AM	30
I	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	

10th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
P1- Academic English	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Integrated Math II	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Physical Education	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

10th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Honors	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P4- Living Earth	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P6- World History	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

10th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:15 AM	45
Honors	9:18 AM	10:03 AM	45
P3- Integrated Math II	10:06 AM	10:51 AM	45
P4- Living Earth	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Physical Education	12:22 PM	1:07 PM	45
P6- World History	1:10 PM	1:55 PM	45

10th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
English	8:30 AM	9:00 AM	30
Honors	9:03 AM	9:33 AM	30
P3- Integrated Math II	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
P4- Living Earth	10:14 AM	10:44 AM	30
P5- Physical Education	10:47 AM	11:17 AM	30
P6- World History	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

11th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P3- Academic English	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P5- Integrated Math II	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

11th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Chemistry	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P4- English 11	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
Social Justice	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

11th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	9:15 AM	45
Chemistry	9:18 AM	10:03 AM	45
P3- Academic English	10:06 AM	10:51 AM	45
P4- English 11	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Integrated Math II	12:22 PM	1:07 PM	45
Justice History	1:10 PM	1:55 PM	45

11th Grade Minimum Day Bell Schedule

Block	Start Time	End Time	Minutes
P1- Art II	8:30 AM	9:00 AM	30
Chemistry	9:03 AM	9:33 AM	30
P3- Academic English	9:36 AM	10:06 AM	30
P4- English 11	10:14 AM	10:44 AM	30
P5- Integrated Math II	10:47 AM	11:17 AM	30
Social Justice History	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

12th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
P5- AP Precalculus	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P6- Edgenuity Spanish	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

12th Grade Regular Bell Schedule

Block	Start Time	End Time	Minutes
and Politics	8:30 AM	10:00 AM	90
Break	10:00 AM	10:08 AM	8
Environmental	10:11 AM	11:41 AM	90
Readiness	11:44 AM	12:29 PM	45
Lunch	12:29 PM	1:09 PM	40
P6- English 12	1:12 PM	2:42 PM	90
Enrichment	2:45 PM	3:30 PM	45

12th Grade Early Release Bell Schedule

Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	9:15 AM	45
Politics	9:18 AM	10:03 AM	45
P5- AP Precalculus	10:06 AM	10:51 AM	45
Environmental	10:54 AM	11:39 AM	45
Lunch	11:39 AM	12:19 PM	40
P5- Edgenuity Spanish	12:22 PM	1:07 PM	45
P6- English 12	1:10 PM	1:55 PM	45

12th Grade Minimum Day Bell Schedule

| Block	Start Time	End Time	Minutes
Social Justice	8:30 AM	9:00 AM	30
Politics	9:03 AM	9:33 AM	30
P5- AP Precalculus	9:36 AM	10:06 AM	30
Break	10:06 AM	10:11 AM	5
Environmental	10:14 AM	10:44 AM	30
P6- Edgenuity Spanish	10:47 AM	11:17 AM	30
P6- English 12	11:20 AM	11:50 AM	30
Lunch	11:50	12:30	40

INSTRUCTIONAL DAYS AND MINUTES

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	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
6	Yes	137	376	43	260	4	240					184	54000	63652
7	Yes	137	376	43	260	4	240					184	54000	63652
8	Yes	137	376	43	260	4	240					184	54000	63652
9	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
10	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
11	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283
12	Yes	142	372	25	285	2	195	9	370	6	269	184	64800	65283

EARLY COLLEGE AND MIDDLE COLLEGE HIGH SCHOOL ATTENDANCE REQUIREMENTS OF ED. CODE SECTION 46146.5, AS AMENDED BY SB 379 – NOT APPLICABLE

PROFESSIONAL DEVELOPMENT

LALA's Professional Development plan is intended to guide the teachers through a learning cycle that creates a common language for expectations and a shared understanding of effective instruction. The ultimate goal is to support improvement of instructional practice and student achievement. LALA will continue using the *5 Dimensions of Teaching and Learning Instructional Framework* as a focal point of study.[152]

The 5D instructional framework is a research based framework to help schools and districts create a shared language for teaching and learning, scaffold the development of expertise, and grow high-quality instructional practices. Developed from multiyear research at the University of Washington, the 5 Dimensions of Teaching and Learning instructional framework combines vision statements and guiding questions to help [educators] reflect on the core elements of effective teaching: purpose, student engagement, curriculum and pedagogy, assessment for student learning, and classroom environment and culture[153].

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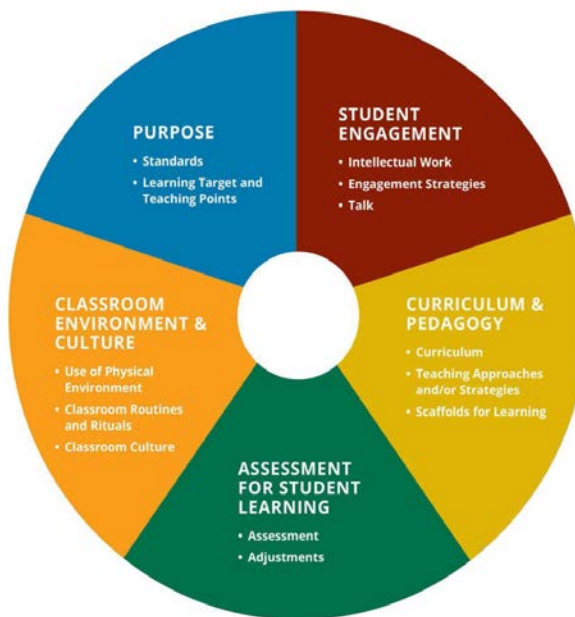
[152] https://k-12leadership.org/tools/5-dimensions-of-teaching-and-learning/
[153] Ibid.

The following Professional Development Schedule outlines the cycle, which includes an initial presentation, and team meetings to study grade-level exemplars, data presentation (followed after classroom observations). Professional Development sessions for GLAD and Kagan Structures will also be provided to teachers to provide strategies to support English Learners. At the end of each monthly cycle teachers will present learned strategies and changes in practice. The schedule also includes two meetings to review internal benchmarks, which will provide insightful data related to implemented practices. We will close the school year with two strategic planning meetings to review and reflect on how the learning cycles impacted teacher practice and thus student achievement.

K-8 Alignment - In our ongoing efforts to foster a cohesive and integrated learning experience for students from kindergarten through eighth grade, we have strategically broadened our professional development initiatives to encompass all grade levels. This inclusive approach to professional development has significantly strengthened the instructional and planning capabilities of our faculty, enabling a seamless upward alignment between our primary and middle school programs.
Key to this alignment has been the facilitation of cross-grade collaboration, where teachers from varying grade levels come together to share best practices and innovative teaching strategies. Such collaborative efforts have cultivated a unified educational environment that promotes continuity in learning experiences and pedagogical approaches across grades. Notably, these shared strategies have included advanced methods for engaging students in academic discourse and tailored differentiation techniques designed to meet the diverse learning needs of our student body.

The impact of these initiatives has been profound, manifesting in a more cohesive instructional approach that resonates with our students and enhances their academic journey. Students now transition from grade to grade with a stronger sense of continuity, benefiting from a consistent application of teaching strategies that support their academic and social-emotional growth. The shared understanding and application of these strategies among our faculty have not only enriched the learning environment but have also fostered a sense of community and mutual support among teachers and students alike.

Our draft PD calendar is as follows:

Semester 1			Semester 2		
Month	Date	Topic	Month	Date	Topic
August 2025			January 2026		
	08/04/25	Opening Meeting: What is our purpose?/ Set Goals		01/07/26	Mindset Mastery: Follow up PD
	08/05/25	Mandated Trainings		01/14/26	No Meeting: Grading Session
	08/06/25	Overview: 5 Dimensions of Teaching & Learning		01/21/26	No Meeting: Parent Conferences
	08/07/25	Grade Level Meeting		01/28/26	PD: ELPAC Administration
	08/08/25	Classroom Prep/ Individual Planning	February 2026		
	08/13/25	Data Analysis: How to Guide Our Instruction		02/04/26	Data Analysis: Winter Benchmarks
	08/20/25	Department Meeting w/Lead: STEM & Humanities		02/18/26	EpiPen Training
	08/27/25	Back-to-School Night Team Prep		02/25/26	5 Dimensions of Teaching & Learning: Student Talk
September 2025					
	09/03/25	Emergency Protocols	March 2026		
	09/10/25	Data Analysis: Fall Benchmarks- Data Analysis Protocol & Instruction		03/04/26	Mindset Mastery: Follow up PD
	09/17/25	Positive Behavior Intervention Systems (PBIS): Common Expectations		03/18/26	No Meeting: Open House Prep
	09/24/25	5 Dimensions of Teaching & Learning: Scaffolds for Learning (Differentiation)		03/25/26	No Meeting: Grading Session
October 2025					
	10/02/25	Mindset Mastery: Trauma-Informed Practices	April 2026		
	10/08/25	English Language Development: Designated & Integrated		04/01/26	No School: Spring Break
	10/15/25	No Meeting: Grading Session		04/08/26	No Meeting: Parent Conferences
	10/22/25	No Meeting: Parent Conferences		04/15/26	Positive Behavior Intervention Systems: Reflection on current systems
	10/29/25	Grade-Level Meetings		04/22/26	CAASPP Administration
November 2025					
	11/05/25	5 Dimensions of Teaching & Learning: Assessments	May 2026		
	11/12/25	PD: Administering the CAASPP Interim Assessments		05/06/26	No Meeting: Prep for Spring Fiesta
	11/19/25	Department Meeting STEM & Humanities: (Content-Specific Vocab & Comprehension)		05/13/26	Data Analysis: Spring Internal Benchmarks
	11/26/25	No School: Thanksgiving Break		05/20/26	Staff Meeting/ PD: End-of-Year Reflection
December 2025					
	12/03/25	Data Analysis: CAASPP Interim Assessments	June 2026		
				06/03/26	Independent Work: Close Cumulative Records/ Finalize Report Cards
		No School: Winter Break (12/15/25-01/02/26)			

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, Positive Behavior Interventions and Supports, Ability Awareness, 504 and IEP Implementation, English Language Development, Cultural Proficiency, Depth and Complexity, dual language instructional strategies, and integration of technology for the 21st Century. Faculty is encouraged to attend these workshops and seminars. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade level to ensure application of new concepts and successful implementation of new skills. Additionally, professional development is adjusted annually to account for any new legal requirements, as applicable.

RECRUITING CREDENTIALED TEACHERS

In order to increase efficiency in hiring/ retention and to ensure consistency and compliance in the recruitment and selection process, it is recommended the following steps be followed. This policy is intended to be used as a reference to the Hiring Process at Los Angeles Leadership Academy.

Step 1: Identify Vacancy
When it is determined a new position is needed, the administrator will email the COO of the vacancy. Ensuring alignment with the job description, they will note the minimum qualifications desired (e.g., degrees, minimum number of years of experience, etc.).

If a new position is created, a job description outlining all duties, responsibilities, and qualifications is required, along with the CEO/Superintendent approval. The CEO/Superintendent reserves the right to appoint qualified internal candidates and external candidates to vacant positions.

Step 2: Job Posting
The COO will post the vacant position, along with Job Descriptions and desired requirements, via some of the following avenues:

1. Edjoin: www.edjoin.org – Postings for a minimum of 10 calendar days, or until filled.
2. CA Charter School Association: http://www.publiccharters.org/job-board/
3. LALA website: www.laleadership.org
4. Internal email sent to LALA staff: notifying them of possible job openings
5. Job Board: printed and posted for all employees to view

Step 3: Screening Process
The COO will conduct all paper screenings; ensuring candidates meet all applicable requirements (e.g. credentials, degrees, experience, etc.).

Candidate(s) **not** moving on to the next round
Human Resource Office will send a letter to all candidates that didn't move to the next round, thanking them for their submission.

Candidates moving on to the next round
The COO will provide each Administrator with a *candidate packet* consisting of each qualified applicant's resume, letter of intent, letters of recommendation, and credentials, if applicable. In addition, they will receive the job description along with interview questions/ writing prompts related to the position.

Upon receiving *candidate packets*, the administrator is responsible for setting up interviews with potential candidates, as well as calling references (if approved by candidate). Notification of formal interview date and time will be emailed to interview panel. A list of what to ask during reference checks will be utilized as reference.

Step 4: Interview Process
Interview Process for Teachers
      1. Formal Interview
The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor, 1 Human Resource official.
          a. <u>Writing Prompt</u> – candidate completes writing prompt upon arrival. The same predetermined prompt is given to all candidates
          b. <u>Formal Interview with Panel</u> – predetermined interview questions are issued to the interview panel prior to the interview. All candidates will be asked the same questions.

Upon completing the formal interview, the panel members will complete their evaluations and interview notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

Once all the interviews have been completed, the interview panel will meet to discuss the candidates and make an objective decision for those moving to the next round. The documentation will demonstrate the selection criteria.

Candidate(s) **not** moving on to the next round
All formal interview documents shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't move on to the next round, thanking them for their submission.

Candidates moving on to the next round
All formal interview documents shall be placed in the *candidate's packet* and kept by the administrator for the next round. The administrator is responsible for setting up a Demo Lesson with the selected candidates. Notification of Demo Lesson date/ time will be emailed to the panel.

      2. Demonstration Lesson
The Interview Panel will consist of a minimum of 1 administrator, minimum of 2 teachers, 1 counselor.
          a. <u>Lesson Plans</u> – candidates will submit a lesson plan, including the following components, as outlined in the CBA
             I. Standards
            II. Language Objectives
           III. FLT's (Focus Learning Target)
           IV. 21st Century Standards/Social Justice/Leadership
           V. Measurement of Student Success/Assessment
          b. <u>Demonstration Lesson</u> – candidates will give a 20-30 minute demonstration to the panel, following the plan submitted. After the lesson, panel may have a Q&A with candidate regarding lesson presented.

Upon completing the demo lesson, the panel members will complete their evaluations and notes. Candidate evaluations will include only those comments which are relevant to the requirements of the position.

3. Meet and Greet

Following the Demo Lesson, the candidates will be invited to meet and collaborate with stakeholders (e.g., teachers, parents, students, staff, etc.)

Once the Demo lessons and Meet and Greet have been completed for all selected candidates, the interview panel will meet and make a recommendation to the CEO/Superintendent or administrative designee as to which candidate should fill the position. The documentation will demonstrate the selection criteria.

Candidate(s) **not** selected for the position

All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. Human Resource Office will send a letter to all candidates that didn't get selected, thanking them for their submission.

Selected Candidate

All interview documents (i.e. formal interview and demo lesson evaluations) shall be placed in the *candidate's packet*, and submitted to the Human Resource Office. The administrator will contact the final candidate and issue them a LALA Offer Letter. The administrator will then notify the Human Resource Office so that they can close the job posting and begin the required paperwork with the selected candidate.

MEETING THE NEEDS OF ALL STUDENTS

ENGLISH LEARNERS

LALA will meet all applicable legal requirements for English Learners, including Long-Term Els and English Learners at risk of becoming Long-Term ELs, as it pertains to annual notification to parents, student identification, placement, program options, English language development and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements.

The Charter School will implement policies and procedures included in the LALA English Learner Master Plan ("Master Plan") for English Learners to ensure proper placement, evaluation, and communication regarding ELs and the rights of students and parents. The Master Plan also provides direction and guidance to staff and stakeholders regarding the services available to parents and EL students.

The goal of Los Angeles Leadership Academy's English Learner program is to develop English language literacy in each English Learner as effectively and rapidly as possible so that students experience academic success comparable to native English speakers. Los Angeles Leadership Academy recognizes that this goal can be accomplished through programs that are ELD standards-based and well-designed so that students can access the entire curriculum while acquiring English.

The purpose of the Master Plan for English Learners is to serve as a guide for our academic programs in the ongoing development, implementation and assessment of the delivery of instruction for English

learners. With a common understanding of the goals and procedures, faculty will ensure that English learners receive consistently implemented services designed to meet their academic needs.

The programs and services contained in the Master Plan were developed based on state and federal laws, LAUSD guidelines, Board policies, and research-based best practices in instruction for ELs. Program effectiveness is monitored using assessment data from testing and daily instruction. Programs are modified as needed based on information from assessments, parents, teachers, and staff.

The objective of LALA is to:

- Develop and implement effective programs for ELs as described in the Master Plan for English Learners.
- Ensure that all ELs have access to and achieve mastery of the English language.
- Decrease the risk of failure and retention while lowering the affective filter (negative emotions) of ELs.
- Strengthen parent involvement and engagement in their child's academic plans.
- Increase EL participation in advanced academic programs and enrichment opportunities.
- Engage ELs in meaningful cultural, social, and academic activities.

The Master Plan not only works to ensure compliance with program mandates for our students, but works towards providing them with a 21st Century skills education. Our intent is for our students to graduate from Los Angeles Leadership Academy with the cognitive skills and experiences necessary to succeed at post-secondary education and in all facets of their lives.

PROCESS FOR IDENTIFYING ENGLISH LEARNERS

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, upon initial enrollment in a California public school, LAL will administer the *Home Language Survey*. All students who indicate that their home language is other than English and who have not previously been identified as an English learner by a California public school or for whom there is no record of prior ELPAC test results, will be assessed using the ELPAC Initial Assessment ("IA"). 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 IA must be administered 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 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. English Learners will take the ELPAC Summative Assessment ("SA") annually thereafter until redesignated as Reclassified Fluent English Proficient ("RFEP"). 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 redesignated as RFEP, to help inform proper educational placement and to report progress for accountability. The ELPAC SA testing window will be a four month window after January 1 (February 1–May 31).

The Assistant Principal assesses English language proficiency of all currently enrolled English learners in accordance with applicable legal requirements. Students with disabilities are permitted to take the

ELPAC with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The Charter School notifies parents of the Charter School's responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor. The ELPAC shall be used to fulfill the requirements under the Every Student Succeeds Act ("ESSA") for annual English proficiency testing.

Students are monitored in conjunction with the four Performance Level Descriptors ("PLD") approved by the State Board of Education:

Level	Description
4	English learners at this level have **well developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Bridging" proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards).
3	English learners at this level have **moderately developed** oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light- to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the "Expanding" proficiency level through the lower range of the "Bridging" proficiency level as described in the CA ELD Standards.
2	English learners at this level have **somewhat developed** oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the "Expanding" proficiency level as described in the CA ELD Standards.
1	English learners at this level have **minimally developed** oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the "Emerging" proficiency level as described in the CA ELD Standards.

Source: https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp

Parents are notified of their rights and their child's ELPAC scores each year and are encouraged to participate in the reclassification process. Parents are notified when a student is being considered for reclassification and again when they are officially reclassified.

EDUCATION PROGRAMS FOR ENGLISH LANGUAGE ACQUISITION

If a student is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21st Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Currently, Integrated ELD is provided by credentialed, bilingual teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of Designated ELD instruction each day. ELD instruction is given according to a student's assessed proficiency level and is based on the current ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA. As a supplement to our teacher-created ELD instruction, we use the ELD component of *StudySync*, a research-based program which provides active learning opportunities and scaffolded instruction to move English learners to reading proficiency and independence. In particular, the additional texts and activities take a closer look at the language choices that authors make to communicate their ideas, for example, by prompting students to look up the precise meanings of certain highlighted words. Individual and group activities aid in developing students' comprehension of the reading, with tools such as speaking and writing frames, self-assessment rubrics. Moreover, *English 3D: Course C* from Houghton Mifflin Harcourt is used at the high school level. The course is aligned with the tenets of LALA as the content brings activates the preexisting linguistic, cultural assets, and background knowledge of multilingual learners in the classroom. The instruction is elevated through relevant topics and texts, translanguaging, contrastive analysis, and home language connections.

SDAIE strategies are used to provide services and supports for English learners in the classroom, throughout the school day. These strategies are used across the curriculum. Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers engage in the following practices to support universal access of subject matter content for all students:

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

SDAIE strategies also include:

- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Using journal writing to express feelings and promote reflection
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)
- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

GLAD strategies are also used to support the academic language development of English learners. See discussion under Instructional Methods and Strategies.

HOW THE PROGRAM WILL ENSURE STUDENTS MAKE ADEQUATE PROGRESS TOWARD MASTERY OF THE ELD STANDARDS AND USE THE RESULTS OF THE ELPAC TO SUPPORT AND ACCELERATE STUDENT PROGRESS

The current ELD instructional program ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated ELD instruction specifically designed for English Learners
- Well-articulated, standards-based, differentiated instruction in the core curriculum with SDAIE
- Structured activities designed to develop multicultural awareness and positive self-esteem.
- Integrated and designated ELD instruction as outlined above.

The results of the ELPAC are used to make placement decisions for students, pursuant to Education Code Sections 313 and 60810(d). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the ELPAC until they meet the eligibility criteria and are reclassified to fluent English proficient.

HOW THE SCHOOL WILL PROVIDE ELS AT ALL PROFICIENCY LEVELS WITH MEANINGFUL ACCESS TO THE FULL CURRICULUM, INCLUDING BUT NOT LIMITED TO IDENTIFICATION OF SPECIFIC INSTRUCTIONAL STRATEGIES AND INTERVENTIONS IN BOTH DESIGNATED AND INTEGRATED ELD THROUGH THE USE OF THE ELA/ELD FRAMEWORK

See immediately preceding sections above and *Curriculum and Instruction: English Language Arts, World Language,* and *English Language Development* sections above. Instructional strategies discussed throughout this EL section (Designated and Integrated ELD, GLAD, SDAIE) as well as throughout this petition (constructivist learning, collaborative learning, etc.) all are intended to not only facilitate core content acquisition and mastery but also language acquisition and mastery, specifically English mastery for our English learners.

Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers receive training in the effective implementation of techniques such as SDAIE, scaffolding and Structured Instruction Observation Protocol model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

PROCESS FOR ANNUAL EVALUATION OF THE ENGLISH LEARNER PROGRAM

In order to evaluate the effectiveness of the English Learner Program, LALA analyzes the data to monitor individual and school-wide English proficiency and achievement in core academic subjects, as well as reclassification data. Because effective instruction is so important to the success of English learners, administrators monitor teachers (during formal and informal classroom observations) to ensure:

- implementation of essential questions, content area standards, language objectives, ELD standards, and Depth and Complexity levels in core academic subjects.
- use of differentiated instructional delivery, as appropriate, and use of SDAIE, designated and integrated ELD strategies to support English learners.
- planning and implementation of the ELD instructional block through collection and analysis of lesson plans.

LALA also collaborates with stakeholders, including the English Learner Advisory Committee ("ELAC") to review and refine programs as needed.

PROCESS AND SPECIFIC CRITERIA FOR RECLASSIFICATION

The Charter School's Principal or designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's CUM file and reflected in the student information system. ELs are reclassified to fluent-English-proficient based on multiple criteria. The minimum criteria to be considered for reclassification are:

Reclassification Criteria

- English proficiency on the ELPAC indicated by a minimum ELPAC Summative score of 4.
- Meet one of the following three criteria:

- o Score of Standard Met or Exceeded on the most recent CAASPP exam
- o Language and Reading proficiency as measured by internal benchmarks
- Teacher evaluations based on student English Language Arts and ELD grades/progress report marks*
- Parent consultation and approval

Student Assessments

LALA administers curriculum-embedded and grade level ELD assessments to monitor student progress. Los Angeles Leadership Academy will also make use of embedded assessments to regularly measure the English language proficiency of all ELs. Los Angeles Leadership Academy will monitor EL development of language using:

- ELPAC Scores
- Common Benchmark Assessments
- ELD Assessments
- Multiple Cross-Curricular Embedded Assessments

The results of these assessments are compared to the Minimum Progress Expectations by the instructional program. When students have not made adequate progress, interventions are applied. These interventions and other instructional supports will focus on helping the student accelerate their growth toward the expected level of English proficiency.

PROCESS FOR MONITORING PROGRESS OF ENGLISH LEARNERS AND RECLASSIFIED TO FLUENT ENGLISH PROFICIENT STUDENTS

Students who are English learners are monitored annually using both Charter School-adopted formative and summative assessments and the ELPAC. The Charter School-adopted assessments are used to determine students' English language proficiency and academic performance. English learners are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is analyzed to identify individual students who are not meeting this expectation and appropriate interventions are applied at the Charter School site. In addition,

- the use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
- teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
- LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
- LALA will maintain ELPAC test results, home language surveys, ELD Matrix forms, parent notifications, and primary language test results inside the ELD Folder located in the student's cumulative record.

LALA administers grade-level ELD assessments at least two times annually to monitor student progress. Progress will also be monitored through ELPAC scores, common benchmark assessments, and curriculum-embedded assessments. Students who do not meet Minimum Progress Expectations on these assessments will receive an intervention plan with specialized support.

An EL's progress is monitored annually using school-adopted formative and summative assessments. The assessments are used to determine students' English language proficiency as well as academic performance. ELs are expected to show one language proficiency level of growth annually as measured by the ELPAC until they reach full English proficiency and then maintain that level until reclassified. Data from the annual ELPAC administration is compiled to identify individual students who are not meeting this expectation and consequently identify appropriate interventions to be implemented.

1. The use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.

2. Teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.

3. LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.

4. LALA will maintain test results, ELD matrix forms, parent notifications, and primary language test results inside the ELD folder located in the student's CUM.

LALA will continue to monitor our reclassified English Proficient students' academic progress for a minimum of four years. At least once yearly, a Language Appraisal Team ("LAT") meets to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, EL Testing Coordinator (the Assistant Principal or their designee), the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, EL Experts, and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in Language Arts or Math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum embedded assessments and teacher evaluation reports.

The EL Coordinator coordinates the monitoring of reclassified students. All RFEP students are monitored at the end of each semester for a minimum of four years following reclassification. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher(s) to develop an intervention instructional plan with specialized support.

PROCESS FOR MONITORING PROGRESS AND EFFECTIVENESS OF SUPPORTS FOR LONG TERM ENGLISH LEARNERS (LTELS) AND FOR STUDENTS "AT-RISK" OF BECOMING LTELS

Regular and documented progress monitoring is essential to ensuring that English learners achieve language and grade-level proficiency and are eligible for reclassification. To this end, English learners are monitored regularly throughout the school year through formative and summative assessments in language and literacy. Every certificated teacher who has English learners in their class is responsible for monitoring and documenting EL progress. The academic progress of EL students who have been reclassified as Fluent English Proficient is monitored and documented twice yearly, for a period of four years.

GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

LALA meets the needs of gifted and talented students and students achieving above grade level (collectively, "GATE") by seeking to identify these students and ensuring that they receive daily, differentiated classroom instruction relevant to their needs, including enrichment, which might consist of independent study and original research opportunities, and flexible pacing strategies such as curriculum compacting. In addition, the program for GATE students includes monthly activities (for example, participation in the middle and high school honor society chapters), options to participate in interest clubs, after school enrichment classes (i.e., engineering, robotics, coding), and student portfolios. While these activities are for all students, GATE students may have advanced requirements. All students have access to the activities, but assignments may be differentiated.

At the start of the school year, the LALA GATE Coordinator (the Principal or designee) holds a GATE parent advisory meeting to discuss the GATE program and requirements. At the beginning of every quarter, LALA holds a GATE parent advisory meeting to discuss issues regarding the GATE program, social and emotional issues related to GATE and high-achieving students and other topics of interest to parents of GATE and high-achieving students. The GATE program is implemented by the classroom teachers and overseen by the GATE Coordinator. Teachers meet with the Principal at the beginning of the year to review student subgroup data, and receive class lists identifying students' GATE status. LALA has the following goals for the GATE program:

- Students will become critical thinkers and problem solvers.
- Students will use increasingly complex levels of thinking and production.
- Students will accept greater responsibility for their own learning.
- Students will develop civic responsibility and an open-minded perspective towards a universal citizenship.

CATEGORIES AND PROCESS OF IDENTIFICATION

The timelines for identification are as follows:
- October-November: Teacher recommendation is submitted to GATE Coordinator
- Teacher completes Renzulli-Hartman Inventory of Superior Students
- Parent completes the Student Inventory
- Documentation is collected and placed in a student file. At the end of the second quarter, teacher(s) meet with GATE Coordinator for an evaluation meeting to review assessment results (demonstrating that student has exceeded the standards in ELA and/or Math) and academic achievement for the previous two years, parent inventory, and any other supporting documentation (i.e. internal benchmark assessments)
- A parent meeting is scheduled within 15 days of the evaluation meeting to discuss results. If the student qualifies, the official recommendation is made and parent signature is requested as written consent to move forward with the identification process.

GATE students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the GATE Program.

High Achievement Ability

Grades 6-8: Students who demonstrate high achievement at advanced levels determined by quarterly benchmarks assessments (performing at advanced levels on the CAASPP test in both English Language Arts and Mathematics for two consecutive years), grades, and teacher recommendation.

Grades 9-12: Students who consistently function for two consecutive years at advanced levels determined by the CAASPP assessment in both English Language Arts and Mathematics, quarterly benchmark assessments (MAP NWEA, and STAR Reading), grades and teacher recommendation. A candidate's performance in Science or Social Science may also be considered in addition to English Language Arts and Mathematics.

Specific Academic Ability
Students who demonstrate above grade level performance for 3 consecutive years in ELA or Mathematics as measured by CAASPP assessment or internal benchmarks assessments.

Leadership Ability
Students who show confidence and knowledge, influence others effectively, have problem-solving and decision-making skills, express ideas in oral or written form clearly, show a sense of purpose and direction (as determined by administrator and teacher observations), and who participate in documented community service projects are eligible to participate in the GATE program:

- Students referred in this category should evidence characteristics in the exceptional range and have evidence to support abilities.
- A plan to support student's identification will be devised by the GATE Coordinator.
- The Student Portfolio is an important component of the evaluation.

Notification of Eligibility or Non-Eligibility
LALA notifies the parents of student's eligibility (or non-eligibility) and provides parents with a program overview. The Dean of Student Support Services places an orange folder in the cumulative files containing the Report on Eligibility or Non-eligibility. A Parent Consent for Participation in the GATE Program must be signed and placed in the orange folder of each student participating in the program.

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF GATE STUDENTS
All teachers are provided access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into regular classroom settings.

Teacher Preparation

- PD is facilitated by GATE Coordinator
- National Association for Gifted Children – required self-guided models for teachers
- Professional growth opportunities for teachers to become leaders, to train others

PROGRESS MONITORING
The academic progress of GATE students is monitored by the GATE Coordinator. A progress report reflecting grades, awards, recognition for community service, etc. is placed in the student's orange folder.

Meeting the Educational Needs of GATE Students
Differentiation strategies – Teachers receive PD and Support for strategies such as Curriculum Compacting, depth and complexity icons.

Additional Enrichment and Support for Students

- Biweekly after-school activities with students
- Fall and Spring information Meeting with Parents

As mentioned above, the Principal or designee serves as the GATE Coordinator.

STUDENTS ACHIEVING BELOW GRADE LEVEL

Students achieving below grade level will be identified through teacher observation and scores on summative assessments, benchmark assessments, and progress reports. Students who have been identified as at-risk or low-performing students have interventions as appropriate according to the MTSS model, outlined below and recommended by our SAP or SST. Interventions may include before or after school intervention sessions, Saturday School, or one-on-one tutoring from the classroom teacher. Students lacking phonemic awareness and fluency are referred immediately to the Learning Center for rigorous targeted instruction. The Assistant Principal monitors student progress in collaboration with administration and the SAP or SST team by collecting data from summative assessments, benchmark assessments, and progress reports in addition to work samples, and the data collected from the computer-based intervention programs. (ALEKS Math Program, Achieve 3000).

LALA implements Multi-tiered System of Supports a multi-tiered approach to the early identification and support of students with learning and behavior needs. The MTSS process begins with high-quality instruction and universal screening of all students in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning. These services may be offered by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Educational decisions about the intensity and duration of interventions are based on individual student response to instruction. MTSS is designed for making decisions in both general education and special education, creating a well-integrated system of instruction and intervention guided by student outcome data. The descriptions below detail the MTSS Tiers for academic and behavioral interventions.

Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions.
Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on within a few weeks of enrollment a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being "at risk" through universal screenings and/or results on internal benchmark assessments are referred, through the Student Assistance Process ("SAP"), to receive additional academic supports that may include, but not limited to: before and after school tutoring and small group instruction in class. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally

exited from the intervention but continue to be monitored. Students not showing adequate progress are moved to Tier 2.

Tier2: Targeted Interventions

Targeted Interventions are provided during the school day two to three days a week for 45 minutes. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, providing instruction or intervention. These services and interventions are provided by an intervention specialist in small-group settings in the classroom in addition to instruction in the general curriculum. The intervention specialist uses programs such as Achieve 3000 and the STAR Reading to monitor student progress and customize the guided reading lessons based on the needs of students. Students who continue to show minimal or no progress at this level of intervention are then considered for more intensive interventions through the SST process as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students' skill deficits. Intensive Interventions will be provided during the school day twice per week at the Learning Center. The intervention specialist will provide intensive support using the guided reading model to students in groups of 2-5 students per session. The intervention specialist will use programs like Achieve 3000 and ALEKS Math to monitor student progress and customize lessons. Students who do not achieve the desired level of progress in response to these targeted interventions are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act. The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

STUDENT ASSISTANCE PROGRAM/ STUDENT SUCCESS TEAM

LALA utilizes two student support structures to maximize student success across all grade levels.

1. The Student Assistance Program, overseen by the Assistant Principal under the leadership of the Principal, is a learning support program under the MTSS umbrella structure that brings together support staff at the school site to develop and monitor strategies and resources that serve as prevention and intervention efforts, contributing to student success. The SAP process focuses on individually referred students and coordinates available interventions, programs, services and best practices to promote and monitor academic success of referred students. The SAP team is composed of the classroom teacher, administrator (or designee), parent, student, Intervention Teacher, and an additional staff member that can support the student. The Assistant Principal is the SAP Coordinator.

When a student needs additional support in school despite the teacher implementing in- class tier I support, either the teacher, parent or any other staff member refers the student to the Student Assistance Program. The team convenes to obtain a comprehensive assessment of students needs and develop a strategic plan for support tailored to the current needs of the student. After the initial meeting, the SAP Team reconvenes periodically every 4-5 weeks to evaluate student progress, the effectiveness of the strategies in place, and make changes as needed. If the SAP process does not yield any gains, the student then begins the SST process.

2. Student Success Team: If, after receiving support through the SAP process, the student makes minimal or no progress, the Student Success Team then begins the meeting process. The Student Success Team is similar in various aspects to the SAP Team. The Student Success Team ("SST") is a problem-solving structure that assists students, families and teachers in seeking positive solutions and coordinating resources to maximize student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions. The SST Team includes the members of the SAP team and in addition the Teacher (Resource Specialist) Resource Specialist Teacher and when applicable, an outside service provider. All documentation from the SST process is recorded in the student's cumulative record. At any given time, the administrative and instructional team may determine that a student must either be referred directly to the SST process or evaluated for Special Education services.

Asset -based Model: The SST always starts with a discussion of a student's strengths/assets and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family, and health. Participants are encouraged to collaboratively brainstorm solutions to address areas of concern.

Service Coordination: An action plan of interventions and supports designed to address the student's needs is developed and team members are assigned responsibility for each action item.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.
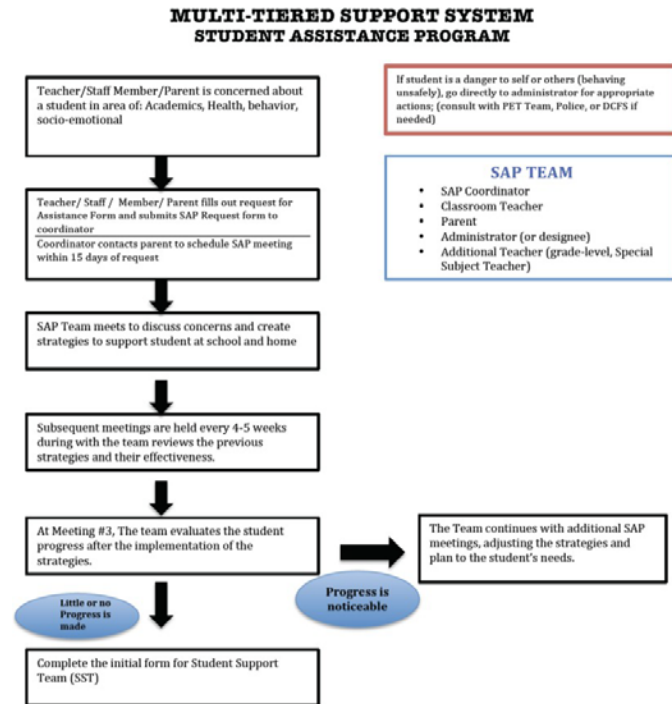
Benefits: The coordination of school, home and community interventions improves student learning, and provides focused, positive support to teachers, families, and students.

The SST can help students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues
- consideration for Special Education eligibility
- health issues (including substance use/abuse)
- retention
- social adjustment

**MULTI-TIERED SUPPORT SYSTEM
STUDENT ASSISTANCE PROGRAM**

Teacher/Staff Member/Parent is concerned about a student in area of: Academics, Health, behavior, socio-emotional

If student is a danger to self or others (behaving unsafely), go directly to administrator for appropriate actions; (consult with PET Team, Police, or DCFS if needed)

SAP TEAM
- SAP Coordinator
- Classroom Teacher
- Parent
- Administrator (or designee)
- Additional Teacher (grade-level, Special Subject Teacher)

Teacher/ Staff / Member/ Parent fills out request for Assistance Form and submits SAP Request form to coordinator

Coordinator contacts parent to schedule SAP meeting within 15 days of request

SAP Team meets to discuss concerns and create strategies to support student at school and home

Subsequent meetings are held every 4-5 weeks during with the team reviews the previous strategies and their effectiveness.

At Meeting #3, The team evaluates the student progress after the implementation of the strategies.

The Team continues with additional SAP meetings, adjusting the strategies and plan to the student's needs.

Little or no Progress is made

Progress is noticeable

Complete the initial form for Student Support Team (SST)

Student Success Team

The Student Success Team is a positive team-oriented approach to assisting students that may still need additional support related to academic, behavioral, and/or social emotional health. Most commonly, a student will enter the SST process after they have made little or no progress through the SAP process. At any point, the Administrative and instructional team with parent consultation, will agree that a student needs to bypass the SAP process and be referred directly to the SST process.

The STT meeting provides everyone an opportunity to develop an understanding of student's strengths and areas of concern. The SST formulates a plan to support student success based on resources and strategies available. Follow up meetings are scheduled to ensure that the plan is working and to make adjustments to ensure student success.

Student Success Team

SAP Team recommends starting the formal SST Process for a student that has exhibited little or no progress via the SAP process. ↓ SAP Coordinator contacts parent to schedule a meeting within 15 days of the team's recommendation. ↓ SST Team convenes to discuss concerns and create a formal plan that includes strategies to support the student at school and home ↓ SST sets dates and times to reconvene and review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success. ↓ At Meeting #3, the team evaluates the student progress after the implementation of the interventions and strategies. If little or no progress is made, the team discusses next steps and possible referral for evaluation.	**SST Team** • Parent/guardian is always invited • Students participate as appropriate • Administrator (Principal, Assistant Principal) • Classroom Teacher(s) • Additional Grade Level Teacher • ~~Learning Center~~ Teacher (MTSS Specialist) Support Professional • On-site resource/support staff • Parent Liaison • Teacher (Resource Specialist) • Support Staff member, when appropriate • Service Provider (i.e. counselor, Speech Pathologist, Occupational Therapist), when applicable

The SST is comprised of the following members:

- Parent/guardian is always invited
- Students participate as appropriate
- Administrator
- Classroom Teacher
- Additional Grade Level Teacher
- Learning Center Teacher (MTSS Specialist)
- Parent Liaison
- Resource Specialist–RSP Teacher
- Support Staff member, when appropriate
- Service Provider (e.g., Counselor, Speech Pathologist, Occupational Therapist), when applicable

SOCIO-ECONOMICALLY DISADVANTAGED/LOW INCOME STUDENTS

Almost all of our students are socio-economically disadvantaged.[154] As such, our entire program is designed to meet these students' needs. LALA screens for socio-economically disadvantaged students during intake in enrollment forms, parent meetings, parent conferences, and throughout the year. Because this population of students intersects other sub-groups in our Charter School population, we analyze data to see where we can provide intervention. Our socio-economically disadvantaged students have their instructional, personal, and emotional needs met by the entire LALA staff, including teachers. We provide a variety of enriching experiences in the arts, education in health and wellness including our school garden program and healthy eating information, field trips to places such as The Grammy Museum, The Science Center, Descanso Gardens, Griffith Observatory, Autry Museum, and more to support our grade-level standards. Our comprehensive before- and after-school program includes both academic support and enrichment activities such as computer literacy, use of technology tools, social-emotional well-being of students, parenting, healthy eating habits, reading assessment reports, engagement in school-based activities. Throughout the year, the Charter School offers physical fitness classes at no cost to parents as well as fresh vegetables and fruits from our urban garden. As needed, when families have a need for support in the areas of medical, dental, legal or other community services, we provide referrals to local city and state assistance programs. The Charter School allocates funds to provide uniform and transportation assistance to families that cannot afford to purchase them throughout the school year. The progress of these students is monitored continuously by classroom teachers, and the administrative team.

STUDENTS WITH DISABILITIES

See Federal, State and District Required Language at the start of Element 1.

STUDENTS IN OTHER STUDENT GROUPS

Through our student-centered program, LALA offers support to students with special needs, whatever those needs may be. Our MTSS program, detailed above, is carefully designed to ensure early identification of student needs and the careful application of appropriate supports through a collaborative, iterative process that engages the student's parents/guardians.

LALA shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. The Charter School shall provide specific information, in its outreach materials, website, and at outreach meetings and activities that notifies parents that the Charter School is open to enroll and provide services for all students, and provides a standard contact number for access to additional information regarding enrollment. The Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859. LALA's Principal or designee serves as the Homeless Youth Liaison.

Foster youth, students experiencing homelessness, and any other related subgroups, are identified by Charter School personnel through the enrollment process, and supported through coordinated activities

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[154] 94% were designated SED for the 2023-24 enrollment year. https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24

with other entities/agencies. Students' identification in these, or any other, subgroups has no bearing on their enrollment status. Once students have been identified, LALA works to locate additional support services on a case by case basis. Students are assisted by office staff and school administrators. The Principal or designee serves as the Foster Youth Liaison. As with all other students, the Dean of Student Support Services monitors both individual and subgroup performance and progress based on benchmark assessments, state testing, teacher feedback, and involvement in the MTSS process.

A TYPICAL DAY

MIDDLE SCHOOL
At Los Angeles Leadership Middle School Academy, our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while providing a safe environment and the tools to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the middle school:

6:30 am	Office Manager and first Custodian arrive to open the school and receive breakfast drop off.
6:45 am	An Administrator, one Campus Supervisor, and the Cafeteria Worker arrive.
7:00 am	The Assistant Principal and other Certificated staff begin to arrive on campus.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher's scheduled hours are 7:45 a.m. to 3:45 p.m. and an administrator's hours are 7:30 a.m. to 4:30 p.m.

7:30 am   The front gate is opened and students begin to enter campus. Students report to their designated areas. Breakfast is served from the middle school cafeteria and Multi Purpose Room. Paraprofessionals assist administrators in the supervision of breakfast. Students enter campus through the main entrance on Griffin Avenue dressed in their uniforms, backpack, and any project that is due for submission. The students are greeted at the gate by an administrator. While some students arrive walking, others are dropped off at the valet drop off and are helped out of the car by a classified staff prior to being greeted at the gate. Students greet all adults in English and Spanish. The Parent Coordinator and parent volunteers support by welcoming the families, answering questions, and opening the vehicle doors for students to exit safely.

After walking past the main entrance, students greet the front office staff and head directly to the cafeteria for breakfast. The students line up by grade level outside the cafeteria. Breakfast and lunch times are used to practice the target language so students are engaged in conversations in Spanish and communicate with staff members in Spanish as well. Students that are scheduled to attend tutoring clean up their eating area and await to be picked up by the teacher.

Other students finish their breakfast and engage in silent reading as part of the AR program. Various students upon finishing their breakfast volunteer to clean up the eating area and support younger students with opening their milk cartons and meal packaging. Student Council members greet their peers and offer homework support to younger students if needed.

8:00am   An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing tardy slips to students who arrive late, documenting reasons for late arrival. After all students have been checked in, the data entry clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the office.

The Counselor begins working with selected students and/or conducting assessments.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

All middle school students start the day with Advisory. During advisory student announcements are made via the school public address system. Advisory time may also be used as Sustained Silent Reading Time on non-announcement days.

8:10 am   Period 1: English

Classes are a 53-minute block. Daily, students are scheduled for English, History, Math, Science, Physical Education, Advisory, "second chance" breakfast, and designated ELD or an elective class. On early dismissal days, the designated ELD or elective period is 30 minutes.

Focused, rigorous standards-based instruction occurs throughout the day for middle school students. Students are highly engaged and motivated during the classroom lessons as they collaborate with each other. Teachers facilitate the learning process. A typical middle school classroom size has approximately 25 students per class. The class size allows for small group student collaboration and individualized teacher to student attention. Along with more attention to the students, teachers will model, share, demonstrate, and teach a rigorous and standards-based curriculum.

Teachers know the students. Whether students are English language learners, special education students, high achievers, and/or socio-economically disadvantaged, teachers pay close attention to how these students are grouped heterogeneously throughout the day and homogeneously during small group instruction. Grouping students with similar needs allows the teacher to maximize instructional time with students and target their specific needs through differentiated instruction. Teachers are trained to utilize many strategies to scaffold the curriculum for all students but especially for those students who are at-risk. Formative assessments help monitor the progress of students' mastery of the standards and provide teachers and students with specific feedback to guide re-teaching and enable students to progress.

Teachers are caring, sensitive, and motivating. They have open communication with parents on a daily basis and ensure that students do not fall behind in the curriculum or have ongoing difficulties that go unnoticed. Teachers intervene at all levels (academically, emotionally, socially, and economically), providing resources and support as necessary.

9:05 am   Period 2: History

In order to develop global citizens and agents of change, it is important for LALA students to develop a strong sense of historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students' understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms.

9:58 am   "Second Chance" Breakfast

Students take a 15-minute nutrition break during which they have an opportunity to eat a snack. Paraprofessionals and administrators supervise the common areas.

10:15 am   Period 3: Math

LALA believes that 21st century skills include the ability to ask and answer questions, test ideas, show proof, measure and represent information, and express ideas clearly and effectively (see Goals and Philosophy portion of Petition for Renewal). Mathematics is a natural discipline in which to practice these and other problem-solving and critical-thinking skills. For example, to develop problem-solving skills, students must think about the processes involved, not just about whether the answer is correct. To develop critical-thinking skills, students must be able to apply learning from one context to another. Therefore, mathematics instruction at Los Angeles Leadership Academy Middle School is focused on fully developing the Common Core State Standards for Mathematics and Mathematical Practices.

11:10 am   Period 4: Science

LALA's focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science, as required by the Next Generation Science Standards. In Science class, students are presented with daily activities that help them explore and ask questions about the world around them,

as well as be active in making good changes. The course is designed for students to think and ask questions like scientists in the real world, while engaging in hands-on labs.

12:03 pm   Lunch

12:47 pm   Period 5: Physical Education

This dynamic and engaging course is designed to promote physical fitness, healthy habits, and teamwork while aligning with the California Physical Education Content Standards. Throughout the year, students will participate in a variety of activities that encourage lifelong fitness and well-being.

1:44 pm   Period 6: Advisory

Students are more successful if they develop strong relationships with a supportive adult. While all LALA teachers are committed to helping students, advisory is a time for students to connect with an assigned teacher advisor who provides mentorship, advocacy, and guidance throughout students' four years of high school. Advisory is not an attendance or sponge period; it is a time for the teacher who is paired with those students to observe and support their academic and socioemotional development by asking and answering questions, acknowledging accomplishments, addressing concerns, and creating a caring community. The advisory teacher also works to develop a collaborative relationship with students' parents or guardians. The relationships built during advisory help students move more easily through their high school years by providing them access to the same committed, caring adult who has come to know each student and each student's family, enabling that adult to offer appropriate and individualized guidance and support.

2:18 pm   Period 7: Designated ELD or Elective Class

3:11pm   Regular Dismissal
Administrators supervise dismissal and communicate with parents and teachers to resolve any issues and maintain a safe environment.

Students in the All-Stars After School Program meet at their assigned classrooms and check in with instructors.

6:00 pm   Afterschool program ends
Parents check students out at assigned areas. Most staff members have departed for the day unless they are part of a council, are taking part in a parent informational meeting that has been scheduled for the community, or are participating in a late conference with parents. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm   Custodians secure the building by locking all doors and setting the alarm.

HIGH SCHOOL

At Los Angeles Leadership Academy High School our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while providing a safe environment to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the high school:

7:00 am	Office Manager and first Custodian arrive to open the school and receive breakfast drop off.
7:15 am	The Administrator, one Campus Supervisor, and the Cafeteria Worker arrive.
7:30 am	The Assistant Principal and other Certificated staff begin to arrive on campus.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher's scheduled hours are 7:45 a.m. to 3:45 p.m. and an administrator's hours are 7:30 a.m. to 4:30 p.m.

8:00 am　The Charter School's voice mail system and email is checked, messages from the night before are relayed to classrooms and offices, and preparations are made for substitutes, as necessary. The office staff is bilingual and very attentive to all individuals and requests coming through the office as our school doors open.

At 8:00 the front door is open and students begin to enter the campus. An administrator greets all students as they arrive through the front door and provides supervision in the front of the school. Students congregate in the cafeteria areas or patio until school begins. A breakfast is available for students between 8:00 and 8:30 am. Computers are available for students to work on school assignments before school, if needed. Paraprofessionals assist administration in the supervision of students until class time.

8:30 am　An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing *tardy slips* to students who have arrive late, documenting reasons for late arrival. After all students have been checked in, the attendance clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the Office.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

STUDENT SCHEDULES

High school students follow a block schedule. Classes on Monday, Tuesday, Thursday, and Friday are a 90-minute block. On Wednesdays (early dismissal day) classes are 45 minutes. Daily, students are scheduled for 3 core courses that apply towards the A-G graduation requirements, a morning break,

College and Career Readiness ("CCR"), and an intervention or enrichment session. One day they attend courses for periods 1, 3, and 5. The next day they alternate and attend courses for periods 2, 4, and 6.

8:30 am   Period 1 or Period 2

Students begin the school day with the Period 1 or 2 block session. You will observe students and teachers greeting each other in a respectful and warm manner. Block classes have been scheduled to allow time for instruction that includes time to support the implementation of 21st Century Learning Standards and Common Core State Standards. Students will begin with a warm-up activity and review. Class time includes a combination of activities such as direct instruction, communication of expectations through rubrics or other documents, group work, individual practice, rotations, application of skills through projects or other tasks, reflection time, exit slips, etc. Teachers may be observed working with the whole class, small groups (heterogeneous or homogeneous), or individuals, coaching students through their learning, differentiating and scaffolding the lessons, assessing student progress through formal and informal assessments (observations, short Q&A, discussions, quizzes, tests, performance tasks, student presentations, etc.), and re-teaching as needed.

10:00 am   Break

After the first block session, you will observe 9th and 10th grade students and teacher advisors have a nutrition break.

During nutrition, you would observe students eating a snack and socializing in several common areas both indoors and outdoors. Having two nutrition sessions allows students and teachers to have space and time to eat and relax before their next session. Administration and paraprofessionals provide supervision during nutrition.

10:11am   Period 3 or 4

Students attend the block session for period 3 or 4. See **"Period 1 and 2"** above for details.

11:44 am   College and Career Readiness ("CCR")

The majority of students will be scheduled for a CCR session after lunch (45 minutes). Students check in with their advisors. They may stay with their advisor during their CCR time, they may study in one of the supervised common areas (library, cafeteria, patio), or visit with a teacher who can provide support for a specific class. This is a time for students to get needed support from teachers and paraprofessionals, practice study strategies, develop study habits, practice making appropriate choices, learn to create and implement study groups, develop the habit of using office hours, and to access technology and other resources for school assignments.

During CCR you might observe taking community college courses on site. Some students might take an online community college course during this time. Some students might take a community college course hosted by a professor on site.

12:29pm   Lunch

During lunch, you would observe students in several common areas both indoors and outdoors. They will be eating and socializing with friends. During lunch time, students also have access to their Counselors and resources at the College and Career Center, the Library, and sports on the basketball court. At the College and Career Center, you would observe students researching colleges, meeting with visiting college reps, or completing applications, discussing plans, progress, and next steps with the counselors. At the College and Career Center, students will also have access to job and internship boards for opportunities available in the community, as well as support from the counselors about how to apply, interview tips, etc. The library is our quiet space. At the library, you would observe students reading, researching, or playing a quite game of chess. The supervised basketball court provides a space for students to play sports and socialize in a space that allows more physical activity. We strive to create a variety of spaces accessible during lunch so that all students have an area that meets their needs.

While our policy requires that students fulfill A-G requirements to graduate, there are variations of schedule and course options to address student needs. After, lunch, student programs become more individualized. Some students participating in the Early College Program (dual enrollment program with the community college) would be observed leaving school to attend a course at the local community college(s) after lunch. Some seniors may be observed leaving for internships or jobs.

1:12 pm   Period 5 or 6

Students attend the block session for period 5 or 6. See "Period 1 and 2" above for details.

2:45 pm   Enrichment

In Enrichment, students might undergo teacher-supervised independent study or participate in original research opportunities, either assigned articles by their teachers or self-selected (with teacher approval). Flexible pacing strategies such as curriculum compacting are utilized. The activities surrounding these articles are designed to progressively increase in difficulty as students improve, ensuring that they are constantly challenged and engaged. The program provides comprehensive progress reports and detailed usage data, enabling teachers to closely monitor student progress and adapt instructional strategies as needed. This evidence-based approach supports targeted interventions and fosters an environment of continuous improvement in literacy education.

3:30 pm   Dismissal and Office Hours

You will observe administration, teachers, and campus aides supervising dismissal. During this transition, you will observe some students leaving campus, some students using office hours to work with teachers, and some students attending after-school enrichments, sports, and varied tutoring program provided by our partnerships.

6:00 pm   Afterschool program ends

Parents check students out at assigned areas. Most staff members have departed for the day unless parents have requested a late conference, are part of a council, or are taking part in a parent informational meeting that has been scheduled for the community. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm -Custodians secure the building by locking all doors and setting the alarm.

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

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

PERFORMANCE TARGETS ALIGNED TO STATE PRIORITIES
The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

LALA believes ongoing assessment of student progress is critical to designing instruction, refining or revising instructional strategies, and grouping students for the purpose of differentiating instruction. Formative assessments are frequent and varied in order to provide useful information about student progress toward mastery of State Standards and to improve student learning outcomes. LALA agrees that it will use verified data identified by the State Board of Education. Curriculum-embedded tests and quizzes (text-based and online) are used at appropriate intervals in the program (e.g., chapter, end-of-unit and cumulative review) to determine individual student and whole- class progress with respect to standards-aligned skills and topics being taught.

Teacher-designed assessments and end-of-unit projects measure student progress in curricular areas where curriculum-embedded tests are not available (e.g., visual arts) or where physical performance is required (e.g., performing arts and physical education). These assessments will be administered at least once every reporting period. For all teacher-designed assessments, grade-level teachers collaborate to create standards-based rubrics.

NWEA MAP norm-referenced benchmark assessments in ELA and Math, CAASPP Comprehensive Interims and other diagnostic and benchmark assessments, along with teacher-created, publisher and online assessment tools, are analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs and plan program improvements.

LALA expects to see growth trends, both for each grade level and for individual students, on formative assessments during the course of the school year. Naturally, the performance goal for all students is grade-level proficiency and the formative assessments described above are designed to provide frequent information needed to help students move towards proficiency.

As part of the annual LCAP planning and reflection process, student achievement data is disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine new annual achievement goals. Assessment data is used throughout the year to drive decisions about overall program development, curriculum modifications, teacher professional development and coaching, and allocation of resources. The Principal, CEO/Superintendent and teachers all are held accountable by the Board for meeting student outcome goals.

LALA uses the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject	6-12	Daily and /or weekly

Publisher-Designed Assessments for Core Subjects (Online and paper-based)	Assess standards mastery	6-12	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	6-12	Daily and/or weekly
CAASPP	State Criterion-Based Assessment in ELA and Math	6-8, 11	Once a year (Spring)
CAST	State Assessment in Science	5, 8, HS	Once a year (Spring)
California Alternate Assessment (CAA)	Alternative assessment in ELA, Math and Science	6-8, 11	Once a year (Spring)
Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs)	Standards-aligned practice tests aligned to CAASPPs in ELA and Math	6-8, 11	Winter annually
NWEA MAP	National Normed-Referenced Assessment in Math	6-12	Beginning, mid- and end-of-year
Achieve3000	Computer-adaptive Assessment: -English Literacy -Spanish Literacy -Mathematics	6-12	Beginning of school year (level-set assessment)
ELPAC	Measure language acquisition	6-12	Upon enrollment for initial assessment; each spring for all ELs
Physical Fitness Test	State physical fitness test	7, 9	February through May (window)
AP Exams	AP course takers	11, 12	May, according to yearly updated AP Calendar.

DATA ANALYSIS AND REPORTING

Under the leadership of the Principal, teachers use student performance data as well as annual state assessments to monitor student progress and develop goals for student achievement, instructional programs, and staff development needs. Teachers use data analysis to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs. Teachers provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement.

Summative data collection occurs three times a year—at the start of the school year (diagnostic), mid-year and end-of-year. Data from formative assessments, such as those discussed above, is used on an ongoing basis to measure student progress and design effective instruction. Additionally, the data derived from summative and formative assessments is used to monitor the need for and adjust existing

interventions for students, using the tiers of the MTSS program. (For more information on interventions, see *Element 1: Meeting the Need of All Students*, above).

Data regarding the academic progress and performance of student groups identified in the state priorities (included the Dashboard reports) is collected and aggregated in order to monitor achievement of students within those student groups. Data from the ELPAC, the progress of ELs, reclassification rates, and effectiveness of the English Learner Program at LALA are all tracked by the administration team. Data regarding student attendance is collected in order to provide intervention where necessary; administrators monitor student group disparities (if any) in attendance rates. Additionally, data is collected regarding student retention, suspension and expulsion in order to minimize these outcomes and to design and implement alternatives to retention, suspension and expulsion.

The Principal presents a report at each meeting of the Board regarding, among other things, enrollment, attendance, curriculum, academic performance, professional development, after-school tutoring program, parent grade monitoring, parent involvement and recent and upcoming events. The annual School Accountability Report Card ("SARC") is prepared each year by February 1 as required and posted to the Charter School's website. Overall student achievement data as well as subgroup data are included in the SARC.

A student's benchmark test scores, samples of work, portfolios more are shared with parents during scheduled teacher parent conferences. The Power School online tool is used to store data for individual students, provide statistical information for teachers and administrators, and ensure that parents have access to information about their students' progress at all times. Computers are available on campus for parent use, and the Parent Outreach Coordinator facilitates parent training in accessing PowerSchool to check their child/ren's information and understand the data presented. The Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, including aggregating and disaggregating subgroups, classrooms, grade levels, etcetera. All teachers receive intensive training on student achievement data and effective usage of Power School.

GRADING, PROGRESS REPORTING, AND PROMOTION/RETENTION

Student progress in academic areas, behavior, citizenship, and social development is reported five times during the school year.

First quarter: five-week progress report and ten-week report card
Second quarter: ten-week report card
Third Quarter: ten-week report card
Fourth Quarter: ten-week report card

Grading Scale	A= 100 – 90 B= 89 – 80 C= 79 – 70 F= 69 or below

- LALA requires students to meet grade level promotion requirements. Parents are notified of these challenging promotion requirements through teacher communication, parent meetings,

conferences, mailers, and promotion checks with an advisor/homeroom teacher and/or the counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and/or the counselor. Promotion requirements include:

- Cumulative 2.0 GPA for 8th grade year
- Student cannot fail the same class both semesters

Students who do not meet the 2.0 GPA requirement on a weekly basis are recommended to attend interventions four days a week for extra enrichment and support. Students that receive a fail on 2 or more classes are recommended to go to summer school.

LALA MS requires students to meet grade level promotion requirements.

Parents are notified of these challenging promotion requirements through parent meetings, conferences, mailers, promotion checks with advisor/homeroom teacher and counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and the counselor. Parents of students who have not earned the minimum grade point average to progress to the next grade are contacted by the advisor and counselor for a conference. A review, discussion, and plan of action is conducted with the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10-week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements, will have an SST that is led by the advisor. Parents of students who have not earned the minimum grade point average to progress to the next grade are contacted by the advisor and counselor for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10-week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements will have an SST that is led by the advisor.

Students at risk of retention are identified as early as possible. If a student is at risk of retention, an SST meeting is scheduled. Parents are notified about the recommendation through a parent conference and an invitation to the SST meeting is issued. The SST team, which includes the student's classroom teacher, reviews the student's progress and makes a recommendation as to whether retention is the appropriate intervention for the student. The Principal makes the final determination regarding retention. Parents can appeal to the CEO/Superintendent.

LALA HS requires students to meet A-G requirements for graduation. A board-approved graduation policy delineating the courses and the number of credits required to promote to the next grade are included in Element 1, above. Parents are apprised of these challenging graduation requirements through parent meetings, conferences, graduation progress checks with a counselor, and mailers. Students reflect on their progress towards graduation as they complete course requests for each

semester with the support of advisors and the counselor(s). Parents of students who have not earned the required credits to progress to the next grade are contacted by advisors and counselor(s) for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not graduate with their cohort unless classes are remediated and future courses are passed. These conferences are documented and student progress is monitored by the advisor and counselor.

The Charter School provides students with access to support during the daily College Career Readiness period, enrichment class, lab classes, study skills class, tutoring services offered during and after school, and teacher office hours. In addition, remediation courses are available during summer through online course work at the Charter School.

If a student does not complete the requirements for graduation but does not need a semester of school to complete the work, they may complete the course work over summer through online remedial classes. If a student needs to complete multiple courses to graduate, they are scheduled to complete some summer coursework and then enrolled for fall to complete the remaining requirements.

ELEMENT 4 – GOVERNANCE STRUCTURE

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

GENERAL PROVISIONS

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

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

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

Charter School, including its nonprofit corporation shall promptly respond to all 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

The Charter School is a directly funded independent charter school and is operated by Los Angeles Leadership Academy, a California nonprofit public benefit corporation that has been granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code..

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

The Charter School's Bylaws, Conflict of Interest Code, and Conflict of Interest Policy are included as part of the Charter School's application for renewal. The Charter School has adopted a Conflict of Interest Code that complies with the Political Reform Act, Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Corporations Code conflict of interest rules, and which shall be updated with any charter school-specific conflict of interest laws or regulations.

Below is the organizational chart for LALA.

ORGANIZATIONAL CHART

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                                    LALA Board:
                                Executive Committee
                               Nominating Committee
                               Personnel Committee
                               Budget and Finance
                                    Committee
                               Leadership Awards
                                    Committee
                                 Audit Committee
                               Facilities Committee
                                        |
                            Chief Executive Officer/
                                 Superintendent
                    |                                        |
                 Principal                          Chief Operations Officer
          |              |                                   |
    PTC, ELAC, SSC --- Curriculum Council              Director of Finance
    |         |            |          |                      |
Assistant  Teachers  Clerk/Office  Counselor         Parent Outreach Coordinator
Principal              Manager                               |
    |         |                                        School Registrar
Instructional  Instructional Assistant                      |
Assistant/     (Physical Education                    Data Entry Clerk
Paraprofessional  Coach)
    |
Instructional Assistant
(Special Education)/
Paraprofessional
    |
Campus Supervisor
    |
Custodian
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MAJOR ROLES AND RESPONSIBILITIES

BOARD OF DIRECTORS

Los Angeles Leadership Academy is governed by the Board of Directors of The Los Angeles Leadership Academy (the "Board") in accordance with its Articles of Incorporation and Bylaws, as each may be amended from time to time.

The Board contributes to effective Charter School governance by, among other duties:

- establishing and approving major operational policies;
- selecting and evaluating the CEO/Superintendent;
- approving the Charter School's annual budget and budget revisions;
- overseeing the Charter School's financial affairs;
- contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- directing fundraising activities;
- approving all of LALA's major contracts (those over $25,000, as per Board-approved fiscal policies) and raising private funds when necessary;
- Regularly measuring progress of both student and staff performance;
- Executing all responsibilities provided for in the California Corporations Code;
- Engaging in ongoing strategic planning;
- Approving charter amendments as necessary and submitting requests for material revisions as necessary to the District for consideration;
- Establishing operational committees as needed;
- Participating in the dispute resolution process and complaint procedures when necessary
- Involving parents and the community in Charter School related programs.

The Board plays a key role in developing a culture of cooperation for the Charter School. The Board understands the mission and vision of the Charter School and informs all of its decisions with that mission and vision. Because the Charter School strives to produce a continuous stream of leaders in a multicultural society, the Board itself must exemplify the kind of leadership it expects from its students. For that reason, the Board reflects the many faces of the community at large, and resonates with the many voices of those whom the Charter School attempts to serve.

The Board is responsible for approving Charter School policy, not managing day-to-day Charter School operations. Directors:

- attend meetings of the Board;
- attend meetings of committees of the Board on which they sit;
- contribute to the mission and vision of the Charter School based on their skills and experience;
- assure that decisions are consistent with the vision and mission of the Charter School; and
- assure that decisions do not threaten the financial stability of the Charter School.

CEO/SUPERINTENDENT, PRINCIPAL, AND COO

The Board shall hire and supervise the CEO/Superintendent, who shall serve as the Charter School's executive-level leader and, subject to Board control, shall have day-to-day general supervision, direction, and control of the affairs of Los Angeles Leadership Academy, and such other powers and

duties as the Board may prescribe. The CEO/Superintendent, Principal and COO shall not be Board members but will generally attend all regular and special Board meetings.

CEO/Superintendent: The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of Los Angeles Leadership Academy and its sister charter school, Los Angeles Leadership Primary Academy (grades TK-5); ensures compliance with established goals and legal requirements; is guided by LALA's charter philosophy; promotes the focus for success of all students; and supports the Board's focus on student learning and achievement while enabling the vision and mission of LALA.

COO: The COO oversees all operational functions to support the vision and mission of Los Angeles Leadership Academy including finance/accounting, compliance, vendor relations, HR, facilities, and other operational functions.

Principal: The Principal is the instructional leader of Los Angeles Leadership Academy and is responsible for hiring, training and evaluating all instructional personnel. The Principal ensures that the curriculum is implemented in order to maximize student learning experiences, professional development, school culture, and community relations with stakeholders.

Please see "Element 5: Employee Qualifications" for complete descriptions.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

BOARD COMPOSITION
The Board is comprised of seven (7) to twenty-one (21) Directors. Currently nine (9) Directors serve on the Board. No employees of Los Angeles Leadership Academy serves on the Board and no persons serving on the Board may be an "interested person" as specified in the Bylaws. All Directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(c). If the District appoints a representative to serve on the Board, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors.

Upon receipt of a petition for student representation that meets the requirements of Education Code Section 47604.2(b)(2), the Board of Directors shall order the inclusion within its membership, in addition to the number of members otherwise prescribed, of at least one student member. A student member of the Board of Directors shall have preferential voting rights as defined in Education Code Section 47604.2(b)(4).

TERMS
The Board is divided into three "classes," based on when Directors joined the Board. The members of each class serve for a three-year term, which is staggered with the other two classes of Directors. Thus, in any one year, only one-third of the Board will be replaced or reelected, maintaining stability for LALA and the Charter School.

DIRECTOR QUALIFICATIONS AND CRITERIA FOR SELECTION
Directors are selected based on their commitment to the mission and vision of the Charter School, their willingness to fill the roles and functions of Directors, and their experience in educational leadership or expertise, child/adolescent development, community involvement or civic leadership, fundraising,

financial management, legal or personnel matters related to schools, program design or development, or experience with low-income or minority children.

The Board may select directors to fill vacancies or add Directors to expand the Board's breadth of experience and diversity of perspective. The authorized number of Directors will be set from time to time by the Board, up to a maximum of 21 directors. A majority of the directors then in office may amend the Bylaws to provide for a greater number of Directors.

PROCESS FOR SELECTION

The recruitment and evaluation of potential director candidates typically involves a six-step process: (i) the Nominating Committee of the Board (the "Nominating Committee") solicits nominations for possible candidates; (ii) each candidate meets with the Nominating Committee; (iii) the Nominating Committee reports to the Board its findings and, if applicable, its recommendation that the Board approve a candidate's nomination as Director; (iv) the candidate meets with the CEO/Superintendent, stakeholders and other members of the Board; (v) the candidate attends meetings of the Board; and (vi) the Board elects the candidate to the Board.

COMMITTEES OF THE BOARD

The Board appoints committees as needed in order to inform its work. Each committee, whose membership is comprised solely of Board members (with a minimum of two (2) directors and no more than three (3) in order to avoid a quorum of the Board), presents its findings to the Board at regularly scheduled meetings of the Board. The Committees of the Board, which may be seated from time to time, and their respective functions include the following:

- *Executive Committee*: (a) Take all such actions and monitor all such matters as the Board may take or monitor, as applicable within the authority delegated by the Board, other than such actions described in Sections 2.13-4 of the Bylaws or otherwise prohibited by applicable law, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate and within delegated authority. The Executive Committee reports back to the Board.

- *Nominating Committee*: (a) Oversee the process for nominating new members of the Board, (b) evaluate the performance of existing Board members and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Personnel Committee*: Represent The Los Angeles Leadership Academy and the Board with respect to the relationships between The Los Angeles Leadership Academy and its employees, including, without limitation, with respect to the establishment and maintenance of personnel practices of The Los Angeles Leadership Academy, advice and counsel on collective bargaining decisions, establishing annual school-year performance goals for the CEO/Superintendent, administering and completing the CEO/Superintendent's annual evaluation process (to be recommended to the Board for final approval), oversight of the process for The Los Angeles Leadership Academy's annual evaluation process of its employees, and support and oversight for negotiations regarding any employment contracts associated with The Los Angeles Leadership Academy, and such other matters as the Board may deem appropriate.

- *Budget and Finance Committee*: (a) Oversee The Los Angeles Leadership Academy's overall financial performance and the preparation of The Los Angeles Leadership Academy's annual budget, financial statements and accounting methods and processes, report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Leadership Awards Committee*: (a) Oversee the planning and implementation of The Los Angeles Leadership Academy's annual Leadership Awards Dinner and other fundraising and outreach events, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Audit Committee*: (a) Procure and oversee The Los Angeles Leadership Academy's audit, (b) review audit reports and monitor the implementation of and compliance with any recommended corrective action, (c) report on a regular basis to the Board and (d) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Facilities Committee*: Oversee the maintenance of The Los Angeles Leadership Academy's physical plant in as efficient and cost-effective manner as possible. The committee will meet as needed to review a checklist of items, including insurance, repairs and improvements, and otherwise will meet ad hoc as conditions require. The committee also participates in discussions regarding the facilities demands of any expansion of school enrollment and takes such other actions and oversees such other matters as the Board may deem appropriate.

The Board may also appoint by resolution additional committees to which the Board may delegate any of its authority, as well as "advisory" committees that cannot act with the Board's authority. 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.

GOVERNANCE PROCEDURES AND OPERATIONS

MEMBER REQUIREMENTS AND PROCEDURES

The Board generally meets six times per year on an approximately bimonthly basis within the boundaries of Los Angeles County and in accordance with the Brown Act and Education Code Section 47604.1(c). Additional meetings may be called as necessary and shall comply with all of the provisions of the Brown Act. Each committee of the Board typically meets on an as-needed basis to discuss any business over which it has been delegated authority by the Board. The Board and each committee of the Board typically hold meetings at the Charter School's campus (or the campus of The Los Angeles Leadership Academy's sister school, LALA, located one half mile away and also within the boundaries of LA County), unless otherwise indicated in the meeting's agenda.

The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the Board. This meeting shall be held in June of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors. A proposed calendar of meetings of the Board for each academic year is presented for approval of the Board in June at the Annual Meeting. Each committee typically determines its annual calendar on an as-needed basis. The Board meeting calendar for the year is published on the Charter School's website and in the Student & Parent Handbook.

Pursuant to the Brown Act, an agenda of each meeting of the Board and each committee of the Board, including the time, date and location of and items to be discussed at the meeting, are posted on LALA's campus and online at www.laleadership.org with a prominent, direct link on the homepage at least 72 hours before a regular meeting and 24 hours before a special meeting.

All stakeholders and community members are encouraged to attend and participate in meetings of the Board and Board committees.

Members of the Board receive annual training on compliance with the Brown Act, ethics, conflict of interest and other relevant topics.

DECISION-MAKING PROCEDURES
Quorum and voting requirements
Decisions of the Board are made by majority vote when quorum is present. Pursuant to the Bylaws, a quorum consists of a majority of the Directors then in office. Every act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by the Articles or the provisions of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) appointment of committees and (ii) indemnification of Directors.

Abstention
Members of the Board must abstain from all aspects of discussion, deliberation and action if they have a non-financial conflict of interest with respect to any item of business. As LALA complies with Government Code Section 1090, as set forth in Education Code Section 47604.1, the Board is prohibited from taking any action on an item in which any director has a material financial interest.

Teleconference participation
Teleconference meetings shall comply with the applicable provisions of the Brown Act, including, at a minimum, the timely posting of a notice of and an agenda for such meetings at the teleconference locations, which shall be identified in the notice and agenda for the meeting, and public accessibility to such locations in compliance with the Brown Act. In accordance with the Brown Act, a minimum of a quorum of Directors must participate within the jurisdictional boundaries of Los Angeles County and all votes must be taken by roll call (with each Director present voicing their vote or abstention).

STAKEHOLDER INVOLVEMENT

PARENT & FAMILY INVOLVEMENT
The Charter School recognizes that parent partnership in education is critical to children's success in school. The Charter School also recognizes that family composition can vary. A true partnership between

home and school does not consist of a one-way flow of information and directives from the Charter School to the parent. We believe parents are the best experts about their children and critical partners in helping both the children and our Charter School thrive. We believe that when we are responsive to parents' needs, those who are not accustomed to actively participating in school life and decision-making are eager to become involved. All staff actively support and encourage parents to become involved. The Parent Outreach Coordinator serves as the primary liaison between the Charter School and families, planning events, such as parent education workshops and speakers, school community celebrations (Thanksgiving Dinner, Red Ribbon Spirit Week, Graduation Ceremony, Scholastic Book Fair (middle school), etc.), and collaborating with the teachers to create opportunities for families to volunteer in different areas of interest or of their expertise, making family participation meaningful. Parents have various opportunities to volunteer to support LALA, including helping in the Charter School office, chaperoning field trips, assisting teachers with classroom prep work, volunteering with fundraising, helping plan and produce student performances, celebrations of learning and community events.

Parent-Teacher Council
Membership in the Charter School's Parent-Teacher Council ("PTC") is open to all interested parents. The Parent-Teacher Council meets on a monthly basis and hosts numerous fundraising events throughout the academic year. Parent representatives on the PTC attend each Board meeting (all parents are welcome to attend all Board meetings; Board meeting agendas are posted in accordance with Brown Act requirements and the calendar of regularly scheduled Board meetings is published on the Charter School website and in the Student & Parent Handbook). PTC representatives periodically update the Board about events, initiatives, and concerns. Parent representatives on the PTC agree to undertake the responsibility of representing fairly the breadth of interests and perspectives among all parents. This means that parents involved in governance play a role in educating parents about governance matters at issue and take steps to acquire input from all parents. The Parent Outreach Coordinator helps facilitate this process.

The **English Learner Advisory Committee ("ELAC")** is charged with providing recommendations to the Principal regarding programs and services for EL students. Recommendations are based on student performance data, parental involvement data, and other relevant data such as school attendance. These recommendations may also be used by the PTC in the LCAP. ELAC membership includes: Parents of ELs (at least the same percentage of the committee membership as their children represent the student body), Charter School staff and/or community members as long as the minimum percentage requirement for EL parents is maintained. The ELAC supports effective Charter School governance by advising the Principal and staff on services and programs for ELs. The ELAC participates in EL goal setting and evaluation of achievement and needs (including the LCAP).

The Charter School encourages teachers, staff, and administrators to participate in the Charter School's governance processes and welcomes all staff to attend meetings of the Board. The **Curriculum Council**, a group of teachers that meets regularly to review, update, and ensure cohesion in the Charter School's curriculum, also reports to the Board on an advisory basis. The Charter School encourages teachers, staff, and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The CEO/Superintendent communicates regularly with teachers, staff, and administrators to identify areas of focus as the Charter School prepares each annual update to the LCAP. These voices and perspectives are heard and valued as part of the LCAP process.

The **School Site Council ("SSC")** provides input on the development of the LCAP, reviewed annually and updated, including proposed expenditure of funds allocated to the Charter School through the ConApp and the LCAP. LALA operates one SSC for both LALA and its sister school, LALPA (TK-5th).

The SSC is composed of the following two groups:

Charter School Group Members:

- The Principal or designee;
- LALA personnel employed at the Charter School who are not teachers, selected by personnel employed at the Charter School who are not teachers;
- Classroom teachers employed at the Charter School, selected by classroom teachers employed at the Charter School (classroom teachers selected shall constitute a majority of the school group members selected).

Parent and/or Community and Student Group Members:

- Parents of students attending the Charter School, or other members of the Charter School community, selected by parents of students attending the Charter School; and students attending the school, selected by students who are attending the Charter School. The number of parent and/or community members and student members selected shall equal the number of school group members selected.

The **LALA Student Leadership Counci**l is comprised of elected student officers who work with parents, teachers, and administration on behalf of the student body. The Council is committed to embracing and promoting leadership in the school through a range of committees whose purpose is to serve the needs of the LALA community. The Leadership Council is dedicated to developing leadership skills, enhancing college-ready scholars, and putting into practice LALA's social justice mission. In addition, the Leadership Council provides students with opportunities to become leaders through coordinating events, peer tutoring, working in the Student Store, fundraising, and mentoring. By working with other students, the Leadership Council encourages and evolves new, empowered leaders who will continue to develop LALA's future scholars, leaders, and activists. As representatives of the student body, Leadership Council Officers advocate for the students' well-being through advising the administration in matters concerning student privilege, behavior policies, and academic classes. The Council provides the opportunity for personal growth, leadership development, and school and community involvement.

PARENT-CHARTER SCHOOL CONSULTATION

The Charter School consults with parents and teachers throughout the year regarding its educational program by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help Charter School staff understand the needs, wishes, values and culture of parents and students. The Parent Outreach Coordinator is the primary facilitator of this process. Charter School-home bridge-building activities include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach, and opportunities for parent participation;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;

- Preparation and presentation of the Charter School's Student & Parent handbook;
- Invitation of parents to committee meetings and school functions;
- Training in how the Charter School's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and teachers;
- Workshops to review and understand State Assessments and their child's performance in these assessments;
- Monthly meetings with the Principal to discuss current school topics;
- Workshops to help parents support their children's education;
- College, career, and academic counseling for every parent and student; and
- Charter School celebrations.

LALA values family input into decision-making about policies, programs, and events. The SSC is composed of parents, teachers, administrators, and students. The Charter School hosts chats with the principal as a forum for two-way communication so parents can feel comfortable sharing their perspectives. This two-way communication helps the Charter School better understand the perspectives of the parents. Our families have responded favorably to this improvement. The Charter School hosts chats approximately six times each year to solicit parent input and administers 2-3 anonymous surveys.

To support stakeholder involvement, the Charter School administration sends out routine communication via monthly calendars and weekly reminders in English and Spanish as well as by sharing information via the Charter School's website. We frequently send out communication about free resources around the community. LALA continues with Class Dojo as an added form of communication with parents. We found that since parents have used it in the Primary grades, it is easier for them to continue with this form of communication.

Following the COVID-19 Pandemic, we have adopted **hybrid methods for parent/guardian communication and meetings**. The Lion News and Counseling Newsletters are sent through mail, digital ParentSquare, and uploaded on social media platforms. The adoption of ParentSquare as the main platform for schoolwide messaging has streamlined communication, ensuring timely and efficient dissemination of information to parents and guardians. Parent/guardian conferences are hosted in person, on Zoom, or on the phone to identify and overcome students' obstacles to academic success. Academic grades and comments are visible digitally via PowerSchool and also sent in the mail every 5 weeks. Monthly "Coffee with the Principal'' meetings on educational and social emotional topics are held virtually as well as in person. These Saturday workshops facilitate meaningful discussions between school administration, parents/guardians, and community members, represented by Parents Educators Students in Action

LALA has expanded opportunities for **feedback and suggestions.** In addition to the traditional Student Council, which has been a cornerstone of student leadership, we have a Leadership elective class, involved directly in the planning and execution of school-wide events. This academic year, we started monthly collaboration meetings between students and the Principal, ensuring that student voices contribute to the decision-making processes. Since 2022, the Principal administers school climate and culture surveys to students, faculty, and staff to gather valuable insights on instructional strategies, strengths of the academic program, and areas for improvement. Department Heads meet with the Principal on a monthly basis to provide feedback and create innovative solutions. Lastly, two suggestion boxes have been added onto campus for students, faculty, and staff to anonymously contribute their

ideas. This feedback is integral to our decision-making processes, ensuring that changes are responsive to the needs of our educators and students.

The District English Learner Advisory Committee ("DELAC") shares reclassification information and testing dates and the importance of ELPAC and CAASPP with all families. The DELAC also shared about the ELPAC and CAASPP boot camp tutoring and held a parent meeting about steps to ensure students are successful on these assessments.

LALA also holds Math and Literacy Nights, as well as a STEM fair to provide parents information about what students are learning and how they can support that learning at home.

Saturday meetings will also be held to help parents who work during the week.

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.

The most critical element to the success of Los Angeles Leadership Academy is its staff. The mission and vision of a school are just words on paper without a team committed to and capable of realizing their meaning. Regardless of their role in the Charter School, every person hired to work at Los Angeles Leadership Academy will actively help promote a rigorous educational experience, healthy personal development, and civic leadership for all students. Every staff person will be expected to treat all students, parents, staff, and other community members with respect and to follow the Los Angeles Leadership Academy Code of Conduct.

To best meet families' needs and the Charter School's mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff are expected to be sensitive to the linguistic and cultural needs of students and to participate in staff development to enhance their skills in this area.

Los Angeles Leadership Academy will adhere to California laws, including drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee will furnish documents establishing legal employment status.

All personnel will be hired by contract. Long-term contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations are designed to support the mission and vision of the Charter School and to comply with state laws. The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district. Teachers employed

by charter schools during the 2019–20 school year shall have until July 1, 2025, to obtain the certificate required for the teacher's certificated assignment

Staff hiring and relations reflect the following commitments:

- Expectations will be clearly communicated.
- Thoughtful, consistent evaluation processes will provide meaningful assessment of staff members' job performance with respect to the mission and vision of the Charter School and to state laws.
- Employees performing below expectation will receive conferencing and corrective interventions as appropriate.
- LALA will support professional development and encourage staff members to contribute based on their unique talents.
- All employees will help create and sustain a respectful, supportive working environment with open lines of communication.
- LALA will provide carefully considered incentives to motivate and reinforce excellent performance.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Los Angeles Leadership Academy's staff includes the following:

HOME OFFICE POSITIONS

CHIEF EXECUTIVE OFFICER/SUPERINTENDENT

Reports to: The Board

PURPOSE
The Chief Executive Officer/Superintendent provides leadership and executive direction to the personnel, programs, activities, and operations of Los Angeles Leadership Academy and its sister school, LALPA (TK-5); ensures compliance with established goals and legal requirements; is guided by LALA's charter philosophy; promotes the focus for success of all students; and supports the Board of Directors' focus on student learning and achievement while enabling the vision and mission of LALA.

RESPONSIBILITIES
Related to the Board
- Keeps the Board informed on issues, needs and operations.
- Ensures preparation of agendas for Board meetings, providing pertinent information and data.
- Offers professional advice to the Board on items requiring action, with appropriate recommendations.
- Understands and supports the Board's policy-making role and the Chief Executive Officer's policy implementation role.
- Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations, and procedures.

Related to Business and Financial Matters
- Keeps the Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring sound financial and legal operations.
- In collaboration with the Director of Finance staff, ensures the preparation of the budget and provides the Board with periodic reports on the overall financial condition of LALA.
- In collaboration with financial staff, annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
- Assures maintenance of a financial accounting system.
- Allocates resources in accordance with Board priorities.

Related to Staff Relationships
- Encourages participation in governance activities while following the governance structure as prescribed in the Charter.
- At the direction of the Board, represents the interests and direction of the Board to the best of their ability.
- Keeps staff members informed of issues, goals, and activities.
- Gives consideration to varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Board regarding personnel issues as necessary and as delegated by the Board, manages Charter School personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.
- Union negotiations.

Related to Educational Leadership
- Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Ensures that there is a continuous focus on student growth and learning.
- Ensures that students engage in the educational program as outlined in the Charter.
- Works with staff, the Board, and the community in planning and implementing support services for students.

Related to Stakeholder Relations
- Participates in the Charter School community.
- Informs stakeholder groups of Charter School programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Assures timely and effective responses to student issues in collaboration with the administrative team.

Professional Qualities
- Maintains high standards of ethics, honesty, integrity, and professional conduct.

- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of LALA.
- Promotes the concept that all children have identifiable talents/skills which will be emphasized in the educational program.
- Develops trust and collaboration among various groups within the Charter School and community.
- Recognizes that change is vital in any organization and that necessary change can best take place when those affected by change are actively involved in the process.

Delegation of Duties
- The Chief Executive Officer/Superintendent may delegate to subordinates any of the powers and duties, which the Board has entrusted to them but shall continue to be responsible to the Board for the execution of the powers so delegated.
- Makes such assignments of powers and duties to administrative assistants and other certificated personnel as they deem necessary, consistent with Board goals.

Qualifications
- A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing student achievement.
- Completion of an advanced degree (education, business, or law preferred).
- Prior demonstrable experience working with and within the charter school system (preferred).
- Administrative credential preferred.

CHIEF OPERATIONS OFFICER

Reports to: Chief Executive Officer/Superintendent

The ideal Chief Operations Officer is responsible for all matters of school administration. The Chief Operations Officer plays a leadership role in executing plans for current excellence and future growth.

RESPONSIBILITIES
Following are the duties and responsibilities for the Chief Operations Officer. The Chief Executive Officer/Superintendent as deemed necessary may assign additional related duties.

Human Resources
- Oversee hiring process, including background checks.
- Teacher certification support – Credentials.
- Serve as Charter School's risk management officer and ensure emergency preparedness.
- Coordinate annual renewals for insurance (health, liability, worker's comp, etc.)
- Serve as point person for employee leaves, and benefits.
- Create all Salary agreements for Teachers and Classified Employees.
- Custodian of Records.
- Handle all Employee Personnel Issues, in consultation with outside legal counsel as needed
- Monitor Ed join to ensure all positions are posted and prescreen process.
- Employee Investigations/ Formal Internal Complaints.

- Serve as point person for employee relations' issues.
- Make sure all appropriate documents are in the employee personnel files.
- Remind staff about TB verifications and update spreadsheet.
- Create Contracts for administration.
- Serve as point person for employee relations issues and grievances in consultation with outside legal counsel as needed.
- Meet with Union representatives.

School Administration
- Manage purchasing processes by approving orders with vendors.
- Design and implement systems, policies, procedures, to build capacity to operate efficiently and effectively.
- Supervise the School Registrar on compliance report completion and ensure school operations staff complies with student information processes and procedures.
- Ensure adherence to all local and state compliance and reporting requirements.
- Know all positions, funding, job descriptions and who is the supervisor.
- Support CEO/Superintendent with Charter Renewals process.
- Assists in maintaining LALA operational budgets.

Special Education
- Oversight of the Special Education Department K-12.
- Performs the duties of chief administrator for special education students in compliance with state and federal law.
- Prepares the Charter School Special Education budget and maintains control over budgetary allocations.
- Internal Monitoring special education District Validation Reviews.
- Attend Coordinating Council Meeting and LEA Billing.

School Culture/ School Community
- Foster and establish effective relationships with staff, peers, students and parents
- Provide leadership to the principals for assessing and developing processes for improving climate and culture.
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders.

QUALIFICATIONS
- Master's Degree
- Clear California valid Teaching Credential
- Administrative Credential: Tier II
- Minimum 2 years of administrative experience as a Principal or Assistant Principal
- Prior demonstrable experience working with and within the charter school system (preferred)
- Strong oral and written communication skills

DIRECTOR OF FINANCE

Reports to: Chief Operations Officer

RESPONSIBILITIES

- Oversee all accounts payable processes, including review of purchases and all payments made, including invoices and credit cards
- Review all cash receipts as to coding and appropriate amounts; oversee preparation of deposits
- Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll and required reporting
- Prepare bank reconciliations for all revolving accounts (monthly)
- In collaboration with the back-office provider, administer and monitor budgets, including monitoring actual income and expense vs. budget and analysis of variances
- Monitor cash flow
- Monitor material resources budgeting
- Prepare and submit financial reports to the Chief Executive Officer/Superintendent and Principals as requested
- Provide financial data to state and local governments (i.e. LAUSD, CDE, LACOE, STRS, IRS)
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the Charter School
- Support with compliance reporting needed to complete the Consolidated Application and Reporting System (CARS) and other required reporting
- Interface with independent auditors
- Regularly review LALA's financial and accounting policies and procedure for appropriate internal controls, compliance with legal requirements, and conformity to best practices
- Attend Board meetings
- Other duties as assigned by Chief Operations Officer.

QUALIFICATIONS

- Bachelor's and/or Master's Degree in Business or Accounting
- At least 3 years of related experience (non-profit and charter school experience preferred)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with various financial processes, including payroll, accounts receivable, accounts payable, and financial reporting
- Experience in the use of computers, including but not limited to word processing, spreadsheets (Excel), multi-media presentations, e-mail, the Internet, and digital media

PARENT OUTREACH COORDINATOR

Reports to: Chief Operations Officer

RESPONSIBILITIES
The Parent Outreach Coordinator:
- Maintains lines of communication with parents and guardians;
- Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the Charter School;
- Acts as a liaison for parents, guardians, and community members to the Chief Executive Officer/

Superintendent as needed;
- Coordinates training of parents and guardians to act as partners in education;
- Brings community members into the life of the Charter School in ways that enhance the mission and vision of the Charter School;
- Responds to requests for information about the Charter School; and
- Attends meeting of the Parents Teacher Council.

QUALIFICATIONS
- Completion of high school or the equivalent.
- Bilingual/Bi-literate (English-Spanish)
- The Parent Outreach Coordinator will have proven experience working with schools as an advocate, organizer, or staff person.
- They will have experience representing a constituency or coordinating group activity. They will have the ability to lead meetings effectively and with a positive presence.
- They will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff.
- They will understand and be committed to the mission and vision of the Charter School, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision.
- They will speak, comprehend, read and write fluently in Spanish and English.

SCHOOL REGISTRAR

Reports to: Chief Operations Officer

The School Registrar is responsible for the inputting information into the school data system and ensures all data is correct.

RESPONSIBILITIES
- PowerSchool -Input and extract data, school attendance, enrolling students (new and current), populate data
- Supports with Teacher/Student Log-ins for all Systems
- Input and extract data from CALPADS
- Oversee Educational Software Data upload and student information system
- Ensure adherence to all local and state compliance and reporting requirements, including school attendance in collaboration with the Director of Finance
- Creating School Calendar (academic calendar, event calendar)
- Supports with LAUSD Charter Oversight Visit, WASC
- Supports with LALA Board Meeting Prep
- LAUSD reporting (suspension data, attendance data, etc.)
- Manage Charter School website
- Coordinate federal nutrition program
- Translates Charter School documents and communications to Spanish or English
- Support with the Lottery process and enrollment application
- Additional related duties may be assigned by the COO as deemed necessary

QUALIFICATIONS

- High School diploma with at least five years of experience in an equivalent position.
- Bachelor's degree preferred
- Speak, comprehend, read, and write fluently in English; Bilingual (Spanish/English)
- Microsoft Office programs (including Excel) proficiency; standard office machines and computer software programs proficiency; PowerSchool and CALPADS proficiency;
- Familiarity with public school compliance requirements;
- Strong problem and critical thinking skills, strong customer service ethic, strong written and verbal communication skills; strong initiative and work ethic.
- Effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

DATA ENTRY CLERK

Reports to: Chief Operations Officer

Performs Data Entry at instruction of COO and is responsible for supervision of assigned clerical activities.

RESPONSIBILITIES

- Compiles data related to special projects at the discretion of the Chief Operations Officer
- Organizes and maintains files, prepares appropriate paperwork for meetings
- Assist the Chief Operations Officer with work assigned
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, and operating office machines
- Support with HR functions including compliance, personnel files, and recruiting
- Support with LAUSD Charter Oversight Visit, WASC
- Support with LALA Board Meeting Prep when needed
- Support with school wide Google calendar

QUALIFICATIONS

- Completion of high school or the equivalent.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school.
- Bilingual/Bi-literate (English-Spanish) preferred
- Any combination of experience and education likely to provide the required knowledge, skills and abilities
- Knowledge of Office methods, practices and procedures
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- Knowledge of General Data uploads for the school
- Knowledge of Microsoft Word and Excel, PowerSchool and CALPADS

SCHOOL SITE

PRINCIPAL

Reports to: Chief Executive Officer/Superintendent

The ideal Principal is passionate about providing students with an exceptional education by implementing innovative and creative ways of managing the Charter School. The Principal is an organizational leader who will motivate, lead, and mentor those within the Charter School community and who will collaborate with the home office in order to ensure effective fiscal and operational practices in support of the achievement of the school-wide improvement plan.

RESPONSIBILITIES
Academic

The Principal is an instructional leader who will motivate, lead, and mentor teachers to better instructional practice and increase content expertise by meeting the goals of the school-wide improvement plan.

Individual Teacher Professional and Instructional Support
- Review instructional documents and provide feedback to teachers
- Observe classroom performance and give constructive feedback and coaching
- Design and review progress towards goals with teachers
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

School-wide Professional and Instructional Support
- Use research and/or best practices to drive decision-making about the academic program
- Provide instructional resources to teachers
- Design & deliver Professional Development on an ongoing basis that is based on the school improvement plan
- Plan and facilitate weekly PD/Staff Meetings in alignment with the school improvement plan and mission

Individual Student Support
- Design and evaluate student intervention plans (academic & behavioral) (individual student, small group, school-wide)
- Attend IEP meetings, coordinate instructional actions by Resource Specialist and ensure completion of IEP goals
- Facilitate Student Assistance Plan meetings in absence of Dean of Student Support Services
- Design process for measuring and monitoring individual student growth (i.e., student portfolio)

School-wide program
Ensure academic program meets compliance regulations

Calendar
- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks)
- Create school calendar, bell schedule, and courses that meet the Charter School's requirements

Stakeholder Events

- Create and facilitate Parent Teacher Council
- Design and facilitate annual parent events (i.e., lottery, new student orientation, student- led conferences, etc.)

Personal Professional Growth
- Attend bi-weekly coaching sessions with CEO/Superintendent

Human Resources
- Work with COO to manage all employee issues
- Deliver evaluation, feedback, and support to COO
- Coordinate with COO to recruit well-qualified teachers
- Deliver evaluation, feedback, and support for certificated staff in meeting common expectations (bi-annually)

Finance
- Maintain school's budgets, allocating funds where they will be most effective in alignment with approved budget guidelines.

Operations
- Achieve student enrollment targets

School Culture
The Principal is a cultural leader who will motivate, lead, and mentor the Charter School community and leverage the outside community to increase academic and personal achievement in order to meet the goals set forth in the school-wide improvement plan.

Vision and Improvement
- Promote the Charter School's values and vision while developing a sense of community in the Charter School
- Articulate the desired Charter School culture and provide evidence of success
- Communicate effectively with various stakeholders regarding progress towards goals outlined in the Single Plan of Student Achievement
- Foster and establish effective relationships with staff, students, parents and peers
- Plan, facilitate, and attend school functions, such as parent meetings, open house, parent teacher conferences, etc.
- Provide leadership for assessing and developing processes for improving climate and culture.
- Recognize and celebrate, systematically and fairly, the accomplishments of staff and students
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders

Building Leadership and Accountability
- Mentor and develop teachers to become leaders in their classrooms and school
- Develop an environment and processes for ongoing collaboration and reflective practices for all stakeholders

Outside Community
- Build a network with peers, educational leaders and academic institutions to share ideas and best practices

QUALIFICATIONS
- Master's degree
- Bi-lingual desired but not required
- Detail-oriented
- Ability to multi-task
- 5+ years of teaching experience
- Experience as a department chair, assistant principal, or principal
- Administrative Credential

ASSISTANT PRINCIPAL

Reports to: Principal

The Dean of Student Support Services at LALA will work with the school's Principal to ensure that all students demonstrate dramatic student achievement gains and internalize the school's values. This individual will also help lead the Charter School's efforts to create a positive, structured, consistent, caring, and disciplined school culture.

RESPONSIBILITIES
- Support with overseeing the administration or student discipline.
- Lead and oversee the PBIS team and support all activities to promote positive behavior.
- Oversee the Student Assistance Program.
- Collaborate with teachers to support day-to-day behavior.
- Develop and implement the additional supports for students such as daily trackers.
- Support with the development of student, classroom, and school schedules and calendars.
- Support with administration of student standardized and placement testing, including ELPAC.
- Designing and administering the summer school program.
- Working directly with classified staff to ensure the Charter School safety and emergency response program.
- Supporting student attendance, track daily attendance as well as chronic absenteeism.
- Implementing attendance incentive programs to support improvement of student attendance
- Overseeing the distribution of classroom supplies, textbooks, and all other instructional materials/devices, including, but not limited to technology.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Perform other duties as deemed necessary by the Principal.
- Follow all guidelines stated in the employee handbook.

QUALIFICATIONS
- B.A. degree

- Holds a current, valid California teaching credential.
- Minimum of one years of Dean of Student (or related position) preferred
- Positive employee evaluations
- Bilingual (Spanish) preferred
- Detail oriented
- Strong multi-tasking skills
- 5+ years of teaching experience preferred
- Ability to communicate clearly and concisely in written and oral form
- Ability to form effective working relationships with students, staff and the community
- Demonstrated commitment to the Charter School's social justice mission

COUNSELOR

Reports to: Principal

Provides counseling on such matters as conflict resolution, self-esteem issues, and crises intervention to individual students, groups, and families for the early identification of and/or intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment. Additionally, counsels on such matters as course selection, SAT scheduling and preparation, the college application process and platforms, community college options, and financial aid.

RESPONSIBILITIES
- Share information with student and parents regarding graduation/promotions and college entrance requirements if applicable.
- Consults with and advises parents and school personnel as means of helping students with educational and personal problems that may be interfering with learning and success in school.
- Participates in various multidisciplinary teams, to identify necessary support services (e.g. counseling, assessment, and interventions).
- Collaborates with Charter School administration and staff in developing student knowledge, skills, and attitudes that promotes personal, social, emotional, and academic growth.
- Provides individual and group counseling, and guidance to students in the academic, personal-social, and career domains.
- Helps students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, school system and community to meet the needs of individual students; assists in making such referrals and contacts
- Maintains accurate records regarding student cases; analyzes data relevant to student needs
- Participates in the decision-making process at the school site
- Collaborates with teachers to provide elementary students with a smooth transition to new grade levels through matriculation activities
- Provides professional development to school staff and parent education workshops
- Monitors and case-manages student progress for targeted students
- Provides classroom guidance activities and develops school-wide guidance programs to address conflict resolution, self-esteem issues, peer relationships, goal-setting, college and career awareness, and the development of organizational skills and positive work habits
- Confers with the Principal and Assistant Principal regarding supplementary counseling needs to implement a result-based comprehensive counseling program

- Serves as mandated reporter for suspected child abuse
- Works with targeted populations as defined by the categorical funding source
- Performs other tasks as requested and deemed necessary by the Principal
- Follows all guidelines stated in the employee handbook
- Provides academic and career counseling to assigned students and prepares and maintains student records to ensure students stay in school on target to graduate and their parents are informed of their status and progress
- Assists with coordinating and administering of State and District-mandated standardized tests, as assigned.
- Communicates and coordinates with college and universities regarding admission requirements and opportunities in higher education that are available to students
- Arranges for college representatives to provide school visitations allowing students access to a variety of high-quality learning options, college sponsored admission and financial aid workshops
- Conducts family/student/teacher conferences related to disciplinary, attendance or academic problems
- Reviews school records; interviews student and uses various assessment techniques to determine placement in appropriate instructional levels
- Organizes and implements the scholarship and award presentations at end-of-year award ceremonies and graduation
- Acts as liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents
- Assists in identifying special needs of students and initiates referrals to other special services personnel as necessary
- Confers with teachers and principals, giving them information and advice on interpretation of test scores and backgrounds, aptitude problems of the students, and on ways to handle student behavior problems in the classroom
- Cooperates with representatives of public and private agencies such as police departments, sheriff's offices, probation and welfare departments, courts and youth opportunities centers in providing information on students; and prescreens pupils for possible referral to other supportive services or agencies.
- Participates with the Crisis Response Team as needed.
- Facilitates special education Individual Educational Planning Teams

KNOWLEDGE, SKILLS, ABILITIES, AND PERSONAL CHARACTERISTICS
- Knowledge of and experience in the use of counseling and guidance techniques with middle and high school students; desired
- Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts
- Understanding of the physical, intellectual, social and emotional growth patterns of students
- Ability to counsel students effectively and conference with parents concerning their child's school behavior and/or academic achievement
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socioeconomic groups
- Ability to plan, organize, prioritize, and perform a variety of concurrent duties
- Ability to compose and comprehend written communication

- Ability to make formal public presentations
- Ability to use word processing, spread sheet, and presentation software
- Ability to travel to other sites/locations
- Ability to traverse all areas of the worksite
- Understanding of the relationship between the total educational program and counseling/guidance services
- Understanding of the physical, intellectual, social and emotional growth patterns of students
- Bilingual in Spanish preferred

QUALIFICATIONS
- Master's degree
- A California Pupil Personnel Services Credential
- Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services; desired
- Experience in individual or group counseling of school-age children; desired
- TB Test clearance & Department of Justice finger printing clearance; upon hire

TEACHERS

Reports to: Principal

RESPONSIBILITIES
- Facilitate curriculum, instruction, and assessment in a manner consistent with the mission and vision of the Charter School;
- Actively maintain respectful, open communication with students, parents, and other staff members;
- Help students learn to regulate their own behavior, develop strong interpersonal and coping skills, and use their voice;
- Assess student needs and look for ways to meet them as an ongoing part of their job;
- Collaborate with other teachers to plan integrated curriculum;
- Participate in weekly staff meetings to discuss school plans, student progress, teaching practice, and other issues as needed;
- Map instruction and student work to CCSS and to the Measurable Pupil Outcomes;
- Understand and comply with the California Standards for the Teaching Profession;
- Participate in planning and professional development activities before and during the school year;
- Pursue professional development and keep current with best practices in their subject areas;
- Maintain a professional portfolio;
- Participate openly in reflective dialogue and the peer evaluation process;
- Cooperate to allow observation of teaching by other teachers;
- Maintain communication with parents and guardians of students;
- Participate on at least one advisory committee; and
- Have regular, punctual attendance.

QUALIFICATIONS

- The Charter School shall ensure that teachers in the Charter School hold the Commission on Teacher Credentialing certificate, permit, or other document required for the teacher's certificated assignment.
- The Charter School may use local assignment options authorized in statute and regulations for the purpose of legally assigning certificated teachers, in the same manner as a governing board of a school district.
- Teachers will have a valid credential to teach in California, with at least three years of teaching experience preferred.
- Teachers will demonstrate a deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers.
- Teachers will demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.

CLERK/OFFICE MANAGER

Reports to: Principal

RESPONSIBILITY

Delegating duties as appropriate to any office personnel or volunteers, the Office Manager:

- Performs clerical and administrative procedures for daily Charter School operations;
- Interacts pleasantly and professionally with all members of the learning community and the public;
- Maintains a neat and welcoming atmosphere in the office;
- Prepares correspondence, forms, reports, memoranda, and student attendance and enrollment data in an accurate and timely manner;
- Ensures that student data, permission slips, and other required paperwork are kept current for each student as needed;
- Prepares and maintains correspondence with students' parents;
- Translates Charter School documents and communications to Spanish or English as needed, or oversees contractor for this work;
- Ensures that the office phone is covered;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.

QUALIFICATIONS

- Completion of high school or the equivalent; Associate's degree, Bachelor's degree or equivalent experience preferred.
- Two years of experience in office clerical work, preferably performing clerical work in a school.
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- They will effectively use standard office machines and computer software programs such as Microsoft Word, Excel, and email programs, as well as PowerSchool and CALPADS.
- They will speak, comprehend, read, and write fluently in Spanish and English.

- They will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

INSTRUCTIONAL ASSISTANT/PARAPROFESSIONAL

Reports to: Principal/Dean of Student Support Services

JOB DESCRIPTION

Under the direct supervision of a certified teacher or administrator, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of classroom discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the Charter School's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping;
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;

- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin;
- Follow all guidelines stated in the employee handbook.

QUALIFICATIONS
- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree required; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred
- Interpersonal skills using tact, patience and courtesy; and
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems.

INSTRUCTIONAL ASSISTANT (SPECIAL EDUCATION)/ PARAPROFESSIONAL

Reports to: Principal/ Dean of Student Support Services

Under the direction of certificated personnel, the Special Education Instructional Assistant has the responsibility of providing support services to special education students.

RESPONSIBILITIES
- Accommodates the special needs of students with physical, emotional, behavioral, and mental disabilities, providing supplemental services as necessary.
- Assists in the implementation of unique intervention strategies to manage aggressive student behavior.
- Assist the special education teacher in providing students with equal access to adopted core curriculum in various settings.
- Updates special education teacher regarding student progress.
- Administers first aid and medical assistance to provide appropriate care for the medically fragile student, including toilet needs.
- Participates in daily activities, training sessions and special activities to assist in the implementation of IEP goals.
- Assists in implementing instruction necessary for students to meet IEP goals.
- Communicates with parents by phone as directed by teacher.
- Maintains and monitors effective group and individual student behavior to provide an optimum learning environment, implementing established discipline practice and policy.
- Assists in the evaluation of student performance by administering informal assessments.
- Collects data through assessment or observation on student academic and behavioral progress.
- Writes clear and concise notes to teachers and staff.
- Assists with preparation of, and works with specialized instructional materials, assists with preparation.
- Provides supervision to special education students during non-instructional periods.
- Maintains inventory of special education books, supplies, and equipment.
- Assists in the maintenance of student files and retrieval of pertinent information.
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.

QUALIFICATIONS

- Completion of high school or the equivalent.
- 60 semester college credits, Associate's degree; Bachelor's degree, preferred.
- Bilingual in Spanish (speak, read and write); preferred
- Understand special needs of disabled students.
- Provide support appropriate to the student's abilities.
- Work independently with students as directed by the teachers.
- Deal appropriately with disruptive and abusive behaviors.

INSTRUCTIONAL ASSISTANT (PHYSICAL EDUCATION COACH)

Reports to: Principal / Physical Education Teacher

Under the direct supervision of the Physical Education teacher and Principal, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

RESPONSIBILITIES:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the district's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and storytelling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;

- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.;
- Create and supervise all PBIS events;
- Supervise campus;
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS
- Completion of high school or the equivalent.
- 60 semester college credits or Associate's degree; Bachelor's degree preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred
  Knowledge of:
- English, and a basic understanding of the subject in which this position is to provide assistance;
- Basic child guidance principles and practices;
- Safe practices in classroom and playground activities;
- Reading and writing communication skills in English; Spanish preferred;
- Interpersonal skills using tact, patience and courtesy;
- Record-keeping techniques.

CAMPUS SUPERVISOR

Reports to: Principal/ Dean of Student Support Services

Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others at Los Angeles Leadership Academy.

RESPONSIBILITIES
- Patrols school corridors, rest rooms, cafeteria, assembly and athletic facilities, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Assists with supervision during recess/lunch to ensure the safety of students.
- Monitoring building safety and security
- Performs other duties as assigned and deemed necessary by Principal and/or Admin.

QUALIFICATIONS
- Completion of high school or the equivalent OR years of experience in lieu of HS degree
- A minimum of one year experience in a similar position
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to lift and carry up to 30 lbs. and complete multiple tasks at once.
- Self-motivated and driven.
- Ability to be on feet and patrol for long periods of time.

- Experience in an educational setting preferred.

CUSTODIAN

Reports to: Principal/ Dean of Student Support Services
Keeping the Charter School as clean and tidy as possible is the overall responsibility of the custodian.

RESPONSIBILITIES
- Trash Cans - Dump, change bags (Daily) Cleaning restrooms
- Classrooms - Dump trash /replace bags daily, sweep floors daily, vacuum daily and at a minimum mop twice a week, sinks twice a week.
- Hallways/Stair Well - Sweep daily, at a minimum mop twice a week.
- Restrooms - Clean, restock, dump trash (Daily)
- Main Office - Trash, sweep daily, at a minimum mop twice a week.
- Cafeteria - Clean tables, sweep floors, trash, mop (Daily)
- MPR - Trash, sweep daily and at a minimum mop twice a week.
- Chapel - Trash, sweep daily and at a minimum mop twice a week.
- Front of the Charter School - Trash daily, sweep daily, at a minimum power wash once a week
- Primary Playground - Clean and sweep daily
- MS Patio - Clean daily, sweep daily, at a minimum power wash once a week.
- Patio (Parking Lot) - Sweep daily
- Parking Lot/Yard/MPR Patio - Sweep daily
- Teachers' Lounge - Trash daily, sweep daily, at a minimum mop twice a week
- Admin Office/Conference Room - Trash, vacuum or sweep daily, at a minimum mop twice a week.
- Avenue 28 Entrance - Clean and sweep daily, at a minimum power wash once a week
- Dumpster Area - Sweep and clear area, at a minimum power wash once a week
- Recycling Bins – Fridays
- Clean and maintain all PA, MS and HS facilities as assigned by supervisor.
- Performs other duties as assigned and deemed necessary by CEO/Superintendent and/or Admin.
- Follow all guidelines stated in the employee handbook

QUALIFICATIONS
- One year experience in a similar position, preferred
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Ability to move heavy equipment and furniture.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

"The procedures that the charter school will follow to ensure the health and safety of pupils and staff. These procedures shall rquire all of the following:
(i) That each employee of the charter school furnish it with a criminal record summary as described in Section 44237
(ii) 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 dettraermined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, or otherwise meet the requirements of Education Code section 49406. Charter School shall maintain TB clearance records and certificates on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis pursuant to Education Code section 49450 et seq, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

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 Chater School maintains any combination of classes in grades 6-12 that meets the 40% pupil poverty threshold required to operate a schoolwide program pursuant to Section 6314(a)(1)(A) of Title 20 of the United States Code, then it shall stock at least 50% of its restrooms with feminine hygiene products at all times, and shall not charge students for these products, as required by Education Code section 35292.6.

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 child

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

"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

LALA's Plan for Achieving and Maintaining the LAUSD's Racial and Ethnic Balance Goal

LALA is committed to serving all children. LALA also is committed to maintaining a diverse student body, and takes steps to achieve a racial/ethnic balance as well as an inclusive population of SWD and EL students at LALA that is reflective of the District and our surrounding Lincoln Heights community.

Recruitment efforts include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, pre-school visits, Open Houses, monthly School Tours, and parent meetings at local schools. Languages targeted include Spanish and English. The recruitment strategy of the Charter School targets students directly through after-school programs, community events, summer community outreach programs, and Parks and Recreation programs and activities. The Parent Outreach Coordinator and Homeless and Foster Student Liaison (the Principal) also collaborate to enroll students referred by

local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for not staying in school.

SPECIFIC ANNUAL OUTREACH, RECRUITMENT ACTIVITIES, MATERIALS, METHODS AND LANGUAGE(S)

We conduct outreach – making presentations to parents, distributing flyers and Lottery forms, hosting booths at fairs and events, and inviting parents to our Open Houses and monthly School Tours -- to families from the closest preschools, day care centers, elementary schools, after school programs and regional center (disability) programs. Charter School representatives, speaking both Spanish and English, conduct outreach activities throughout open enrollment at the following locations:

School Name	Address
Eastern Los Angeles Regional Center (for SWD)	1000 S. Fremont Ave. Alhambra CA 91803
South Central Los Angeles Regional Center (for SWD)	2500 S Western Ave. Los Angeles CA 90018
Lincoln Heights Recreation Center	2303 Workman St, Los Angeles, CA 90031
Downey Recreation Center	1772 N Spring St, Los Angeles, CA 90031
Rose Hill Recreation Center	4530 Mercury Ave., Los Angeles, CA 90032
Variety Boys & Girls Club	2530 Cincinnati St, Los Angeles, CA 90033
Legacy LA Best Buy Teen Tech Center	1530 San Pablo St, Los Angeles, CA 90033
Lincoln Heights Tutorial Program	2618 Workman St, Los Angeles, CA 90031
Los Angeles Boys & Girls Club	2635 Pasadena Ave., Los Angeles, CA 90031
Lincoln Heights Branch Library	2530 Workman St, Los Angeles, CA 90031
Benjamin Franklin Branch Library	2200 1st St, Los Angeles, CA 90033
Libros Schmibros Lending Library	103 N Boyle Ave., Los Angeles, CA 90033
Chinatown Branch Library	639 N Hill St, Los Angeles, CA 90012
Lincoln Heights Youth Center Complex	2911 Altura St, Los Angeles, CA 90031
Urban Futsal LA	352 N Ave 21, Los Angeles, CA 90031
Lincoln Park Recreation Center	3501 Valley Rd, Los Angeles, CA 90031
Cypress Park Community Center	929 Cypress Ave., Los Angeles, CA 90065
Lincoln Heights Certified Farmers Market	2800 N Broadway, Los Angeles, CA 90031
Food Oasis LAC	2051 Marengo St, Los Angeles, CA 90033
LA Rivers Farmers' Market	1245 N Spring St, Los Angeles, CA 90012

Additionally, LALA hosts an information booth at community events such as a local park openings, local sidewalk sales, and open house at a community center, farmers' markets, etc. LALA has representatives present at a recurring community event called Summer Night Lights, during which Charter School representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program.

As part of the application process, parents or guardians are strongly encouraged to attend an information session to learn more about the educational program of LALA. We host Information sessions are held at least monthly during the open enrollment from December to March 1st of each year.

HOW THIS PLAN WILL ACHIEVE AND MAINTAIN THE LAUSD'S RACIAL AND ETHNIC BALANCE GOAL

LALA's population is reasonably within range of LAUSD's racial/ethnic balance, with 94.6% Hispanic/Latino students, 1.4% White, 0.6% American Indian or Alaska Native, and 1.1% Asian.[155] We consistently seek to enroll a diverse population through our outreach efforts, detailed above. Our Charter School is reflective of the *neighborhood* we serve and the surrounding schools. At least annually, LALA's school and executive leadership will review student demographic data for race and ethnicity and determine if there are discrepancies between LALA's enrollment and both the general population residing within the boundaries of LAUSD and within local resident schools. LALA will conduct outreach efforts targeted toward student populations that may be underrepresented.

LALA'S PLAN FOR ACHIEVING SPECIAL EDUCATION PUPIL BALANCE REFLECTIVE OF LAUSD POPULATION

LALA's SWD enrollment was approximately 12.9% in 2023-24[156]. LALA will proactively conduct outreach targeted to SWD, including conducting outreach at the two Regional Centers nearest LALA. The Charter School's outreach plan will include distributing flyers that specifically highlight the academic gains made by SWD at LALA, and briefly talk about the individualized supports students receive through our MTSS model.

LALA'S PLAN FOR ACHIEVING ENGLISH LEARNER PUPIL BALANCE REFLECTIVE OF LAUSD POPULATION

As a result of our primary school's dual language program, as well as the community we serve, which has a high percentage of families who speak Spanish in their homes (77.3% of the population 5 years or older in our surrounding zip code, 90031, speak a language other than English at home, and of these, 74.2% speak Spanish),[157] LALA has a high EL population at 22.1%, with another 43.3% reclassified, significantly higher than District averages (20% ELs across all grades, K-12, and 24.5% reclassified across all grades).[158] We anticipate that the outreach activities detailed above will maintain similar percentages in the coming years.

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[155] https://data1.cde.ca.gov/dataquest/dqcensus/EnrEthLevels.aspx?cds=19647331996610&agglevel=school&year=2023-24

[156] https://data1.cde.ca.gov/dataquest/dqcensus/EnrCharterSub.aspx?cds=19647331996610&agglevel=school&year=2023-24

[157] https://data.census.gov/cedsci/table?q=ZCTA5%2090031%20Language&tid=ACSST5Y2018.S1601&hidePreview=false

[158] https://data1.cde.ca.gov/dataquest/DQCensus/EnrELAS.aspx?cds=19647331996610&agglevel=School&year=2023-24

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 schoosite. (Ed. Code § 221.9.)

ADMISSION POLICIES AND PROCEDURES

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition or discriminate against any student based upon any of the characteristics listed in Education Code Section 220. The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state. In accordance with Education Code Sections 49011 and 47605(e)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

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

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

STUDENT RECRUITMENT

Los Angeles Leadership Academy recruits students from the community in multiple ways. As discussed in Element 7, LALA hosts an information booth at community events such as a local park opening, a local sidewalk sale, and a local open house at a community center. LALA has representatives present at a recurring community event called Summer Night Lights, during which school representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Finally, informational material is dropped off at various elementary schools in the community (after receiving permission to do so), enabling families to learn about LALA's engaging, constructivist learning model and social justice mission.

In addition, monthly school tours are scheduled to take place during the school year so that prospective families can see students interacting with each other and the teachers in the Charter School setting. For families who want to learn more about the Charter School as they transition into LALA, three evening New Family Information Nights are scheduled in the spring after the lottery is held.

As described in detail in Element 7, above, the Charter School implements a variety of student recruitment strategies to reach out to a diverse student population, including students with a history of low academic performance, socioeconomically disadvantaged students, and students with disabilities. The local community has a high concentration of families living below the poverty level, so these outreach efforts within the community are designed to reach socio-economically disadvantaged students. In addition, the availability of representatives at community events to personally interact with families and students encourages all families, including families of students with disabilities, English Learners, and students with histories of low academic performance, to seek alternatives to their neighborhood school by providing a means for them to become informed about their educational choices. LALA's social justice mission and use of a hands-on, inquiry-based approach to learning is appealing to families.

LOTTERY PREFERENCES AND PROCEDURES

Applications are accepted during a publicly advertised open enrollment period each year, which generally takes place from December through March 1st for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than there are available spaces. In the event that this happens, the Charter School holds a public random drawing ("lottery") to determine admission for the impacted grade level(s), with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Students who reside within LAUSD (as required by District Policy)
2. Siblings of students admitted to or attending the Charter School (to help families and build community)
3. Children of LALA employees (up to 10% of enrollment; to help our hard-working staff)
4. All other applicants

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).

The Board takes all necessary efforts to ensure lottery procedures are fairly executed. Public random drawing rules, deadlines, dates and times are communicated in the Lottery form and on the Charter School's website. Public notice for the date and time of the public random drawing is also posted at Charter School entrances and by the Charter School office once the application deadline has passed.

The lottery meeting occurs at an evening meeting in March, on the LALA campus at 2670 Griffin Avenue, Los Angeles, CA 90031. Parents/guardians are invited to attend but told that they are not required to do so in order to secure a space for their child/ren. Separate lotteries are conducted for each grade in which there are fewer vacancies than pupils interested in attending. Lottery spaces are pulled in order of grade level by the designated lottery official (appointed by the CEO/Superintendent). All lotteries shall take place on the same day in a single location. Lotteries will be conducted in ascending order beginning with the lowest applicable grade level. There is no weighted priority assigned to the preference categories; rather, within each grade level, students will be drawn from pools beginning with all applicants who qualify for the first preference category, and shall continue with that preference category until all vacancies within that grade level have been filled. If there are more students in a preference category than there are spaces available, a random drawing will be held from within that preference category until all available spaces are filled. If all students from the preference category have been selected and there are remaining spaces available in that grade level, students from the second preference category will be drawn in the lottery, and the drawing shall continue until all spaces are filled and preference categories are exhausted in the order provided above. Additional names are selected, after all spaces have been filled, to constitute a waiting list. In no circumstance will a waitlist carry over to the following school year.

Parents of students selected at the lottery meeting are notified in writing by the COO of their child's admission to the Charter School, and are given three weeks to complete the enrollment packet and submit all necessary documentation to secure their spot. The Charter School shall require students who wish to attend the Charter School to complete 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 records[159]

The waiting list is used to fill the enrollment if any spaces become available. When a space becomes available and a child is to be promoted off the waiting list, families are notified by the Registrar via the phone numbers provided on the Lottery Form. If the school year for which the student is being offered a place has not yet commenced, the family must respond by returning the Enrollment Packet to the Registrar within 10 days to secure a spot; if the offer of admission is made within two weeks of the first day of the new school year or the school year already is in session, families must respond by returning the Enrollment Packet to the Registrar within two school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list is contacted. The registrar is available to assist families in completing the required forms and paperwork.

Lottery forms, the manual record of all lottery participants and their assigned lottery numbers, and other lottery-related documents are physically retained on campus and available for audit and inspection, and lottery results and waiting lists for the school year (determined in the order names are drawn in the lottery) will be readily available in the school's main office for inspection upon request.

Parents and students admitted to the Charter School are strongly encouraged to attend an orientation session to review the policies and expectations of the Charter School. The Parent Outreach Coordinator works to ensure that all families understand these policies and expectations and that they are aware of ways to be involved in the Charter School's life and decision-making, though at no time is any parent/guardian expected to volunteer and volunteering or lack of volunteering has no impact on a student's admission or enrollment status at any time. Each student is given a Student & Parent Handbook containing the policies in English and Spanish (translation into additional languages is available if necessary).

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[159] 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.

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

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 are 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 LALA Board selects an independent auditor through a request for proposal format, facilitated by the CEO/Superintendent, who ultimately is responsible for contracting with the auditor selected by the Board. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars. The Director of Finance and back-office services provider will work with the audit firm to provide the information they need.

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 CEO/Superintendent, along with the Board audit committee, if any, will review any audit exceptions or deficiencies and promptly report to the LALA 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.

The Director of Finance is responsible for working with the auditor and ensuring that the completed audit is sent to the required agencies by the statutory deadline.

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

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

"The procedures by which pupils can be suspended or expelled from the charter school for disciplinary reasons or otherwise involuntarily removed from the charter school for any reason. These procedures, at a minimum, shall include an explanation of how the charter school will comply with federal and state constitutional procedural and substantive due process requirements that is consistent with all of the following:

(i) For suspensions of fewer than 10 days, provide oral or written notice of the charges against the pupil and, if the pupil denies the charges, an explanation of the evidence that supports the charges and an opportunity for the pupil to present the pupil's side of the story.

(ii) For suspensions of 10 days or more and all other expulsions for disciplinary reasons, both of the following:

(I) Provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights.

(II) Provide a hearing adjudicated by a neutral officer within a reasonable number of days at which the pupil has a fair opportunity to present testimony, evidence, and witnesses and confront and cross-examine adverse witnesses, and at which the pupil has the right to bring legal counsel or an advocate.

(iii) Contain a clear statement that no pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the pupil or the pupil's parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil's educational rights holder, and shall inform the pupil, the pupil's parent or guardian, or the pupil's educational rights holder of the right to initiate the procedures specified in clause (ii) before the effective date of the action. If the pupil's parent, guardian, or educational rights holder initiates the procedures specified in clause (ii), the pupil shall remain enrolled and shall not be removed until the charter school issues a final decision. For purposes of this clause, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions specified in clauses (i) and (ii)." **(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?

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.

The Charter School shall comply with all applicable current law, including Education Code Section 47605(c)(5)(J), which is not reflected in the District's FSDRL.

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM/RESTORATIVE JUSTICE

PBIS- POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

LALA's PBIS Program is a prevention-oriented way for LALA to organize evidence- based behavioral interventions into a Multi-Tiered System of Support to maximize academic and social behavior outcomes for students. The fundamental purpose is to make the school a more effective, efficient and equitable learning environment for all students. This program allows students to develop, learn, and enhance their social, emotional, and behavioral competence to support their academic engagement. For their part, educators develop a positive, predictable, and safe environment that promotes strong interpersonal relationships with students through teaching, modeling, and encouragement.

Source: https://www.pbis.org/topics/school-wide

Throughout the school year, the PBIS team (composed of teachers, classified staff members, and administration), overseen by the Dean of Student Support Services), participates in Professional Development and training to implement the PBIS program at LALA and develop strategies and incentives to support the students.

PBIS Updates and Initiatives In the pursuit of creating a more enriching and supportive educational environment, our Charter School initiated a series of strategic changes starting in the 2022-23 school year, aimed at improving both school and student culture. Recognizing the profound impact that a

positive school culture has on student achievement and well-being, these initiatives have been carefully designed to align with our school's vision and mission, fostering a community where students feel valued, understood, and motivated including:

- **Student of the Month Assemblies:** By celebrating students who exemplify the behaviors and values that our school holds dear, these assemblies have not only motivate students to strive for excellence but also establish role models within the student body, encouraging others to follow suit.
- **Incentivized Movie Day:** Designed to reward attendance and academic growth, these movie days have provided a tangible incentive for students to improve their academic performance and attendance. This initiative has contributed to creating an environment where academic growth is recognized and celebrated, thereby fostering a culture of achievement.
- **Positive Office Referrals:** Recognizing and celebrating student success in the classroom on a weekly basis has had a significant positive effect on student behavior and engagement. This practice has helped in reinforcing positive behaviors and achievements, contributing to a supportive and encouraging classroom atmosphere.

LALA has a tiered discipline plan that is progressive in nature and strikes a balance between teaching values, interventions and consequences. The main features of the discipline plan include, but are not limited to, the following guidelines:

- **Behavior Values**: *mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment*
- **Rules of Conduct and Behavior**: *attendance, computer policy, dress code policy (described in the Student-Parent Handbook), electronics, homework policy and tardy policy. LAPA will provide financial assistance to families in need for purchasing items outlined in the dress code policy.*
- **Consequences:** *warning and reminder, consequences to promote reflection, disciplinary referral to the office, loss of privileges, in-house suspension, suspension/parental supervision.*
- **Intervention Strategies**: *alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension*

The Charter School's *Student Handbook* is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

LALA uses the strategies of S*chool-Wide Positive Behavior Intervention and Supports* ("SWPBIS"), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs, these strategies will support all students at LALA.

TIERED BEHAVIOR INTERVENTION (ALTERNATIVES TO SUSPENSION)

The LALA positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALA recognizes that to support our programs we must teach, model, and reinforce the *Schoolwide Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a

climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

TIER I – CORE INSTRUCTION

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, LALA consistently implements Tier I support systems. All teachers and support staff maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules are clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules are also posted throughout the Charter School.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

Tier I Infractions
- Classroom disruptions (e.g. speaking out, out of seat)
- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor team work
- Inappropriate clothing for school
- Non-compliance with rules

Tier I Consequences
- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Assign student a written apology
- Assign contribution plan (e.g. contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

TIER II: STRATEGIC OR SUPPLEMENTAL INTERVENTION

At Tier II, teachers use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School uses social skills instruction to increase integration of problem- solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff ensure self-management/self-monitoring is explicitly taught and supported.

Tier II Infractions
- Fighting/Aggressive behavior
- Excessive tardiness

- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences
- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

TIER III: INTENSIVE INTERVENTION
At Tier III, LALA uses the most intensive level of intervention and instruction and bases it on assessed need(s). Students requiring Tier III supports continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment ("FBA") may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior is included, as well as data collection and analysis.

Tier III Infractions
- Violate Charter School policies
- Violate Board-approved discipline policies set forth in the Student-Parent Handbook or laws
- Chronic Level II behaviors requiring administrator involvement

Tier III Consequences
- Convene a Student Success Team
- Parent Conference
- Use debriefing/reflection forms to address misconduct
- Refer to community agencies
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension
- Consult with community agencies (e.g., probation, Mental Health Centers, Children's Services)

USING DATA
LALA reviews student behavior data on a regular basis by reviewing the Charter School's annual Suspension Rate as reported on the California School Dashboard, as well as data related to behavior referrals and feedback from students, families, and staff, through PowerSchool, instances of SST teams, and parent conferences.

IN-SCHOOL SUSPENSION
If deemed necessary, LALA may assign in-school suspension, following the procedures for in-school and out-of-school suspensions outlined in the provisions here in Element 10, which constitute LALA's Suspension and Expulsion policy. In-school suspension will be served in either the Charter School's main office or an open classroom and will be supervised by the Principal or designee. During in-school suspensions, teachers will assign work to be completed in the in-school suspension setting. Students will

be provided necessary supplies and materials, and teachers will be available to meet with the student during breaks. 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. An administrator notifies the parent(s)/guardians or the foster child's educational rights holder, attorney, and county social worker via telephone of an in-school suspension, and a meeting is held when needed/requested.

In-school suspension will not be an option for the following offenses:

- Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
- Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel;
- Made terrorist threats against school officials or school property, or both

PROFESSIONAL DEVELOPMENT

Professional development at LALA includes ongoing classroom management workshops and training provided by the Dean of Student Support Services and Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for Charter School staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well-being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the offenses for which students at noncharter schools may be suspended or expelled and the procedures, governing those suspensions and expulsions in order to establish its list of offenses and procedures for suspensions, expulsions, and involuntary removal. The language that follows is largely consistent with the language of the Education Code with regard to suspension/expulsion triggering conduct. The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension, expulsion, or involuntary removal, and the procedures thereto so long as not materially different from this charter petition. All suspension procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. Additionally, the Charter School's process for investigating incidents and collecting evidence will be fair and thorough.

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

The Charter School Principal shall ensure that students and their parents/guardians[160] are notified in writing upon enrollment of all discipline policies and procedures.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed by the student and parent/guardian and the Charter School Principal during the period of suspension or expulsion.

A student identified as an individual with disabilities or for whom the Charter School has a basis of knowledge of a suspected disability pursuant to the IDEA or who is qualified for services under Section 504 is subject to the same grounds for suspension and expulsion and is accorded the same due process procedures applicable to general education students except when federal and state law requires additional or different procedures. The Charter School will follow all applicable federal and state laws including but not limited to the applicable provisions of the Education Code, when imposing any form of discipline on a student identified as an individual with disabilities, for whom the Charter School has a basis of knowledge of a suspected disability, or who is otherwise qualified for such services or protections in according due process to such students.

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

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[160] The Charter School shall ensure that a homeless child or youth's educational rights holder; a foster child or youth's educational rights holder, attorney, and county social worker; and an Indian child's tribal social worker and, if applicable, county social worker have the same rights as a parent or guardian to receive a suspension notice, expulsion notice, manifestation determination notice, involuntary transfer notice, involuntary removal notice, and other documents and related information. For purposes of this Policy and its Procedures, the term "parent/guardian" shall include these parties.

include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

GROUNDS FOR SUSPENSION AND EXPULSION OF STUDENTS

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

A. Enumerated Offenses

1. Discretionary Suspension or Expulsion Offenses. Students may be suspended when or expelled when the Principal or designee determines the student:

   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 Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.

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

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, 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 a 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 preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective 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 6 to 12, 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 6 to 12, 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 6 to 12, 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 schoolsite, 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 Website including, but not limited to:

      (a) Posting to or creating a burn page. A "burn page" means an Internet Website 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)

      (1) above. "Credible impersonation" means to knowingly and without consent impersonate a student for the purpose of bullying the student and such that another student 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 student 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 subdivision (1)(a)-(b)

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 Principal or designee's concurrence.

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

   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 student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent 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 or committed a sexual battery 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.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion when it is determined the student:

   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 Sections 11053- 11058, alcoholic beverage, or intoxicant of any kind.

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

   e) Committed or attempted to commit robbery or extortion.

   f) Caused or attempted to cause damage to school property or private property, 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 a 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 preinitiation into a student organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective 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 6 to 12, 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 6 to 12, 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 6 to 12, inclusive.

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

1) 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 schoolsite, 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 Website including, but not limited to:

            (a) Posting to or creating a burn page. A "burn page" means an Internet Website 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 student 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 student 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 subdivision (3).

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 Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion when it is determined pursuant to the procedures below that the student:

   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 student had obtained written permission to possess the item from a certificated school employee, with the CEO/Superintendent 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 or committed a sexual battery 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 Hearing Officer or Administrative Panel 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 recommended for expulsion 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:

- The term "knife" means (A) any dirk, dagger, or other weapon with a fixed, sharpened blade fitted primarily for stabbing; (B) a weapon with a blade fitted primarily for stabbing; (C) a weapon with a blade longer than 3½ inches; (D) a folding knife with a blade that locks into place; or (E) a razor with an unguarded blade.
- The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.
- The term "destructive device" means any explosive, incendiary, or poison gas, including but not limited to: (A) bomb, (B) grenade, (C) rocket having a propellant charge of more than four ounces, (D) missile having an explosive or incendiary charge of more than one-quarter ounce, (E) mine, or (F) device similar to any of the devices described in the preceding clauses.

B. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

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

At the conference, the student shall be informed of the reason for the disciplinary action and the evidence against the student and shall be given the opportunity to present their version and evidence in their defense. This conference shall be held within two (2) school days of when the student was suspended, 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 failure of the student's parent or 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.

2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) school days within one academic year. For students with an IEP and students with a Section 504 Plan, the total number of days the student may be suspended from school shall not exceed ten (10) school days in any year. If a suspension reaches 10 school days, the Charter School shall provide timely, written notice of the charges against the pupil and an explanation of the pupil's basic rights, and a hearing adjudicated by a neutral officer within a reasonable number of days, at which the pupil has the right to bring legal counsel or an advocate. Upon a recommendation of expulsion by the CEO/Superintendent, the student and the student's parent/guardian or representative will be invited to a conference to determine if the suspension for the student should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the student and the student's parent/guardian, unless the student and the student's parent/guardian fail to attend the conference.

This determination will be made by the CEO/Superintendent 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. The student will be provided the opportunity, in coordination with the

Principal and/or the classroom teacher, to receive instructional support and complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classroom teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments during their suspension and be provided the opportunity to make up any missed exams. A parent/student may appeal a suspension decision by submitting an appeal in writing to LALA's Chief Executive Officer/Superintendent.

C. Homework Assignments During Suspension

In accordance with Education Code Section 47606.2(a), upon the request of a parent, a legal guardian or other person holding the right to make education decisions for the student, or the affected student, a teacher shall provide to a student in any of grades 1 to 12, inclusive, who has been suspended from school for two (2) or more school days, the homework that the student would otherwise have been assigned.

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

Appeal of a Suspension

An appeal from the decision to suspend shall be made in writing to the Chief Executive Officer/Superintendent, or designee, within five calendar days after the decision of the principal or designee. The written appeal must specify the grounds for the appeal; that is, what provision of law, LALA's charter or the Parent/Student Handbook is said to have been violated or misapplied in the suspension process.

Within five calendar days of receipt of the written appeal the Chief Executive Officer/Superintendent shall notify the parent of the following:

- When and where the informal hearing will be held; however the informal hearing shall be conducted no later than fourteen calendar days after the appeal has been received;
- Who will conduct the hearing – the hearing officer will be the Chief Executive Officer/Superintendent or, in the event of a conflict, an administrator from LALPA, who is not familiar with the events at issue;
- Who may attend the informal hearing, including at least the parent/guardian, counsel or non-attorney advisor, and student;
- Options for reasonable accommodations and language support if needed
- What types of evidence or testimony will be considered, e.g., documentary or testimonial evidence that proper procedures were not followed at the school level;
- What the possible outcomes of the hearing may be, i.e., upholding the decision, reversing the decision, or returning it to the principal for further action if it is determined that proper procedures were not followed at the school level;
- When a final decision will be made; however the decision shall not be made later than three (3) calendar days after the hearing.

All timelines may be extended by mutual agreement. The decision is given in writing. The decision of the principal shall not be reversed arbitrarily or capriciously. The decision of the hearing officer (typically the Chief Executive Officer/Superintendent or designee) is final. If the decision to suspend is reversed, records of the initial decision are removed from the student's file.

D. Authority to Expel

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.

A student may be expelled by either by a neutral Hearing Officer or panel ("Administrative Panel") appointed by the CEO/ following a hearing before it, and preceded by recommendation from the CEO/Superintendent. An Administrative Panel appointed by the CEO/Superintendent shall consist of at least three (3) members who do not have an instructional or supervisory relationship to the student. The Hearing Officer or Administrative Panel shall make the final determination regarding the expulsion of any student found to have committed an expellable offense subject to review by the Board of Directors.

A student and their parents may appeal an expulsion decision by the entity conducting the hearing to the Charter School's Board, which will make the final determination.

E. Expulsion Procedures

All expulsion procedures will comply with federal and state constitutional procedural and substantive due process requirements applicable to all students and inclusive of foster youth and their representatives. 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 CEO/Superintendent or designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The CEO/Superintendent or designee shall either select a Hearing Officer or appoint an Administrative Panel to hear and consider the recommendation for expulsion. The hearing shall be held in a confidential setting (complying with all student confidentiality rules under FERPA) unless the student makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

Written notice of the hearing shall be forwarded to the student and the student's parent/guardian at least ten (10) calendar days before the date of the hearing. Upon mailing the notice, it shall be deemed served upon the 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. An explanation of 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. An explanation of the right to inspect and obtain copies of all documents to be used at the hearing;

7. An explanation of the opportunity to confront and question all witnesses who testify at the hearing;

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

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

The Hearing Officer or Administrative Panel 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 Administrative Panel 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 Hearing Officer or Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Hearing Officer or Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours they are normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the Hearing Officer or Administrative Panel presiding over the hearing from removing a support person whom the presiding entity finds is disrupting the hearing. The Hearing Officer or Administrative Panel 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 hearing officer 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 officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing officer from exercising their discretion to remove a person from the hearing whom they believe 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 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, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the student and/or parent/guardian within five (5) business days of a written request.

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Hearing Officer or Administrative Panel to expel must be supported by substantial evidence presented at the hearing that the student committed an expellable

offense. Findings of fact, prepared/issued by the panel in support of its decision to expel based on evidence presented at the hearing, 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 Hearing Officer or Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

I. Expulsion Decision

The determination of the Hearing Officer Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of Directors, which will make a final determination regarding the expulsion. The Board of Directors shall make the final determination regarding the expulsion within ten (10) school days following the conclusion of the hearing, or as soon as practicable. The Board consideration is not a second date of the hearing. The Board consideration is not a second hearing. The decision of the Board of Directors is final.

If the Hearing Officer or Administrative Panel decides not to recommend expulsion, or the Board of Directors ultimately decides not to expel, the student shall immediately be returned to their previous educational program.

The Board of Directors may also determine to suspend the enforcement of the expulsion order for a period of not more than one (1) calendar year from the date of the expulsion hearing and return the student to the student's previous educational program under a probationary status and rehabilitation plan to be determined by the Board. During the period of the suspension of the expulsion order, the student is deemed to be on probationary status. The Board of Directors 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 Board revokes the suspension of an expulsion order, the student may be expelled under the terms of the original expulsion order. The Board of Directors 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.

J. Written Notice to Expel

The CEO/Superintendent or designee, following a decision of the Board of Directors to expel, shall send written notice of the decision to expel, including the findings of fact, to the student and student's parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) the reinstatement eligibility review date; (d) they type of educational placement during the period of expulsion; and (e) notice of appeal rights.

The CEO/Superintendent 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(s) committed by the student.

K. 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.

L. Right to Appeal

Parents/Guardians (or students age 18 and over) shall have the right to appeal an expulsion decision of the Administrative Panel or Hearing Officer to the Charter School Board. Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened (within fifteen (15) days) at which time the parent(s)/guardian(s) (or student aged 18 and over) must attend to present their appeal. 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 CEO/Superintendent will send written notice to the student or parent/guardian of the Board's decision within ten (10) school days of the appeal hearing. The Charter School Board's decision to uphold the expulsion decision from the entity conducting the expulsion hearing shall be final.

M. Expelled Students/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as support and monitored by the Principal. 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.

N. Rehabilitation Plans

Parents/guardians of students who are expelled from LALA shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel Board of Directors at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the student may reapply to LALA for readmission.

O. 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 Board of Directors following a meeting with the CEO/Superintendent or designee and the student and student's parent/guardian or representative 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 environment. The CEO/Superintendent or designee shall make a recommendation to the Board of Directors following the meeting regarding the CEO/Superintendent's or designee's determination. The Board shall then make a final decision regarding readmission or admission of the student during the closed session of a public meeting, reporting out 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.

P. 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.

RETIREMENT RIGHTS

CERTIFICATED STAFF MEMBERS

By individual election based upon eligibility, each certificated staff member of LALA may participate in the State Teachers' Retirement System. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

CLASSIFIED STAFF MEMBERS

By individual election based upon eligibility, each classified staff member of LALA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

OTHER RETIREMENT PLANS

By individual election based upon eligibility, each staff member of LALA may participate in the federal Social Security System or other LALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The Personnel Committee (an Advisory Committee to the Board) is responsible for recommending

retirement plans to the Board and will seek the input of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

The Director of Finance is responsible for making all appropriate arrangements regarding the establishment and maintenance of retirement coverage for certificated and classified staff.

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.

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

ELEMENT 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.

No employee shall be required to work for the Charter School.

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

The Los Angeles Leadership Academy

c/o Arina Goldring-Ravin, CEO/Superintendent 2670 Griffin Avenue
Los Angeles, CA 90031

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

The Los Angeles Leadership Academy
c/o Arina Goldring-Ravin, CEO/Superintendent
2670 Griffin Avenue
Los Angeles, CA 90031

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.

"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.

SCHOOL'S CLOSURE AGENT

The CEO/Superintendent will serve as the Charter School's closure agent in the event that the school closes.

ADDITIONAL PROVISIONS

FACILITIES

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

District-Owned Facilities

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

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

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

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

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

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

• Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

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

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

• Programs, Services, and Activities Outside Instructional Program; Third Party Vendors

(i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

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

• Minimum Payments or Charges to be Paid to District Arising from the Facilities:

(i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

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

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

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

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

Non-District-Owned Facilities

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

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

accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

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

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

4.   Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per

occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5.   Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

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

7.   Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy. Whether this coverage is separately issued or included by endorsement to another policy, such coverage shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.

8.   Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

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

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

Evidence of Insurance

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

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
•   Charter School is subject to District oversight.

•   The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

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

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

•   Compliance with terms and conditions prescribed in the Charter agreement,
•   Internal controls, both financial and operational in nature,
•   The accuracy, recording and/or reporting of Charter School's financial information,
•   Charter School's debt structure,
•   Governance policies, procedures and history,

- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

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