



LOS ANGELES UNIFIED SCHOOL DISTRICT

Calvert Charter for Enriched Studies

March 7, 2013

19850 Delano Street, Woodland Hills, CA 91367

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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Appendices (if applicable)

AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the 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.

Element 1 – The Educational Program

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

The address of the Charter School is 19850 Delano Street, Woodland Hills, CA 91367

The phone number of the Charter School is (818) 347-2681

The contact person for the Charter School is Kirk Nascimento, Principal

The term of this charter shall be from July 1, 2013 to June 30, 2018

The grade configuration is K-5

The number of students in the first year will be 360

The grade level(s) of the students the first year will be: K-5

August 14, 2013, or on the opening date established by

The scheduled opening date of the Charter School is: LAUSD

The operational capacity will be: 400

The instructional calendar will be: Traditional-See Attachment A

The bell schedule for the Charter School will be: See Attachment B

If space is available, traveling students will have the option to attend.

STUDENTS THE SCHOOL PROPOSES TO SERVE Demographic data of the target population (this is done by completing the attached matrix.); Academic achievement data; other applicable characteristics of the target population (does the school propose to target potential dropouts? newcomer populations? other?)

- Calvert St. Elementary School is made up of a diverse community socially, geographically, culturally, economically and educationally.
- A small school Pre-K- 5. Currently enrolled: 417 students
- 49% economically disadvantaged
- Our students speak twelve languages: English, Spanish, Farsi (Persian), Vietnamese, Turkish, Bengali, Armenian, Assyrian, Portuguese, Hebrew, Russian, and Arabic. Student racial and ethnic groups include: Latinos 38%, Whites 35%, African-Americans 16%, Asians 5%, and Filipinos 5%
- In addition, we have a large population of Students with Disabilities equaling 24%
- The school has 27 classrooms, a Wonder of Reading Library, a Mobile Computer Lab, and LCD projectors and document readers in every classroom

- Calvert Elementary provides the following programs, personnel and services: an active P.T.A., Parent Center, Community Representative, Calvert Green, Oasis Tutors, and collaboration with the West Valley Occupational Center.
 - The school communicates with parents and community via School website, Connect Ed. Announcements, e-mail, parent newsletters, Back to School Night, Open House, Title I Annual Meeting, individual student and parent conferences, parent committee and council meetings, parent trainings/workshops, student presentations, programs and award assemblies. All communications are in both English and Spanish. The Administrative team reviews attendance data regularly and holds meetings and sends letters to keep students in school and prevent dropout. In addition, Attendance Assemblies are held to acknowledge excellent attendance. Trophies are given out to the top classroom in each grade level (and small class) for the top class attendance for the month. In addition, we have a bulletin board that displays the top classes for attendance.
 - The School Site Council is the school's decision-making body
- Calvert Street Elementary is currently a PI Year 4 school (On Hold). The following significant subgroups did not meet the AYP criteria: White Students in Mathematics and Students With Disabilities in Language Arts and Mathematics. The school has taken the following steps to improve student achievement in ELA and math: consistent use of RtI² strategies in all classrooms with an emphasis on good first teaching, targeted Tier II intervention using State Approved Intervention, Learning Center, regular use of SDAIE strategies, EL portfolios, Envision math, and Renaissance Learning, in-depth professional development training for teachers and paraprofessionals on the effective use of ELD strategies.

MISSION AND VISION

Calvert Elementary Vision Statement:

Calvert Elementary Charter School students will be highly educated, collaborative, and innovative 21st century citizens, who achieve their highest academic and career potential. They will be life-long learners who view diversity as strength, and are respectful of others in order to make the world a better place.

Calvert Elementary Mission Statement:

Calvert is a community school committed to providing a safe and supportive environment for learning. Calvert prepares students to be fully participating citizens and leaders of the 21st Century through an academically rigorous and challenging program based on Common Core and California State Standards. Integrating technology and the arts, we provide high quality instruction in every classroom to facilitate the education of the whole child.

WHAT IT MEANS TO BE AN “EDUCATED PERSON” IN THE 21ST CENTURY

An Educated life-long learner in the 21st century is able to readily decipher and analyze information through critical thinking, problem solving, and collaboration. They are able to adapt to change using technology and integrating subject matter across the curriculum. A learner communicates and collaborates, uses inquiry processes, adapts to change, creates new products and processes, communicates with clarity, displays intellectual and creative curiosity, seeks multiple perspectives. Educated people accept and appreciate cultural and individual differences and show awareness of the outside world. They cultivate healthy peer and adult relationships. Such individuals should be able to self-evaluate, take risks and accept responsibility.

HOW LEARNING BEST OCCURS

Learning best occurs for students when the environment provides quality instruction, ample discussion, and active participation. Whole and small group discussion, cooperative learning, and application of what has been learned or discussed takes place on a daily basis. The learning environment of a school nurtures logical thinking and the ability to communicate problem solving.

Working collaboratively, teachers share best practices, conduct parent workshops (such as Literacy, Mathematics, and Art), and incorporate differentiated instruction based on the needs of their students. Educators grow through professional development, exposure to new and research based practices. The principal models high expectations as an involved and supportive instructional leader.

The principal and staff empower school community members to be actively and positively engaged in the education of their children. Families are involved in quality learning experiences through events such as Back-to-School Night, Parent conferences, and Open House. Parents and community members are an integral part of the children's education providing a foundation for life-long learning.

HOW THE GOALS OF THE PROGRAM ENABLE STUDENTS TO BECOME SELF-MOTIVATED, COMPETENT, AND LIFE-LONG LEARNERS

The instructional program at Calvert Elementary is based on the Common Core Standards. With this as our foundation, we create authentic assessments that involve students in real-world application. Meaningful feedback, taking responsibility for one's own learning, and rigorous academic expectations all play a part in enabling students to become competent and lifelong learners. Technology and the arts continue to be incorporated into the curriculum, helping students to deepen their understanding of concepts and refine their skills. Having technological competence is an integral part of preparing students for 21st century life. Calvert students will be provided ample opportunities to do research and create visual presentations as excellent ways to keep learning interesting and engaging.

Calvert educators nurture motivation and confidence by providing students with successful educational experiences and directing their sights on future academic goals and milestones including middle school, high school, and college. Ongoing community involvement that promotes the greater good of society through local and global causes that connect our learners with the world. Educators, students, and families also work hand in hand on school beautification programs, such as, Second Saturdays and Community Garden. All of these opportunities serve to motivate the students to investigate further and impact the world around them

DESCRIBE A TYPICAL DAY (Narrative)

Approaching the front gates of Calvert School the first thing one will see is a well-maintained campus and inviting environment. Throughout the campus, colorful murals are visible that depict interpretations of school and community history, healthy choices and inspirational messages. The expansive, tree-rimmed playground contains a large, grassy area, modern sports court and state-of-the-art apparatus area, open to all students. The outdoor garden classroom is decorated with children's figures painted for

Earth Day and a shaded eating area. Throughout the day, one could see the campus used for assemblies, small group reading activities, physical education, art, or gardening. Students may be conducting research in the well-stocked library, painting in the art room, conducting experiments in their classrooms and/or Science Lab, creating PowerPoint presentations in the computer lab, or may be participating in lessons on the interactive white board found in the Computer Lab.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

Instructional Framework, Delineation of the Core Subjects, and Innovative Components:

Calvert Charter for Enriched Academics follows the California State Standards and frameworks for instruction in Language Arts, Mathematics, Science, Social Studies, Visual and Performing Arts, Technology and Physical Education. The curriculum will meet all state and LAUSD standards. We believe that powerful learning and addressing the needs of our targeted multi-cultural population are best accomplished through a balanced program, which combines curriculum-centered and student-centered instruction. Systematic direct-instruction, guided practice and the application of skills, ensures that all students are exposed to District-mandated standards. Subsequently, addressing multiple intelligences through the use of experiential and open-ended, inquiry-based learning produces self-motivated and well- balanced learners. We believe that integrating these modalities will help our students to become analytical as well as creative thinkers contributing to our ever-changing society.

Teaching Methodologies:

The teachers of Calvert will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- Academic rigor – Our methodologies encourage students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement of the learning process.**

- Clear Expectations – Teachers explicitly define and articulate the state standards in student friendly language. Descriptive criteria and models of work that elaborate these standards are expected to be displayed in every classroom, as well as, in the Daily Instructional Focus.**

- Direct Instruction – Teachers provide strategically planned direct instruction using multimedia and multiple modality techniques appropriate to the developmental needs of their students to teach standards based lessons.**

- **Guided & Independent Practice** – Teachers provide students with appropriate opportunities to be successful at demonstrating their understanding of the concepts or skills being taught.
- **Collaborative Groupings** – Teachers create flexible small groups in order for students to interact with their peers on various levels. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning and teamwork. This allows teachers to make observations and assess students while facilitating their work.
- **Small Group Instruction** – Teachers create small groups to target students who need extra instructional time as well as preview and review.
- Differentiated Instruction** – Teachers provide lessons and assignments within the core curriculum that allow students to perform at or beyond their academic levels while maintaining or exceeding state standards.
- **Higher-Level Thinking** – To prepare students for the future, we believe our task is to help them develop the critical reasoning skills that will enable them to think flexibly, solve complex problems and make sense of their place in the world around them. We encourage our students to move beyond the lower levels of Bloom’s taxonomy to the more sophisticated levels of analyzing, evaluating and creating.
- **Integration of the Arts** – The Arts are a key component of our school. Teachers use drama, dance, music and visual arts to enhance and deepen the learning experience across the curriculum.
- **Integration of Technology** – Technology is embedded in all facets of our curriculum to broaden our students’ understanding of the digital world.
- **Experiential Learning** – Teachers create opportunities for exploration of the major concepts through direct experiences and primary sources. Students relate to the curriculum through plays, field trips, labs, simulations and experiments. It is through these activities that students process, analyze and conceptualize the curriculum.
- **Criteria Charts and Rubrics** – These tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Students are able to understand and self-evaluate their own work and learning as they progress toward rigorous standards. This allows teachers to give effective feedback to the students. Adhering to the proposed instructional framework and teaching methodologies ensures Calvert instructors can successfully meet the needs of all students which include these subgroups: GATE, Special Education, English Language Learners, Under- Achieving/Non Proficient, General Education and the Socio-Economically Disadvantaged.

Scope and Sequence and Different Subjects the School Plans to Teach:

All California State Standards will be addressed with cross grade-level planning so students receive consistent instruction.

Language Arts

- A rigorous curriculum that exceeds the state content standards for language arts K-5 disciplines
- Develop critical reading skills with an emphasis on Comprehension Strategies/Skills
- Support reading using the MacMillan/McGraw-Hill California Treasures Program
- Enhance reading using Literature Circles and Core Literature
- Critique, justify and theorize in compositions and writing across disciplines
- Implement a school-wide writing program to focus on writing across the curriculum using graphic organizers and grade level writing prompts and vocabulary development
- Develop storytelling, oral language, drama performance skills and active listening skills
- Use technology as a tool for presentations, project exhibits and interactive documents such as Google docs

Mathematics

- A rigorous curriculum that exceeds the state content standards for mathematics
- Develop students' mathematic proficiency by applying mathematical thinking and computational skills to real world experiences
- Use EnVision Math program supplemented by "50 Problem Solving Lessons" by Marilyn Burns and we also use "About Teaching Mathematics" by Marilyn Burns in the lower grades
- Recognize relevant information and review applications by checking work
- Solve word problems and explain process
- Utilize math manipulatives and digital mediums to construct and strengthen understanding of concepts
- Connect math across disciplines
- Develop students' skills using tools and technology

Science

- A rigorous curriculum that exceeds the state content standards for Science
- Propose and develop experiments utilizing the scientific method
- Use hands-on experiments to further research and prove or disprove hypotheses
- Use scientific method to evaluate other subjects such as music, art, technology
- Use the Inquiry-based science instructional program, FOSS, in a Science Lab on campus
- Teach the sciences as a cumulative learning process that builds upon prior knowledge and experiences as students progress through the grade levels

- Students attend educational Science Field Trips (e.g. Science Center and/or attend Camp Pali, a Hands-On Science Camp)

History and Social Studies

- Use the interactive social studies instructional program, Scott-Foresman
A rigorous curriculum that exceeds the state content standards for history and social studies
- Comprehend their world by studying communities, cities, states and countries in terms of geography and history
- Develop big ideas by finding parallels and patterns relating to time periods
- Interpret information to draw conclusions and understand cause and effect
- Gain first-hand experiences by role-playing and using interactive units
- Research their own personal histories, heritage, culture, family trees and traditions supported through field trips, research projects and school-wide events
- Use technology to research geography, economics, cultures, traditions, languages and other societies

Technology

- A rigorous curriculum that exceeds the state content standards for technology
- Demonstrate written expression through keyboarding skills, word processing, PowerPoint presentations, comic book making, spreadsheets and Google docs
- Explore artistic applications appropriate to grade level with programs such as PowerPoint, and iMovie
- Teach children to become critical consumers of information obtained from the Internet using a variety of internet resources
- Utilize educational online videos to enhance specific curricular concepts
- It is our Goal that All classrooms be equipped with interactive whiteboards and internet capabilities providing access to digital sources of information relevant to academic studies

Art

- A rigorous curriculum that exceeds the state content standards for the arts
- Art Educational field trips (e.g. Getty, LACMA, etc.) Students have seasonal showcase opportunities for artistic expression
- Art is integrated across the curriculum
- Create, look, develop an awareness of the Arts in their everyday lives
- Use a variety of materials to help facilitate personal expression
- Help children learn be expressive with regards to their artwork

Health and Physical Education

- A rigorous curriculum that exceeds the state content standards for Health and Physical Education

- Learn and apply concepts of good physical, social and emotional health, including nutrition and substance abuse awareness
- Enhance the concepts of team sports and good sportsmanship
- Preparation for Presidential Physical Fitness exam
- Develop small and large motor skills
- Expand an awareness of personal safety

How the Curriculum Addresses California Content Standards:

Common Core:

Charter School assures that the school will transition to and implement the Common Core State Standards and Smarter Balanced Assessments according to LAUSD established timelines.

How the Teaching Methodologies and Instructional Program Address the Needs of the Targeted Student Population:

Calvert will address the needs of the entire student population by meeting and exceeding the state's standards. Teachers will, through differentiated instruction, utilize a variety of instructional programs appropriate to the needs of the charter's population.

- General Educational Population-Teachers will provide instruction that meets and exceeds the state standards and benchmarks. We will address our students' needs by providing rigorous academic coursework, differentiated lessons and using different modalities to insure student understanding.
- Gifted and Talented-Teachers will provide GATE students with differentiated lessons and assignments that will encourage the students to strengthen their cognitive thinking skills. Students will be asked to demonstrate their comprehension and thorough knowledge of each subject by defining, describing and identifying what they have learned through analysis and synthesis of this learned information.
- English Language Learners Teachers will use the ELD component of the district approved reading program. Teachers use recommended SDAIE strategies to improve fluency and literacy. We will reclassify all students as they meet district criteria.
- Underachieving Students will be identified through data and assessment and provided intervention during independent work time in the classroom and after school. In addition, teachers collaborate with intervention teachers, paraprofessionals and parents to target specific weaknesses in academic areas.
- Socioeconomically Disadvantaged Students-All students, no matter their economic status, are given equal opportunity and tools for learning.
- Special Education Students

Special Education Program-The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Researched-Based Evidence that the Proposed Instructional Program has been Successful with Similar Student Populations and/or will be Successful with the Charter's Targeted Population:

Evidence shows that the proposed instructional program will be successful with Calvert's targeted population based upon data relating to our current instructional program and student population. With a focus on best practices in regards to the instructional program, Calvert's API has increased 53 points from 757 to 810 from 2011 - 2012. Each year, teachers have offered a rigorous daily program of standards-based and differentiated instruction to give the general education population an opportunity to meet and exceed their levels of proficiency.

Our goal is to have every student performing at the proficient level and striving for advanced. Our Learning Center, After School Intervention, After School Literature, OASIS Tutoring, parent volunteers, Breakfast Club, Tuesday Tutoring provides support necessary for all of Calvert's students to meet the needs of Calvert's diverse population. Our efforts were rewarded by Calvert being in the top 5 schools that moved students at least one band on the CST.

An integral part of Calvert's instructional program is a dedication to providing additional enrichment programs. Our teaching staff, together with academic specialists, provide multiple opportunities for our students to meet and exceed Common Core State Standards.

The Textbooks or Other Instructional Resources to be used:

Treasures (K-5)

Treasures English Learner program (K-5) □

enVision Math (K-5) □

"50 Problem Solving Lessons" by Marilyn Burns

"About Teaching Mathematics" by Marilyn Burns (Primary grades) □

We the People (5) □

Foresman Social Studies (K-5) □

Foss Science California (K-5) □

Health & Wellness by McGraw/Hill (K-5) □

Second Step (K-5) □

Too Good for Drugs □ **McGraw/Hill Social Studies (K-5)** □

Red Hot Root Words (4, 5)

Ticket-to-Read (K-5)

Accelerated Reader (K-5)

Vmath Live (K-5)

Earobics (K)

Voyager (K-5)

PAL-RW (K,1)

Triumphs (K-5)

Touch Math (K-3)

How the School will Recruit Teachers who are Qualified to Deliver the Proposed Instructional Program:

All teachers will be hired and retained per the District Policy of Highly Qualified teachers and staff.

How the School will Provide Ongoing Professional Development to Ensure that Teachers have the Skills to Deliver the Proposed Instructional Program:

The School's Academic Calendar and Sample Daily Schedule (which explains the rationale for allocation of instructional time to different subject matter areas, as well as an assurance that the school will offer, at minimum, the number of minutes of instruction set forth in Education Code § 47612.5):

See Attachment A and Attachment B

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

Affiliated charter school will implement Transitional Kindergarten (TK) in accordance with District Policy.

English Learners (including reclassification):

As a District affiliated charter school, the Charter School shall implement the provisions of the District's Master Plan for English Learners and comply with all applicable federal and state laws, District policies and procedures related to the implementation of the English Learner Master Plan.

24% of Calvert's English Learner population reclassified last year with a goal of all 5th grade EL's transitioning to Re-designated Fluent English Proficient status. Teachers utilize ongoing assessments, collaboration, the embedded Treasures EL resource, SDAIE, and team-teaching approaches to ensure our EL students' and Long Term English Learners' progress in a solid foundation of reading, writing, listening and speaking. Calvert will continue to provide EL Support and analyze data (AMAOs) to inform instruction for English Learners.

Socioeconomically Disadvantaged Students:

57% of Calvert's student population qualifies for free or reduced priced meals. Of these students 56.9% are scoring in the proficient to advanced range on the ELA portion of the CST, compared to 45.4% in LAUSD with the same achievement. In mathematics, 61.2% of Calvert's economically disadvantaged students scored in the proficient to advanced range in comparison to just 49.8% in LAUSD scoring the same proficiencies. Calvert supports socioeconomically disadvantaged students through intervention (if needed), field trips, and access to technology. Calvert Charter School will continue to ensure that all students are provided with the necessary materials and nutrition to succeed academically and socially. In addition, PTA supports funding for various activities during school. Inability to donate will not mean exclusion from activities. Our goal is success of all students, regardless of economic status or advantage.

Gifted Students:

Charter School will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis.

We are dedicated to identifying and addressing the needs of our Gifted and Talented and High achieving population by incorporating experiential learning and differentiated planning into daily instruction. As a result, our 8% GATE population is higher than the district's norm of gifted population.

Students Achieving Below Grade Level:

In order to meet the needs of students who are achieving below grade level academically, we conduct SST's (Student Success Team) meetings. SST meetings recognize the RtI2 approach, in terms of assisting teachers to attempt a hierarchy of intervention strategies with the goal of enabling struggling students to meet grade level standards. During the meetings we consider how the behavior and work habits of our students impact their ability to access the core curriculum. Calvert Elementary also assigns OASIS mentors outside

In addition, our Intervention Coordinator works with students to provide targeted intervention. (RTI2 Tier II) She uses Voyager Ticket-To-Read, Voyager VMath Live, PAL RW, and Earobics (All on the state adopted/approved list for Tier II interventions.

Students Achieving Below Grade Level also work with a specialist during Universal Access time. The Specialist works using the District approved curriculum (Treasures/Triumphs) to provide provide Tier II Intervention to our Students Achieving Below Grade Level.

Students with Disabilities (include the school’s outreach efforts to recruit students with disabilities; address who will deliver special education instruction):

The District shall continue to serve the needs of special education students enrolled in the affiliated charter school in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree. The affiliated charter school will follow the guidelines, policies, and procedures set forth in the Special Education Policy and Procedures Manual.

Calvert has met and in some cases exceeded Federal, State and District mandates for Special Education, including the Modified Consent Decree. All teachers, with direction from administration, adhere to each individual student’s IEP. Validation Review (DVR) score was 94%. In addition, Calvert had multiple commendations. This evidence shows that our Special Education team is meeting the needs above the district average of special education students. Students will receive their instruction from highly qualified special education teachers, resource teachers, general education teachers, itinerent support staff, and special education support staff. In addition, we will continue to implement IEP to help our students achieve their goals.

Special Education

The District shall continue to serve the needs of special education students enrolled in the affiliated Charter Schools in the same manner as at any other public school of the District, and shall be responsible for meeting all the requirements of the Modified Consent Decree.

Conversion Affiliated Charter

1. Charter School Special Education Responsibilities

a. General Requirements

The Charter School will adhere to the provisions of the IDEA and California special education laws and regulations to assure that all students with disabilities are accorded a free appropriate public education (“FAPE”). The Charter School will also ensure that no student otherwise eligible to enroll in their Charter School will be denied enrollment on the basis of their special education status.

The Charter School will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office of Civil Rights mandates for students enrolled in the Charter School.

The Charter School will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents

and information, participate in reviews, and attend informational sessions and meetings at the District's request.

The Charter School will use District forms to develop, maintain, and review assessments and Individualized Education Programs (IEPs) in the format required by the District and will enter accurate assessment and IEP data into the District's designated data system (Welligent) in accordance with LAUSD policies and procedures. The Charter School will maintain copies of assessments and IEP materials for District review. The Charter School will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

The Charter School shall keep daily attendance for each student which shall be reported and certified according to District policies and procedures.

The Charter School will participate in the state quality assurance process for special education (i.e. verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, and the local plan). The Charter School will participate in internal validation review (DVR).

The Charter School is responsible for the management of its, personnel, programs and services. The Charter School will ensure that its special education personnel or contracted personnel are appropriately credentialed, licensed or on waiver consistent with California laws and regulations.

The Charter School will implement the programs and services, including providing related services, required by the IEPs of the students enrolled at the Charter School.

b. Transferring Students

For students transferring to the Charter School from District schools or District affiliated charter schools, the Charter School will provide those related services required by the students' IEPs immediately upon the students' enrollment.

For students transferring to the Charter School from other school districts, the Charter School shall provide related services required by the students' IEPs upon the students' enrollment regardless of the type of service provider (school, NPA or private). IEP team meetings for such students will be held within thirty (30) days of the student's enrollment in accordance with state and federal law.

c. Assessments

The referral process shall include Student Success Team (SST) meetings to review prior interventions, accommodations and modifications and to recommend further interventions as appropriate. The referral process shall be supported by the Response to Intervention (RtI²) model approach using data to identify student strengths and weaknesses. Upon review of accumulated data, observation and review of records, the Charter School may determine that assessment is necessary to determine possible eligibility for special education programs and related services.

Upon a parent's request for assessment, the Charter School will convene a meeting to review and discuss the request in light of student records, acquired data, Response to Instruction and Intervention, and student performance to agree with or deny the request for assessment.

If the Charter School determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent/guardian with a clear rationale for such refusal within 15 days of the request. If the Charter School concludes that there are suspected disabilities, the school must develop an assessment plan for each student with suspected disabilities within the 15 day timeline. The assessment plan will describe the types of assessments that may be used to determine the eligibility of students for special education instruction and services. Assessments will be conducted, within legal timelines, after receiving the parents' written consent. The Charter School shall conduct an IEP team meeting that includes required team members within mandated timelines for each student assessed to discuss results, determine eligibility, and (if eligible) specify special education instruction and services. The Charter School will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.

d. Alternative Placements

In the event that the Charter School is unable to provide an appropriate placement or services for a student with special needs, the Charter School will contact the District to discuss placement and service alternatives. Charter schools are expected to provide services to all enrolled students with disabilities (mild to severe). If an Individualized Education Program (IEP) team that includes Charter School personnel places a student in a special education program provided by another entity, the Charter School will be fully

responsible for the quality of the program and for any costs incurred for such a placement.

e. Least Restrictive Environment

The Charter School will support movement of students with disabilities into less restrictive environments and increase interactions of students with disabilities with non-disabled students. The Charter School general program of instruction for students with disabilities shall be responsive to the required sequence of courses and related curricular activities provided for all students in the Charter School. Assessment and standardized testing procedures shall be implemented, including guidelines for modifications and adaptations, to monitor student progress.

f. Staffing Requirements

The Charter School shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum adaptations to address the diverse learner, and interaction with non-disabled peers.

The Charter School will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. The Charter School will assess, develop, and implement Individual Transition Plans to help students with disabilities transition to adult living in accordance with District policies and procedures.

g. Student Discipline/Inclusion

The Charter School will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA regarding discipline of students with disabilities. Discipline procedures will include positive behavioral recommending expulsion and/or prior to the eleventh day of cumulative suspension for a student with disabilities, the Charter School will convene a manifestation determination IEP that includes District representation as set forth in the District's Policies and Procedures Manual. The Charter School will collect data pertaining to the number of special education students suspended or expelled.

The Charter is committed to achieving population balance that includes students with disabilities. The Charter will conduct outreach activities to attract and enroll a range of mild to severe special education students that is diverse and comparable with

resident schools with similar demographics. The current District-wide average percentage of students with disabilities is 10-13%. The Charter School's outreach efforts should be geared toward aligning with the District-wide average. The Charter School may not refuse to admit a student based on special education eligibility, needs or services identified in the student's IEP. The District will provide the Charter with MCD reports indicating range of services and number of students served at individual Charter Schools.

2 Procedural Safeguards/Due Process Hearings

The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

3. Complaints

The District will investigate and respond to all special education complaints the District receives pertaining to the Charter Schools including the District's Uniform Complaint Procedures, Office for Civil Rights and California Department of Education Special Education Compliance Complaints. The Charter School will cooperate with the District in any such investigations and provide the District with any and all documentation that is needed to respond to complaints.

4. Funding of Special Education

The Charter School will adhere to all District policies and procedures regarding special education and special education funding, as they may be amended from time to time. The District shall retain all state and federal special education funding for charter school students which is allocated to the SELPA. The District shall be responsible for providing all appropriate special education and related services in accordance with all applicable state and federal laws. The Charter Schools will contribute their fair share of SELPA-wide unfunded special education costs from their general purpose block grant monies.

5. District Responsibilities Relating to Charter School Special Education Program

As long as Charter Schools operate as public schools within the District,

the District shall provide information to the school regarding District special education decisions, policies, and procedures to the same extent as they are provided to other schools within the District.

To the extent that the District provides training opportunities and/or information regarding special education to other school site staff, such opportunities and/or information shall be made available to Charter School staff.

Modified Consent documentation that is needed to respond to complaints. All Charter Schools chartered by the Los Angeles Unified School District (“LAUSD or the District”) Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”) and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education. As part of fulfilling the District’s obligations under the Modified Consent Decree, data requests from charter schools that are not connected to the District’s current Student Information Systems (“SIS”) are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s required format and are as follows:

- o The Charter School Suspension/Expulsion Report, due monthly throughout the school year.**
- o Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.**
- o CBEDS, which is due at the end of October of Each School Year.**
- o All Students Enrolled December 1 of Each School Year, due at the end of December every school year.**
- o Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.**

The Charter shall adhere to the requirement to implement the use of ISIS. Implementation Plan

Calvert follows the traditional track school calendar. All classrooms instruction will be based on California State Standards. Language Arts

and Mathematics instruction will conform to the National Standards (California Core State Standards, CCSS) adopted by California in August, 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access to the required curriculum. All teachers will meet regularly throughout the year in grade level teams to plan study units. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction. Categorical Block Grant funds will be used to provide teacher assistance in all grade levels to provide individual student attention, to increase the integration of technology, to provide professional development, and to purchase supplemental curricular materials.

Professional Development

Professional Development at the school site is the responsibility of the school principal. District initiatives are at the core of the District professional development. This includes, but is not limited to State or Federal mandates, Response to Instruction and Intervention, English Language Learners, Mathematics, and English Language Arts Instruction. It is the principal's job to deliver, document and submit completion of the mandated District and state professional development. Calvert will draw upon professional experts, LAUSD personnel, as well as our own teaching staff's expertise. Professional development will focus on the areas of technology, innovation, character education, response to intervention, English Language Learners, Differentiation Strategies, and Special Education.

Description of the Implementation Plan for the School's Instructional Program (including a timeline for implementation of various components of the plan):

HIGH SCHOOLS ONLY: (describe 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 (WASC) 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. Include a timeline for WASC accreditation.)

N/A

Element 2 – Measurable Student Outcomes

“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.” Ed. Code § 47605 (b)(5)(B)

LAUSD’s Program Improvement Plan specifically outlines that the schools will implement Periodic Assessments at least three times per year. Implementation of assessment at all schools must meet or exceed the District standard for implementing Periodic Assessments.

Schools that implement alternate or replacement formative/periodic assessments will be asked to provide the following information in their charter petition.

1. Replacement assessments are standards aligned, valid, reliable, and cover the content.
2. A process is in place for data collection, sharing, and analysis
 - a. A data platform is in place for teachers, counselors, and administrators to use.
 - b. A system is established to score, print, produce, and share results.
 - c. Formative assessments are implemented at least three times per year in the specified course or content area.
3. Professional development is provided to staff on the formative assessment process.
4. Evidence of implementation is available and ready for use during Performance Dialogues with Instructional Directors.
5. Evidence that processes are in place to determine effectiveness of the replacement assessments (i.e. student participation, teacher buy-in, correlation to summative assessments, etc.) What is the evidence of successful implementation?

Schools that are granted assessment autonomy will be responsible for all costs related to implementation.

The Charter School will work toward meeting the student outcome goals as outlined on the LAUSD’s Performance Meter.

Anticipated Skills and Knowledge Outcomes for Students:

Language Arts: Students will be effective communicators, able to read, write, listen and speak effectively as indicated by the state standards. Students will incorporate the

language arts skills across the curriculum, through science inquiries, math journals, and social studies presentations. Students will enhance their language skills using multi-media tools to gain and disseminate their knowledge. Calvert Charter for Enriched Studies will achieve in increasing the percentage of students scoring proficient or advanced on the CST in English Language Arts by 10% at the end of this charter. At least 70% percent of students in grades k-5 will score a “3” or “4” on the LAUSD rubric in the core curriculum areas in each grading period.

Mathematics: Through exciting, enriching, engaging hands-on activities, students will understand and apply reasoning, analytic and symbolic processing, arithmetic, and prealgebra as indicated by the state standards. Students will make the connection to real world problem solving to gain further understanding of the applications of math. Calvert Charter for Enriched Studies will increase the percentage of students scoring proficient or advanced on the CST in Math by 8% at the end of this charter. At least 70% percent of students in grades K-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

Science: Students will become proficient by leading inquiry-based experiments in the various branches of science, Physical, Life, and Earth. Students will engage in hands-on critical thinking experiments and investigations that will enable them to make decisions and draw conclusions about the world they live in as indicated by the state standards. Calvert Charter for Enriched Studies will achieve in increasing the percentage of 5th grade students scoring proficient or advanced on the CST in Science by 5% at the end of this charter. At least 70% percent of students in grades k-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

History and Social Studies: Students will demonstrate an understanding and appreciation of cultural diversity by recognizing the similarities and differences reflected in various perspectives as indicated by the state standards. They will demonstrate an understanding of the rights, origins, functions, and governments of various populations. At least 70% percent of students in grades K-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

Technology: Students will use word processing, internet research, online math resources, video recording, photography, and other applications to enhance the core curriculum and prepare them for a technologically advanced society. Students will be familiar with various applications to accomplish goals in all other disciplines such as spreadsheets, visual and audio animations, iPhoto, iMovie, PowerPoint etc. Students will understand the use of current technology and its real world applications.

Arts: Students will develop knowledge of and appreciation for the arts including music, visual arts, theatre, and dance as indicated by the state standards. At least 70% percent of students in grades k-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

Physical Education: Students will understand how to build a healthy and balanced body and mind through daily-dedicated time for psychomotor skill development. These skills will be addressed through various activities/drills that follow the Physical Education standards. At least 70% percent of students in grades K-5 will score a “3” or a “4” on the LAUSD rubric in the core curriculum areas in each grading period.

Cultivating Life-Skills

Calvert believes that school must incorporate social and community ethics and values. An important objective of the Calvert curriculum is to enable our students to function successfully in our school setting and to teach them the social values to succeed in the community. Outcomes to be measured will include: social development and attitudes, interaction with others, the ability to utilize self-evaluation, and the ability to use appropriate conflict resolution and anger managements strategies. These outcomes will be measured within the framework of positive discipline and staff and student observation. They will be reported in the learning and social skills portion of the progress report using the LAUSD scoring rubric. Additionally, students at Calvert Charter for Enriched Studies will develop life-long learning skills, which include:

Leadership and Cooperation: Students will use adaptive and associative skills to become leaders and collaborators.

Goal Setting: Students will learn to set academic and social goals proportionate to their abilities and based on high-level expectations set by the school community.

Critical Thinking and Problem Solving: Students will learn to be effective problem solvers and will develop critical-thinking skills.

Self-Discipline: Students will learn to monitor their behavior at all times and will respect and uphold the values of the school community.

Citizenship: Students will learn and utilize their civic rights and responsibilities, and will have an appreciation of their impact on the school and larger community.

Calvert will strive for 80% of all students to receive a “3” or “4” on all social and life skills criteria on the progress report card for each semester where progress reports are given. Calvert may choose to use District assessments or design its own and will determine the timing of such assessments and coordinate with the respective Local District.

Specific, Measurable and Realistic Student Achievement Targets for the Anticipated Student Population: (API scores, AYP AMOs, CST scores, CAHSEE scores (if applicable), Graduation Rates (if applicable), Internal Benchmark Assessments, etc.)

See Attachment D

When and How Often Student Outcomes will be Assessed (including innovative components and any additional specific, measurable student outcomes that the school will set for the students, and explain how these outcomes are consistent with the school's proposed instructional program.

Calvert believes that assessment is ongoing and affords teachers an opportunity to develop daily lessons that meet the needs of all students based on their strengths and weaknesses. As mandated by No Child Left Behind, we are committed to ensuring that each child reaches his or her proficiency level in the areas of language arts and mathematics.

At the beginning of each school year, teachers receive data for their incoming pupils from MyData, CoreK12, and CST scores. We analyze the data from the prior year and formulate an instructional agenda based on the needs of each student to determine the level of intervention needed. Teachers then plan the next step based on the data analysis. This could include small group instruction, additional assessment to identify a specific skill area of need, or referral for intervention.

We use a variety of assessment tools in order to get a comprehensive representation of student achievement. Data from these different assessments is collected and studied by teachers independently and at weekly grade-level collaboration. Additionally, the administration examines and discusses data on an ongoing basis throughout the year with teachers.

Standardized assessments will include, but are not limited to: CST written in English (yearly), CELDT (yearly), curriculum embedded Treasures assessments for Language Arts, CORE K-12, DIBELs, District Quarterly Math Assessments (every 6-8 weeks), and District Science Assessments (fourth and fifth grade three times a year) and District Literary Performance Assessments (Quarterly). These assessments give teachers a common measure of student performance. Teachers and administrators can make decisions regarding instructional programming based on how students are performing in relation to other students who take the same test.

Authentic assessments are ongoing and can better evaluate the child over time and in a variety of settings. Authentic assessments may include, but are not limited to: portfolios, journals, work samples, homework, teacher created tests, teacher observations, checklists, anecdotal records, publisher provided criterion-referenced tests, and standards based projects. Performance assessments and standards based projects

that are graded using a rubric also allow for meaningful application of essential knowledge and skills.

Intervention Coach/Coordinator will assist in providing Data as well as provide support to staff when discussing instructional strategies and best practices.

In conjunction with standardized and authentic assessments, teachers will also use daily informal assessments from observations, weekly quizzes and tests, class work, and project assignments to help identify immediate areas of concern and to guide instruction.

Element 3 – Method by Which Student Outcomes will be Measured

“The method by which pupil progress in meeting those pupil outcomes is to be measured.” Ed. Code § 47605 (b)(5)(C)

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. As a District affiliated charter school, the Charter School will test with the District and adhere to District testing calendars and procedures for all state mandated assessments.

Methods of Assessing Attainment of Student Outcomes and How These Assessment Measures are Consistent with the School’s Proposed Instructional Program and Use a Variety of Assessment Tools:

Student outcomes are measured through diagnostic, formative and summative data. Teachers begin each year by assessing student skills through a combination of teacher created materials, LAUSD materials and commercially available materials. The results are evaluated by the classroom teachers during grade level meetings, analyzed with emphasis on the grade level standards, and performance on the CST. Teachers use these results as a way to map the curriculum units for the upcoming school year. Student progress is evaluated three times per year on the progress report. In an effort to have all students become successful, the principal will compile a list of students at risk, or scoring Basic, Below Basic, or Far Below Basic. This list will be used by teachers to assist in team planning during grade level meetings, to help support student learning, to refer students for intervention and to be a guide in monitoring progress throughout the student elementary experience. Benchmark assessments are used to assess student progress at varying intervals. District materials, additional teacher created and commercially published unit tests are used to monitor student achievement and to inform instructional practice at the completion of individual units. Results of these assessments, possible interventions and re-teaching topics are discussed at grade

level meetings.

Assessment data will be used to inform instruction and professional development on an ongoing basis. The curriculum committee is directly involved with the administration, and the leadership committee to identify and align curriculum materials, instructional materials, interventions, and periodic and formative assessments aimed at meeting the California Standards in each subject area. The Governing Council will also monitor the success of programs and utilization of resources based on data to inform decisions for school improvement and school needs. Working together in a yearly process of review and revision, the educators of Calvert will ensure their efforts are focused on data driven instruction. This will include participating in District trainings and in-services and the use of District instructional guides, and periodic assessments.

Additional “in-house” Benchmark Assessments to be used by the School to Assess Student Progress on an Ongoing Basis and the Frequency the Assessments will be Administered:

Teachers will develop "in-house" Benchmark assessments as determined necessary to be given in addition to the District required assessments.

How Assessment Data will be used to Inform Instruction, Improve the Educational Program, and Inform Professional Development on an Ongoing Basis:

Grade level teams will use the Inquiry Cycle to identify strengths and Best Practices according to assessment data as well as analyzation of student work. In addition, teachers in grade level teams will use the Inquiry Cycle to analyze needs/next steps according to the assessment data/student work. Teachers will utilize support systems available to them including the Instructional Team, Instructional Coach/Coordinator, as well as colleagues that are implementing Best Practices. Grade Level Teams will generate S.M.A.R.T. goals (Specific, Measurable, Actionable, Realistic, and Time Bound) and progress monitor to determine if the plan is applicable and meaningful progress toward student achievement is being maintained.

Element 4 – Governance

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

The [Charter School] is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over [Charter School]. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements (CBAs). Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

In the event that [Charter School] changes from affiliated charter status to independent charter status, [Charter School] and/or its non-profit corporation will be separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Charter School changes its status to an independent charter school, [Charter School] shall submit a petition for material revision with articles of incorporation and bylaws for District’s approval.

[Charter School] will comply with the Brown Act and other laws governing public meetings.

Members of [Charter School’s] governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, nonprofit integrity standards and LAUSD’s Charter School policies and regulations regarding ethics and conflicts of interest.

The District reserves the right to appoint a single representative to the Charter School Governing Council.

LAUSD Charter Policy

[Charter School] will comply with District policy related to Charter Schools, including the Affiliated Charter Schools bulletin (BUL – 5439.0), as it may be changed from time to time.

Grievance Procedure for Parents and Students

As a District affiliated charter, [Charter School] shall comply with District’s Grievance Policy and Procedure for parents and students.

Responding to Inquiries:

[Charter School] shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records. [Charter School] acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud, or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Educational Service Center and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by [Charter School].

The School's Governance Structure and How it will Maintain Active and Effective Control of the School:

Calvert Charter for Enriched Studies is subject to the governance of the LAUSD Board of Education, which has a fiduciary responsibility over Calvert Charter for Enriched Studies. There shall be agreement between the charter school and the District as a sponsoring agency detailing operational funding levels. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD-UTLA CBA must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities. In the event that Calvert changes from affiliated charter status to independent charter status, Calvert and/or its non-profit corporation will be a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. If Calvert Charter for Enriched Studies changes its status to an independent charter school, Calvert Charter for Enriched Studies shall submit a petition for material revision with articles of incorporation and bylaws for District's approval. Calvert Charter for Enriched Studies will operate as an affiliated charter

school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Calvert Charter for Enriched Studies. The school site

governance structure is the Calvert Leadership Council where decisions are made that involve various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The Calvert Charter for Enriched Studies Leadership Council's actions and decisions shall be bound by

the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools. The District reserves the right to appoint a non-voting single representative to the Charter School governing council.

Calvert Charter for Enriched Studies Leadership Council responsibilities may include, but are not limited

to:

- o categorical block grant budget
- o curriculum/instruction
- o personnel selection pursuant to District policies and procedures
- o scheduling of school events
- o determination of site level calendar
- o implementation of student admissions and/or enrollment policies in accordance with the District policy
- o student conduct
- o community relations
- o categorical block grant management
- o school operations

All attempts will be made to gain consensus, the preferred method of decision-making. In the event that consensus cannot be reached, decisions can be reached by a quorum. Any decision made cannot impact LAUSD personnel including; salaries, health benefits and job security. LAUSD personnel issues will be dealt with according to the Collective Bargaining Agreements between LAUSD and the respective bargaining unit.

This Leadership Council, also known as our School Site Council, shall consist of 10 members: Principal, 1 classified representative, 4 teachers (including the teacher union chapter chair), and 4 parent/guardian representatives. Council members are elected for 2 year terms. The District reserves the right to appoint a non-voting single representative to the Charter School governing council. The Calvert Charter for Enriched Studies Leadership Council

operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly.

Members of the Charter School's governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, nonprofit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and

conflicts of interest. Calvert Charter for Enriched Studies will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. A vacancy in any office is filled at the earliest opportunity by a special election of the council, for the remaining portion of the term of office.

Frequency of Governing Board Meetings:

The Calvert Charter for Enriched Studies Leadership Council and committees shall comply with the Brown Act and meet at least 6 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act. Notifications of Leadership Council meetings shall be published in the school newsletter, on the website or on the school marquis at least 72 hours to one week in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted online at least 72 hours to one week prior to the meeting. Each year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online upon approval. Every person has a right to inspect and copy these public records.

Calvert recognizes that the Principal is the school leader. In the event that the Calvert Leadership Council should take a vote of nonconfidence in the school Principal, selected from an LAUSD provided list, the LAUSD will work with the Leadership Council to change the principal in accordance with the appropriate collective bargaining agreement and District policy.

The work of the Calvert Leadership Council shall be accomplished through the activities, reports and recommendations of its various advisory committees. Issues arising before the Leadership Council will be referred to the appropriate committee for consideration and its recommendations shall be presented to the Leadership Council for final approval. Each committee shall be chaired by a teacher and a parent representative will serve as an advisor. All committees must have both parent and teacher representation. The principal shall be a member of each committee. All committee meetings will be open to the public and meeting notices advertised one week prior. Everyone interested will be encouraged to attend. Involvement in the governing council and the various committees will provide for direct parent and teacher involvement regarding the ongoing process of reviewing and revising the school's educational program to meet the unique and changing needs of our students. Any

parent of a child enrolled at Calvert Charter for Enriched Studies can nominate themselves as a candidate to sit on a committee for the at large position then each candidate is invited to speak to the governing council to present their qualifications before the council selects one candidate. The Leadership Council will then elect the candidate into the position of parent at large through a quorum vote.

Staff members are elected by their peers to sit on committees during a staff meeting. The representatives must be confirmed by the Leadership Council with a quorum vote. It is noted that each committee is headed by a Leadership Council teacher that will be selected and ratified by the Leadership Council at the first meeting of the new school year. Committees meet at least four times per year, but when circumstances arise, it is expected that committee members meet to address any pressing need.

The budget plan for the financial operation is consistent with the requirements of any school district budget and is designed to identify the costs associated with the operation of an affiliated charter school serving a population of students Kindergarten through fifth grades. The Charter School will open with grades K-5 and remain at that level in subsequent years. The Charter School budget will flow from the LAUSD and be allocated to Calvert. At present the District does not provide Calvert with three-year financial projections. The District ensures adequate cash flow for Calvert. The School will be operated as an affiliated charter with LAUSD. As a District affiliated charter school, Calvert Charter for Enriched Studies will be afforded resources in the same manner used for funding all District schools. As an Affiliated Charter, Calvert Charter for Enriched Studies will continue to receive fiscal support from the local District for transportation costs for students with a disability when transportation is a related service. Calvert Charter for Enriched Studies does not invest funds and deposit any received funds through the District process. Budget decisions will also be made by taking into account the priorities of the school as well as the parent community. Prior to creating budgets for the upcoming fiscal year, a survey will be distributed to the Calvert parent community to determine their goals with respect to the school's educational program. The results of this survey will assist the committee in determining how the budget for the upcoming year might be allocated. Calvert Charter for Enriched Studies will participate in any and all audits and inspection of records as would any other typical LAUSD elementary school. Calvert will be subject to District oversight and that this oversight shall continue throughout the life of the Charter School. Oversight also includes

monitoring of the Charter School's progress and attainment of measurable pupil outcomes, as well as adherence with all applicable laws and regulations, court orders, and the terms of the charter, and financial reporting requirements. Calvert Charter for Enriched Studies will also expect that oversight shall include a review of the school's performance in the areas of academic achievement, governance, organizational management, finance, and the attainment of applicable benchmarks as well as a review of adherence with applicable law, regulations, and the terms of the charter. It is also understood that the District will identify the school's strengths, underdeveloped areas, develop specific goals to facilitate year-to-year oversight, and review the school's self study process to facilitate school improvement.

Calvert Charter for Enriched Studies will comply with the District policy related to Charter Schools, including the Affiliated Charter Schools bulletin, as it may be changed from time to time. In the event that the charter needs to be amended, the Calvert Leadership Council will need a resolution raised and obtain a quorum vote for approval of the amendment in order for the amendment to move forward for submission to the Innovation and Charter Division for approval from the LAUSD Board within the legal timeline.

The Process for Selecting Governing Board Members:

Calvert Charter for Enriched Studies School will comply with the Brown Act. Members of the Charter School governing council, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws, non-profit integrity standards and LAUSD's charter school policies and regulations regarding ethics and conflicts of interest. The District reserves the right to appoint a non-voting single representative to the Charter Governing School Council. Members of the Governance Council shall serve two-year terms: one-half of the teacher members and one-half the parent members will be elected each year. The voting members of the governance council shall include representatives from the school's various constituencies. The District Policy/State Laws/Federal Laws will be followed to ensure that the School Site Council is composed of the appropriate ratio.

The Manner of Posting Meeting Notices, Distributing Agendas, and Recording Governing Board Actions:

Notices will be made public to include the following ways: School Marquee, School Website, School Calendar, Connect-Ed Phone bank messages, and flyers.

Organizational Chart Showing the Relationship of the Governing Board to the Leadership of the School as well as any Relevant Site Committees, etc.:

The Process to be followed by the School for Ensuring Parental Involvement:

Parent involvement is the key to the success of the school, with opportunities for both parents who stay at home and those who work full-time. These opportunities include events such as Back-To-School Night, Open House, Parent/Teacher Surveys, Parent/Teacher Conferences, parent participation in the classrooms, field trips, campus beautification, Parent Education, and monthly parent newsletters. Calvert Elementary also announces opportunities using automated phone calls (ConnectEd,) and via its website. Parents are essential in making the school a vital part of the community, and in fostering the diversity and excellence of our enriched academics. A parent's inability to participate does not impact admission for enrollment.

Element 5 – Employee Qualifications

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

[Charter School] believes that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, 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 recruitment, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment to the same extent as all LAUSD schools.

Personnel

[Charter School] shall follow all applicable state and federal laws and regulations and collective bargaining agreements. Any conflict with the above shall be null and void unless the appropriate parties have agreed to a waiver or exemption. Absent agreed upon waivers between the District and UTLA, Article XXVII of the LAUSD – UTLA CBA must be adhered to particularly in regard to Local School Leadership Council composition and responsibilities.

Staff Selection

Principal selection is the purview of the Superintendent.

[Affiliated Charter School] is subject to District decisions regarding reduction in force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

Certificated Personnel

Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Charter School will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resources and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to any Charter School campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. Reasonable Accommodation).

Classified Personnel

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, [Charter

School] will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to [Charter School], however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

Unless the District has assigned all employees in a classification to a specific basis, [Charter School] will have autonomy in assigning positions to specific working basis.

Professional Development

In addition to any District-mandated professional development, [Charter School] shall have full autonomy in the selection of professional development programs for their employees to meet their site-specific needs. Any professional development required by the District for newly-adopted curriculum selected by the [Charter School] will, in turn, be funded by the District consistent with its practice for other District schools.

Element 6 – Health and Safety

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

As an affiliated charter school, [Charter School] will adhere to District’s Health, Safety and Emergency Plans. The [Charter School] will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff in line with District’s procedures.

The [Charter School], its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

As an affiliated charter school, in order to guarantee the health and safety of pupils and staff, [Charter School] will ensure that all employees follow the procedures of LAUSD Human Resources Department concerning, criminal background checks, examination of faculty and staff for tuberculosis, immunization of pupils as a condition of attendance, screening of pupils’ vision and hearing and screening of pupils for scoliosis.

[Charter School] will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes [Charter School] shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Affiliated Charter school shall comply with LAUSD policy on Employee-to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.0) in reporting sexual misconduct allegations by certificated employees within 72 hours to parents and guardians of students in the school. Affiliated Charter school shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

Insurance:

Coverage shall be provided to the affiliated [Charter School] by the District under any of the District’s self-insured programs or commercial insurance policies. The District shall secure and maintain insurance, to protect the [Charter School] from claims which may arise from its operations, as provided to all other schools in the Los Angeles Unified School District.

It shall be the District’s responsibility, to monitor the Charter School vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Charter School shall adhere to current District Procurement Manual

policies and procedures prior to accepting any services from vendors, partners or sponsors.

Element 7 – Racial and Ethnic Balance

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

Court-ordered Integration

The Charter School shall continue to 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, the Charter School will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30 or 60:40 ratio. [Charter School] shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons.

The District and [charter school] are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

Federal Compliance

As part of Los Angeles Unified School District which is a recipient of federal funds, [Charter School] has agreed to meet all of the programmatic, fiscal and other regulatory requirements of The Elementary and Secondary Education Act.

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will 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.

For Affiliated Charters without SAS Programs:

State here whether this applies to your school or does not apply.

[Affiliated charter school] shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, [Affiliated Charter School] must admit students who reside in the attendance boundary of the school as established by the District hereafter referred to as “resident students”. (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. (Education Code section 47605(f)). If (Affiliated Charter School) reaches its school-wide operational capacity, a public random drawing/lottery will be conducted. Resident students shall have preference so as to be exempt from the lottery. Currently enrolled students (regardless of residence) shall also have preference so as to be exempt from the lottery.

The lottery shall provide preference for students residing in LAUSD boundaries, but not residing within the attendance area of the charter school.

Students not selected through the lottery process will be waitlisted until a seat becomes available. This waitlist is effective for one year.

In the event that [Affiliated Charter School] reaches capacity and is unable to enroll incoming students who reside in the attendance boundary of the school, affiliated charter schools will consult and coordinate with its Education Service Center administration to identify the appropriate receiver school(s).

If [Affiliated Charter School] determines that fraudulent address information was used to establish resident status in the attendance area, the student may be withdrawn and the student will be referred back to his/her school of residence, in accordance with District policy.

For Affiliated Charters with SAS programs:

State here whether this applies to your school or does not apply.

N/A

Once students are accepted in the charter school, students who qualify for the SAS (School for Advanced Studies) Program will be able to enroll in the SAS program, per program admission guidelines.

For Affiliated Charters with Magnet program:

State here whether this applies to your school or does not apply.

Prior to [Affiliated Charter School's] conversion into an affiliated charter school, [Affiliated Charter School] had a LAUSD magnet program which had an attendance boundary for students from all over LAUSD. [Affiliated Charter School] shall continue to provide admission preference to pupils from LAUSD as determined by the magnet program and consistent with Crawford v. Board of Education court order.

Element 9 – Annual Financial Audits

District Required Language for Fiscal component will be provided at a later time and can be included in this section

Element 10 – Suspensions and Expulsions

As an affiliated charter school of the Los Angeles Unified School District, [Charter School] will follow all discipline procedures established by the District and will comply with Education Code 48900, et. seq. In LAUSD, the Student Discipline and Expulsion Support Unit provides technical assistance to schools considering recommendations for expulsion, ensures that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights, and provides for post-expulsion placement/rehabilitation plans and services as required by law.

[Charter School] shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal, in accordance with District policies and procedures.

Charter School shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities. Charter School shall also comply with the District's Discipline Foundation policy.

Outcome Data

Charter School shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the District's student Information system and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

Readmission

The Charter School shall follow District policies and procedures with regard to requests for readmission and the process for the required review of all expelled pupils for readmission.

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter 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's failure to implement 504?

Gun Free Schools Act

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

Element 11 – Employee Benefits

Employees of the [Charter School] will continue to receive compensation and benefits for their services according to the provisions of the collective bargaining agreements of their respective bargaining units with LAUSD inclusive of, but not limited to, salaries, unemployment benefits, and retirement benefits including organizations such as STRS/PERS, health insurance, life insurance and all other assigned compensation and benefits.

As LAUSD employees, administrators, faculty and staff will receive all appropriate benefits in compliance with state and federal laws regarding employee benefits.

Element 12 – Attendance Alternatives

Pupils who choose not to attend [Charter School] may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

Element 13 – Rights of District Employees

As an affiliated charter school, all administrators, faculty and staff of the [Charter School] are LAUSD employees. All employees will be hired by the District and maintain the same relationships in all bargaining units.

Element 14 – Mandatory Dispute Resolution

The staff of [Charter School] and LAUSD Board of Education agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and [Charter School], except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and [Charter School] shall be resolved by a collaborative team from the Educational Service Center and the Charter Schools Division in accordance with the procedures set forth below:

1) Any Dispute shall be made 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 de-livered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 PM 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. All Written Notifications shall be addressed as follows:

To Charter School: [Charter School]
c/o School Director

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

- 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. 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 the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, 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 notice if delivered by 5:00p.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.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

Element 15 – Exclusive Public School Employer

The Los Angeles Unified School District is the exclusive public school employer of the employees of the [Charter School] for the purposes of the Educational Employee Relations Act (EERA).

Element 16 – Charter School Closure

[Charter School] reverts back to a District traditional school in the event of a closure.

Revocation

The District may revoke the charter if [Charter School] commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the 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 Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the [Charter School] in writing of the specific violation, and give the [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 clause set forth in this charter.

Closure Procedures

The decision by the LAUSD Board of Education to revoke or not renew the affiliated charter school constitutes a Closure Action. The Closure Action shall be deemed to have been automatically made when either the Charter is revoked, non-renewed by the LAUSD Board of Education, or the Charter lapses. In the event of such a Closure Action, or as soon as Charter School's site-based governance informs the District of its intent to voluntarily revert to non-charter status, the following steps are to be implemented:

1. If the affiliated Charter School's site-based governance votes to revert to non-charter status the LAUSD Board of Education will hold a public meeting officially terminating the charter. The Board of Education will direct the Superintendent or his designee to determine implementation of the closure procedures.

2. The Charter Schools Division will notify the California Department of Education that [Charter School] has terminated its charter, and the effective date.
3. Upon closure, all of the assets of the Charter School are transferred to LAUSD. A copy of the stamped order of business showing the action taken by the LAUSD Board of Education will be included in the notification to the CDE.
4. The LAUSD Board of Education or its designee will determine the distribution of any remaining balance in the Categorical Block Grant Account of the Charter School upon closing.
5. LAUSD reserves the right to conduct a close out audit by the LAUSD auditor.
6. Written notification to parents/guardians/caregivers of the enrolled students of the [Charter School] will be issued by LAUSD within 72 hours after the determination of a Closure Action and the effective date of the termination of the charter.

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end [Charter School's] right to operate as a Charter School or cause [Charter School] to cease operation.

Facilities

K-12 school sites remain subject to use by the District and possible space allocation under Proposition 39 and implementing regulations.

Requirements for Schools Obtaining Independent Status

In the event that [Charter School] changes its status to independent charter school, during the term of this Charter, [Charter School] shall submit a petition for material revision for District's approval. [Charter School] shall meet all requirements of an independent charter that occupies LAUSD facilities; [Charter School] shall enter into facilities use agreement with the District and adhere to District guidelines including:

- Proposed Charter School Location _____
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement

provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD 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 LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

As a condition to the approval of the charter petition, [Charter School] will enter into a Public School Choice Facilities Use Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

The use agreements provided by LAUSD for LAUSD 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 LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD 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 LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School 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 LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD 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 LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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 LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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 those 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.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The Charter School facility shall comply 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 the Charter School is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration or addition to the proposed Charter School facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements.

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at:

www.laschools.org/employee/mo/ipm

Asbestos Management: The Charter School will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.