



CAL MIDDLE SCHOOL
CHARTER PETITION

Submitted to the
Los Angeles Unified School District
Charter Schools Division

333 S Beaudry Ave.,
Los Angeles, CA 90017

Submitted November 23, 2015

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AFFIRMATIONS AND ASSURANCES

Center for Advanced Learning Middle School (also referred to herein as “CAL-MS” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1).)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing students of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while

ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.

INTRODUCTION AND ACCOMPLISHMENTS

PREFERENCE FOR THIS PETITION

The leadership of Center for Advanced Learning (“CAL”), which will operate CAL-MS submits this petition to the Los Angeles Unified School District (“LAUSD” or the “District”) as its sponsoring district and is requesting a charter for a period of five years from July 1, 2016 to June 30, 2021. As under Education Code Section 47605(h), “In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032, as it read prior to July 19, 2006.”

Because CAL proposes to serve students who are academically low-achieving, this charter petition is entitled to preference in the review and approval process.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Center for Advanced Learning Middle School meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

- Center for Advanced Learning will assist in relieving overcrowding of the remaining year round schools in the community.
- Center for Advanced Learning will continue to serve in communities where schools have historically low academic performance as measured by the Academic Performance Index (API).

CAL’S SUCCESS IN OPERATING AN ELEMENTARY SCHOOL

- The leadership of CAL Middle School has operated a successful elementary school (Center for Advanced Learning) authorized by the Los Angeles Unified School District during the last eight years. In its first two years of existence, the faculty and students were successful in raising that charter school’s Academic Performance Index (“API”) from a 2008 baseline score of 654 to 738 in 2009. This represents an increase of 84 points, which is considered an excellent effort by any measure.
- In 2010, the elementary school’s students and faculty were successful yet again in achieving and API score of 768, a 30-point increase from the previous year.
- During a District Validation Review conducted on March 1, 2010 by Los Angeles Unified School District’s Division of Special Education, the school was deemed fully compliant in all are-as.
- Furthermore the elementary school was named a California Business for Education Excellence Honor Roll School for 2010. The name is given each year to schools that

exhibit outstanding success in raising student achievement

CAL elementary students achieved another milestone in 2013 with an API score of 830 that puts them above the Statewide Performance Target of 800 API. This is an obvious proof to the educational philosophy that given the right circumstances, all students are capable of learning. Please find a chart comparing CAL’s performance to two local traditional public schools. The three year average API of CAL’s elementary school is 822. Please see the table below from <http://www.cde.ca.gov>

| Groups | Number of Students Included in 2011 Growth API | 2011 Growth API | Number of Students Included in 2012 Growth API | 2012 Growth API | Number of Students Included in 2013 Growth API | 2013 Growth API | Non-Weighted 3-Year Average API* | Weighted 3-Year Average API* |
|-------------------------------------|--|-----------------|--|-----------------|--|-----------------|----------------------------------|------------------------------|
| Schoolwide | 167 | 820 | 187 | 815 | 196 | 830 | 822 | 822 |
| Black or African American | 24 | 753 | 14 | 785 | 23 | 783 | 774 | 772 |
| American Indian or Alaska Native | 0 | | 0 | | 0 | | | |
| Asian | 0 | | 0 | | 0 | | | |
| Filipino | 0 | | 0 | | 0 | | | |
| Hispanic or Latino | 142 | 831 | 157 | 820 | 173 | 836 | 829 | 829 |
| Native Hawaiian or Pacific Islander | 0 | | 0 | | 0 | | | |
| White | 0 | | 0 | | 0 | | | |
| Two or More Races | 0 | | 0 | | 0 | | | |
| Socioeconomically Disadvantaged | 163 | 816 | 139 | 815 | 187 | 834 | 822 | 823 |
| English Learners | 94 | 800 | 114 | 784 | 127 | 821 | 802 | 803 |
| Students with Disabilities | 15 | 629 | 21 | 633 | | | | |

- In 2013, CAL’s statewide rank was 5 and its **similar schools rank was 8**.
- CAL has consistently made Adequate Yearly Progress (“AYP”) since its baseline year of 2008- 09.
- By focusing on school culture and effective Human Resource management, CAL has been able to maintain a teacher and staff retention rate of 84%.
- The leadership of the Center for Advanced Learning has established strong community partnerships with the California Science Center, LAPD Newton Division, Fresh & Easy Foods and A Place Called Home, and will work collaboratively with these organizations to provide support to our students and their families in our proposed Middle School.

ELEMENT 1: 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)(i).)

“A description, for the charter school, of annual goals, for all pupils and for each subgroup of pupils identified pursuant to Section 52052, to be achieved in the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school, and specific annual actions to achieve those goals. A charter petition may identify additional school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals.” (Ed. Code § 47605(b)(5)(A)(ii).)

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

LOCAL CONTROL FUNDING FORMULA (LCFF) AND LOCAL CONTROL AND ACCOUNTABILITY PLAN (LCAP)

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

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

Charter School shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

On an annual basis (on or about October 1), Charter School shall submit a certification to the LAUSD Charter Schools Division (CSD) that certifies that Charter School will either adopt and implement LAUSD's English Learner Master Plan *or* implement Charter School's own English Learner Master Plan. If Charter School chooses to implement its own EL plan, the plan shall include, but is not limited to, the following:

- How English Learners' needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to LAUSD Board of Education approval, Charter School will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education 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 the 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 nineteen statistically 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 Individualized Education Programs ("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 MCD, student level data requests from District-operated and Charter-operated schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's ("OIM") required format in accordance with the OIM's required timelines and as follows:

- End of Year Suspension

District ID, CSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- Statewide Assessment Data (**Including Charter Schools**)

The usual file including District ID.

- Norm day

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- CBEDS (**Including Charter Schools**)

- All Students enrolled as of December 1 of each school year

District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- Dropout (**Including Charter Schools**)

District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

- Monthly SESAC and Suspension data (**Including Charter Schools**)

- Graduation roster from all LAUSD schools (**Including Charter Schools**) with 12th grade SWD

The MCD requires charter schools to implement the District's integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.

The addresses of the Charter School are 4016 South Central Avenue, Los Angeles, CA 90011; and 8778 South Central Avenue, Los Angeles, CA 90002.

The phone number of the Charter School is (323) 232-0245.

The contact person for the Charter School is Murad Rhaman.

The term of this charter shall be from July 1, 2016 to June 30, 2021.

The location is in LAUSD Board District: One.

The locations are in LAUSD Local District: Seven

The grade configuration is 6-8.

The number of students in the first year of the term will be approximately 120

The scheduled opening date of the Charter School's second term is August 14, 2016.

CAL MIDDLE SCHOOL PETITION

The admission requirements include: California state residency is the only requirement for enrollment and the Charter School will admit all pupils who wish to attend CAL-MS, subject only to capacity.

The enrollment capacity will be 360 students.

The instructional calendar will be 175 days on a traditional school calendar.

The bell schedule for the Charter School will be:

Sample Master Bell Schedule

Regular Day Schedule

6th - 8th grades 8:00 am to 4:00 pm

| | |
|---------------------|---|
| 7:15 am - 7:45 am | Breakfast <i>Campus Assistants supervise students in Breakfast area</i> |
| 7:15 am - 7:50 am | Administrators supervise student's arrival (walkers, carpools and bus riders) |
| 7:50 am - 8:00 am | Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i> |
| 8:00 am - 8:30 am | Advisory/Homeroom <i>Students perform Warm-Up activities in the Core Subject Areas</i> |
| 8:30 am - 9:30 am | Period 1 |
| 9:30 am - 10:30 am | Period 2 |
| 10:30 am - 10:45 am | Nutrition/Snack Break |
| 10:45 am - 11:45 am | Period 3 |
| 11:45 am - 12:15 am | Lunch |
| 12:15 am - 1:15 pm | Period 4 |
| 1:15 am - 2:15 am | Period 5 |
| 2:15 am - 3:15 pm | Period 6 |
| 3:15 pm - 3:45 pm | ELD/Tutorial |
| 3:45pm | Dismissal |
| 3:45pm - 4:00 pm | Break |
| 4:00 pm - 6:00 pm | After School Program |

Sample Master Bell Schedule

Minimum Day (Friday) Schedule

6th - 8th 8:00 am to 12:40 pm

| | | |
|---------------------|---|--|
| 7:15 am - 7:45 am | Breakfast <i>Campus assistants supervise students in breakfast area</i> | |
| 7:15 am - 7:50 am | Administrators supervise student's arrival (walkers, carpoolers and bus riders) | |
| 7:50 am - 8:00 am | Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i> | |
| 8:00 am - 8:30 am | Homeroom/Advisory <i>Students perform Warm-Up activities in the Core Subject Areas</i> | |
| 8:30 am - 9:30 am | Period 1 | |
| 9:30 am - 10:00 am | Period 2 | |
| 10:00 am - 10:30 am | Period 3 | |
| 10:30 am - 10:40 am | Snack/Nutrition Break | |
| 10:40 am - 11:10 am | Period 4 | |
| 11:10 am - 11:40 pm | Period 5 | |
| 11:40 am - 12:10 pm | Period 6 | |
| 12:10 pm - 12:40 pm | ELD/Tutoring | |
| 12:40 pm | Dismissal | |
| 12:40 pm - 4:30 pm | After School Program | |

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

GOALS AND OBJECTIVES OF CENTER FOR ADVANCED LEARNING EDUCATIONAL PROGRAM

Mission

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

(Adopted August 2007)

Vision

Center for Advanced Learning Middle School will be a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility and respect for all human beings. Because of the value-driven CAL experience, our students will be able to discover for themselves what contributes to personal success and will make good choices in their own lives.

We will accomplish this by making CAL students our consistent priority and by providing a dynamic and culturally rich learning environment responsive to the needs of our diverse student population. CAL-MS will be a world-class model in the application of the Baldrige Education Criteria for

Performance. Excellence and innovative curriculum that promote high student achievement.

IDENTIFICATION OF THOSE WHOM THE SCHOOL IS EDUCATING (TARGET STUDENT POPULATION)

Center for Advanced Learning intends to serve students from around the greater Los Angeles area with a focus on South Central Los Angeles. Center for Advanced Learning will reflect the ethnic, cultural, and economic diversity of LAUSD. CAL will reach out to South Los Angeles where the majority of the youth enrolled in Center for Advanced Learning will reside.

The overwhelming majority of students within LAUSD come from underserved communities and the sobering statistics about the children and adults of South Los Angeles suggest a compelling need for new educational options. Analysis of South Central Los Angeles’ zip code 90002 (within which CAL Middle School will reside) statistics reveal high ratios of:

- Low-income families.* With 11,731 total households, thirty-four point eight percent (34.8%) of residents are considered to be living below the national poverty level. There are 13,626 African Americans and 37,598 Hispanics residing within the zip code.
- There are 13 public schools in 90002, serving 7,322 students.
- Total Population in Zip Code 90002 is 51,223.
- In addition the population within this zip code has the following characteristics:
 - High school or higher: 50.3%
 - Bachelor's degree or higher: 3.9%
 - Graduate or professional degree: 0.9%
 - Unemployed: 13.6%

The table below describes our student population in terms of ethnicity projected for the next four years, showing the student body CAL has built and the focus it has on serving the community in which it resides. Initially it shows projected enrollments for 2016-17.

| School Year | % Latino | % Afr-Am | %Asian | % Fil/PI | % White | Number |
|-------------|----------|----------|--------|----------|---------|--------|
| 2016-2017 | 75% | 22% | 1% | 1% | 1% | 120 |
| 2017-2018 | 73% | 24% | 1% | 1% | 1% | 180 |
| 2018-2019 | 70% | 27% | 1% | 1% | 1% | 240 |
| 2019-2020 | 70% | 27% | 1% | 1% | 1% | 300 |
| 2020-2021 | 70% | 27% | 1% | 1% | 1% | 360 |

The nearest traditional public school is Markham Middle School, which is located in the Los Angeles community of Watts and 90002 zip code. Markham Middle operates on a traditional school calendar during the 2015-2016 school year and had the following demographics and performance (as

of 2014-2015):

MARKHAM MIDDLE SCHOOL:

| Enrollment | Free and Reduced Lunch | Title I | English Learners | African American (not of Hispanic origin) | Hispanic or Latino |
|------------|------------------------|---------|------------------|---|--------------------|
| 1025 | 88.2% | Yes | 25.8% | 21.5% | 76.9% |

Markham Middle School's 2013 API average was 633. It's 2013 API Statewide Rank was 1, and its Similar Schools Rank was 2. Markham Middle School did not meet AYP in 2013.

Center for Advanced Learning's 2016-17 projected demographics, when contrasted with Markham Middle School's show a similar population served.

CENTER FOR ADVANCED LEARNING (PROJECTIONS):

| Enrollment | Free and Reduced Lunch | Title I | English Learners | African American (not of Hispanic origin) | Hispanic or Latino |
|------------|------------------------|---------|------------------|---|--------------------|
| 120 | 90% | Yes | 30-40% | 20-25% | 75-80% |

CAL's 2017 Statewide Ranking is projected to be 4; its Similar Schools Rank is projected at 8.

DEMOGRAPHIC INFORMATION FOR PROSPECTIVE SITE
(Surrounding Schools Data)

| LAUSD SCHOOLS | # of Students | Multi-Track School? | Program Improvement? | Met Schoolwide Growth Target? | Met all Subgroup Growth Targets? | API score | API State Ranking | Similar Schools Rank | % Students Eligible for Free/ Reduced Lunch | % of Special Ed. Students | % of EL Students | % Major Ethnicity #1 | % Major Ethnicity #2 | %Major Ethnicity #3 |
|------------------------------------|----------------------|----------------------------|-----------------------------|--------------------------------------|--|------------------|--------------------------|-----------------------------|--|----------------------------------|-------------------------|-----------------------------|-----------------------------|----------------------------|
| Clinton Middle School | 875 | NO | NO | YES | NO | 635 (2013) | 1 | 1 | 97.3 | | 31.9 | 92.8 HISPANIC | 5.8 AFR. AM. | 1.4 OTHER |
| Markham M.S. | 1025 | NO | YES | YES | NO | 633 | 1 | 2 | 88.2 | | 25.8 | 76.9 HISPANIC | 21.5 AFR. AM. | 1.6 OTHER |
| Florence Joyner Elementary | 645 | NO | YES | YES | NO | 823 | 6 | 10 | 95.0 | | 36.6 | 67.9 HISPANIC | 29.3 AFR. AM. | 2.8 OTHER |
| 96 TH Street Elementary | 856 | NO | YES | YES | NO | 811 | 5 | 10 | 95.4 | | 38.7 | 78.5 HISPANIC | 19.7 AFR. AM. | 1.8 OTHER |
| 92 nd Street Elementary | 895 | NO | YES | YES | NO | 809 | 5 | 10 | 93.7 | | 43.9 | 90.1 HISPANIC | 8.5 AFR. AM. | 1.4 OTHER |
| 99 th Street Elementary | 655 | NO | NO | NO | NO | 793 | 4 | 9 | 94.5 | | 34.8 | 71.8 HISPANIC | 26.6 AFR. AM. | 1.6 OTHER |
| CHARTER SCHOOLS | # of Students | Multi-Track School? | Program Improvement? | Met Schoolwide Growth Target? | Met all Sub-group Growth Targets? | API Score | API State Ranking | Similar Schools Rank | %Students Eligible for Free/ Reduced Lunch | % of Special Ed. Students | %of EL Students | %Major Ethnicity #1 | %Major Ethnicity #2 | %Major Ethnicity #3 |
| Global Education Academy M.S. | | NO | NO | N/A | N/A | N/A | N/A LOW PERF. | N/A | 98.5 | N/A | 26.3 | 87.6 HISPANIC | 10.9 AFR. AM. | 1.5 OTHER |

CAL Middle School Petition

Enrollment Projection

Center for Advanced Learning Middle School will serve students in grades 6-8: generally, students between the ages of 10 and 14. With this petition, the Charter School will serve approximately 360 students in grades 6-8 and anticipates reaching its capacity during the fifth year, as indicated on the chart below. Sixth through Eighth grade class sizes will be thirty (30) students. CAL's projected enrollment for the petition is as follows:

| YEAR | 6 th Grade | 7 th Grade | 8 th Grade | Total | No. of Classes |
|---------|-----------------------|-----------------------|-----------------------|-------|----------------|
| 2016-17 | 60 | 60 | 0 | 120 | 4 |
| 2017-18 | 90 | 60 | 60 | 210 | 7 |
| 2018-19 | 120 | 90 | 60 | 270 | 9 |
| 2019-20 | 120 | 120 | 90 | 330 | 11 |
| 2021-21 | 120 | 120 | 120 | 360 | 12 |

DESCRIPTION OF WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

The Secretary's Commission on Achieving Necessary Skills report ("SCANS"), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today's youth to acquire in order to participate in the modern workplace. The report breaks down the skills into "foundation skills" and "competencies." The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. Center for Advanced Learning agrees in large part with this report's conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20th century, information and communication will be the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.

- Have extensive computer skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance.

HOW LEARNING BEST OCCURS: EDUCATIONAL PHILOSOPHY AND PRACTICES

In his book, *“A Different Kind of Classroom: Teaching with Dimensions of Learning”*, Robert Marzano asserts that, “learning involves the interaction of five types of thinking” or, what he calls the five “Di- mensions of Learning.” Using the five dimensions as metaphors for how the mind works during learning, Marzano attempts to give educators an alternate frame of reference from which to view their classroom instruction. Marzano’s five Dimensions of Learning are as follows:

DIMENSION 1: POSITIVE ATTITUDES AND PERCEPTIONS ABOUT LEARNING

Attitudes and perceptions color our every experience. They are the filter through which all learning occurs. Some attitudes affect learning in a positive way and others make learning very difficult.

DIMENSION 2: THINKING INVOLVED IN ACQUIRING AND INTEGRATING KNOWLEDGE

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

DIMENSION 3: THINKING INVOLVED IN EXTENDING AND REFINING KNOWLEDGE

Knowledge doesn't remain static, even when we learn it to the point of automaticity. If we continue the learning process, we extend and refine what we know. This dimension of learning, like the others, has some distinguishing characteristics.

DIMENSION 4: THINKING INVOLVED IN USING KNOWLEDGE MEANINGFULLY

We acquire knowledge or develop a skill so that we can use that knowledge or skill. The type of thinking required to use knowledge is related to the type of thinking necessary to extend and refine knowledge (Dimension 3).

DIMENSION 5: PRODUCTIVE HABITS OF MIND

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

HOW THE OBJECTIVE OF ENABLING PUPILS TO BECOME SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS WILL BE MET BY THE SCHOOL

Center for Advanced Learning will implement the Baldrige Core Values and Criteria to meet the

objective of enabling pupils to become self-motivated, competent, life-long learners. As a charter school, responsible for all aspects of organizational effectiveness, including finances, stakeholder satisfaction, operational management, and student learning, the criteria provide a framework for accomplishing these tasks while focusing on enabling students to be motivated and successful learners.

Center for Advanced Learning's educational program has been designed around the Malcolm Baldrige National Quality Award Core Values and Criteria. Schools and districts throughout the nation have implemented the Baldrige Philosophy as part of their educational program, with successful results. While it is difficult to find schools with identical student populations to use as a comparison to Center for Advanced Learning, subgroup data that is aggregated by State Departments of Education provides relevant student performance data to support the fact that the Malcolm Baldrige National Quality Criteria for Performance Excellence provides a framework that has helped schools raise student achievement levels with similar populations to the one that Center for Advanced Learning is going to serve... Overall the data presented below shows that implementing the Baldrige Criteria has helped schools to improve student performance data. Evidence also supports the success of implementing the Baldrige Criteria with Economically Disadvantaged, Hispanic and African American students who are the target population for Center for Advanced Learning.

BALDRIGE CORE VALUES AND CONCEPTS

As cited in the 2011-2012 *Education Criteria for Performance Excellence*, (see <http://www.quality.nist.gov/index.html>.) using the Education Criteria for Performance Excellence results in: “delivery of ever-improving value to students, contributing to education quality and organizational stability;” “improvement of overall organizational effectiveness and capabilities;” and most importantly, “enhanced organizational and personal learning.”

The preceding narrative outlines how the Baldrige Core Values and Concepts, as well as the Criteria, influences the educational environment at Center for Advanced Learning. Specific descriptions of each concept are provided, along with an explanation about how the concept is applied in the daily activities of the charter school. The Core Values and Concepts as well as the descriptions can be located at <http://www.quality.nist.gov/index.html>. Examples of how the Core Values and Criteria will be implemented at Center for Advanced Learning Middle School are based on best practices modeled after Emerson Parkside Academy Charter School in Long Beach (www.lbusd.k12.ca.us/emerson/index1.html), the Montgomery County Public Schools in Rockville, Maryland (www.montgomeryschools.md.org), in conjunction with the educational philosophy, curriculum and program design compiled by Center for Advanced Learning and implemented at our elementary school

Montgomery County Public Schools

Montgomery County Public Schools in Rockville, Maryland have implemented Baldrige strategies throughout the district. In 2006, the year we presented the original petition for our elementary school, we used Montgomery County's data to demonstrate their performance as a result of using Baldrige. Recent district performance data found on the State of Maryland Report Card (<http://www.mdreportcard.org>) are shown below:

MSA Results for Mathematics (numbers represent percent of students at advanced and proficient levels).

| Grade Level | Subgroup | 2011 | 2014 |
|-------------|------------------|------|------|
| Grade 6 | African American | 61.1 | 81.0 |
| | Hispanic | 58.4 | 80.0 |
| Grade 7 | African American | 57.1 | 72.7 |
| | Hispanic | 55.8 | 76.1 |
| Grade 8 | African American | 49.6 | 88.9 |
| | Hispanic | 48.9 | 84.6 |

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups, at all three grade levels increased in performance each year, demonstrating continuous improvement.

MSA Results for Reading (numbers represent percent of students at advanced and proficient levels).

| Grade Level | Subgroup | 2011 | 2014 |
|-------------|------------------|------|------|
| Grade 6 | African American | 86.8 | 88.1 |
| | Hispanic | 77.2 | 82.9 |
| Grade 7 | African American | 75.1 | 84.8 |
| | Hispanic | 76.2 | 91.3 |
| Grade 8 | African American | 75.2 | N/A |
| | Hispanic | 73.3 | N/A |

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups at all three grade levels increased in performance each year, demonstrating continuous improvement.

Emerson Parkside Academy Charter School

Emerson Parkside Academy Charter School, in Long Beach, California began implementing the Baldrige Criteria in 2001. District performance data found on the California Department of Education website (<http://dq.cde.ca.gov>) are shown below:

Overall API Scores:

| 2009 | 2010 | 2011 | 2012 | 2013 |
|------|------|------|------|------|
| 869 | 852 | 886 | 882 | 873 |

Emerson's API scores have exceeded 850 over the last 5 years.. The school became an 800 school one year prior to the target date of 2006-07 that was established as part of the school's vision. These results show the effects of continuous improvement strategies at a school wide level.

Center for Advanced Learning Elementary School

In our elementary petition submitted in 2007, we projected that our scores would improve at a modest rate. We used an average of the API scores of the surrounding district schools to determine a 2007- 08 baseline score of 626. However, by using the *Baldrige Education Criteria for Performance Excellence*, our students have experienced continuous improvement during the term of our charter. The school has met and exceeded its original projections as shown in the chart below:

| Indicators | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------|-------------|-------------|-------------|-------------|-------------|
| Projected API | 636 | 658 | 681 | 702 | 724 |
| Score | | | | | |
| Actual API Base Score | 738 | 768 | 820 | 815 | 830 |
| Statewide Rank | 3 | 4 | 6 | 5 | 6 |
| Similar Schools Rank | 6 | 8 | 10 | 8 | 10 |

It has always been the Mission and Vision of Center for Advanced Learning to become a positive asset to the educational and sociological landscape of South Los Angeles. Our use of Baldrige has enabled us to provide a structure for students to become more resourceful and self-sufficient. It is our expectation that the use of Baldrige will offer our proposed Middle School students the opportunity to blossom.

We believe that the Baldrige quality principles, processes, tools and framework will help to build the kind of thinking processes throughout our school that Marzano believe are the foundation for the occurrence of learning in students. CAL believes that the research and evidence of Baldrige and Marzano in the Middle School years will prove successful in developing a strong, sustainable, process and outcome for its proposed CAL Middle School.

TEACHING METHODOLOGIES

Research suggests that one of the most important factors in student academic success involves teachers' high expectations. Center for Advanced Learning teachers and staff are committed to this concept and have designed CAL's standards-based curriculum to encourage students to meet their educational goals and exceed minimal requirements. The school's curriculum will be aligned with the Common Core State Standards ("CCSS").

Center for Advanced Learning's Classroom Learning System ("CLS") instructional delivery focuses on ensuring teachers use a variety of instructional strategies and assessments in working with students. Center for Advanced Learning teachers will utilize a variety of strategies for the delivery of instruction implementing frameworks and standards, including:

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

Center for Advanced Learning classes will provide all students opportunities for learning and on-going personal development. Instruction emphasizes a cooperative framework with teacher-student interactions, as well as student-peer interactions. Interactive patterns of small group work will enable contributions from larger numbers of students within our core classes.

Students are trained to use Baldrige quality tools for problem solving. Planning and process
CAL Middle School Petition

management is modeled and utilized by teachers and students across the curriculum. Quality tools are integrated into curricular areas as well as classroom management and goal setting. This helps students utilize tools independently by teaching the purpose of each tool and modeling a variety of uses. Application of Baldrige quality tools in problem solving situations is the main goal.

The CLS instructional delivery focuses on students as active learners. Through collaborative, student-centered curriculum development by teams of teachers within the school, core content will be consistently designed and delivered. Some of the ways curriculum is delivered within the classroom include:

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

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

The development of rubrics is another method our teachers utilize to clarify their expectations for themselves and students. This method addresses the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?
- How will teachers know when the students master the instruction and how well they master it?

Center for Advanced Learning teachers divide performance standards into different component and complexity levels based on student ability levels. In sum, the complexity and rigor of the rubric is based on the experience and ability level of the students' and teachers' goals. The benefits include reflective practice among students and instructors within the classes.

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

Center for Advanced Learning believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents can ensure

the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

Standards Aligned Curriculum

The Common Core State Standards, the Next Generation Science Standards and other approved standards will define the skills, knowledge and abilities students are expected to master, and will ensure a full and well-rounded curriculum.

CAL's curriculum will align with Common Core State Standards (for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects) in all core subject areas in grades 6-8. In addition, our courses will incorporate other relevant standards including those listed below:

- Common Core State Standards for Mathematics (Modified January_2013 Publication Version)
- History–Social Science for California Public Schools California State Board October, 1998 Content Standards Kindergarten Through Grade Twelve
- Visual and Performing Arts Content Standards for California Public Schools Prekindergarten Through Grade Twelve • Dance • Music • Theatre • Visual Arts
- NGSS for California Public Schools, K-12 Learning Progressions for Middle (6-8) and High School (9-12) Science.
- Science Content Standards for California Public Schools Kindergarten Through Grade Twelve (Adopted Oct 1998)

Our curriculum will be personally-relevant, wholly-engaging and thoroughly rigorous, giving students an opportunity to apply what they learn to real life situations. Our curriculum will give children the opportunity to become natural learners.

In addition the curriculum will be designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials.

PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE SELECTED

The books utilized for each course, course material, and instructional activities at Center for Advanced Learning would be chosen through a collaborative effort between the school Principal, curriculum development team, and the teachers. Center for Advanced Learning's curriculum development team will provide a list of recommended textbooks and teaching strategies for different courses taught at the school. The Principal and teachers will determine which textbooks and strategies from that recommended list are most relevant for their students. To encourage innovation, and emphasis on technology, teachers will have the flexibility to use books or strategies that are not on Center for Advanced Learning recommended list as long as they achieve the required results.

CORE ACADEMIC COURSE DESCRIPTIONS: SCOPE AND SEQUENCE

The core academic courses at CAL are those in Reading and Language Arts; Mathematics; Science; and Social Science. Below please find a description for each core subject. A complete Scope and Sequence for all core academic areas.

Reading and Language Arts

Center for Advanced Learning delivers a language arts curriculum that is based upon certain core instructional concepts, that is covered systematically and explicitly, consistent with current research-based approaches to the teaching of reading and language arts. CAL will develop and deliver a language arts curriculum that is systematic and carefully articulated, and establishes specific, continuing standards leading to competence and alignment with the California English-Language Arts Common Core State Standards.

CAL develops proficiency in reading and language arts by adhering to the goals and key components of effective language arts instruction such as:

- Developing lifelong readers and writers early in students' lives, giving them a unique Balance of competence, motivation, accessibility, and experiences with print;
- Providing a strong literature, language, and comprehension program that includes a Balance of oral and written language;
- Implementing an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader;
- Administering ongoing diagnosis that informs teaching and assessment that ensures accountability, and;
- Ensuring a powerful early intervention program that provides individual tutoring for students at risk of failure in reading.

All elements of the California English/Language Arts Common Core State Standards will be implemented at each grade level.

Math

CAL's teaching methodologies emphasizes the importance of a balanced mathematics curriculum. It stresses the critical interrelationships among computational and procedural proficiency, problem-solving ability, and conceptual understanding of all aspects of mathematics. Student progress is assessed frequently toward the achievement of the mathematics standards and instruction is adjusted as needed. Utilizing the natural progression of the five strands set forth by the state (i.e. Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; and Mathematical Reasoning), teachers provide the learning in each instructional year that lays the necessary groundwork for success in subsequent grades; create and maintain a classroom environment that fosters a genuine understanding and confidence in all students that through hard work and sustained effort, they can achieve or exceed the mathematics standards.

Students receive a balanced instructional program so that they will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Students practice basic computational and procedural skills sufficiently and use them frequently enough to commit them to memory. They also develop a conceptual

understanding of each domain so that they know not only how to apply skills but also when to apply them and why they are being applied. This enables them to apply their knowledge to new situations and problems and to recognize when they have made procedural errors.

A progression of learning experiences fostering academic rigor is used to help students learn the necessary skills, understand and master the concepts of mathematics and connect them to real world experiences. A variety of strategies to enhance learning and ensure that all students have the opportunity to learn including brainstorming and discussion, games, manipulatives, project-based and problem-based instruction, technology and visuals, is used. To guide students in developing and maintaining a positive classroom culture, different types of groupings are experienced, such as, flexible, ability/aptitude and cooperative.

A variety of formative and summative assessments are used to give every student the opportunity to demonstrate their progress. As teachers and students reflect on the expectations set forth in the California state standards, they are able to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.

Standards of Mathematics Practice

In addition to mastering the mathematical content students will master the standards of mathematics practice as outline CCSS Mathematics standards which includes:

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in reasoning.

Science

Center for Advanced Learning Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the middle school curriculum. It will nurture a lifelong fascination with the natural world in our students.

The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.
- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth, and physical sciences and when they learn the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and

easily organized format.

- Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The California Science Content Standards as well as the Next Generation Science Standards(NGSS)outline what students should know and should be able to do in science. The content is organized into four strands:

- Life Science **(LS)**;
- Earth Science **(ES)**;
- Physical Science **(PS)**;
- Investigation and Experiments **(I&E)**.

In addition CAL Middle will use the California Edition of FOSS (Full Option Science System) as an all inclusive modular science curriculum. Instruction will incorporate the California Science Standards with each lesson involving hands-on investigation. A variety of formative and summative assessments are used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students’ learning. The scope and sequence for all core courses are included in this document.

Social Sciences

The goals of the California History/Social Science Framework fall into three broad categories:

- (1) Knowledge and Cultural Understanding;
- (2) Democratic Understanding and Civic Values and
- (3) Skills Attainment and Social Participation.

In addition, CAL Middle School will provide an opportunity to study a curricular sequence that includes; Ancient History, Medieval History, and American History for grade six through eight.

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

The communities in which our students live and that surround our schools are a rich resource and have vast and colorful histories that our students will become aware of. Students will begin to discover the connections to and the relationships between our community and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Center for Advanced Learning will acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital

connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, students will use CAL Middle School Petition

biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them. Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

Visual and Performing Arts

Center for Advanced Learning will offers a noncore visual and performing arts program that is aligned with the national and state learning standards as part of our elective offerings These standards recommend that students should:

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

Center for Advanced Learning visual/performing arts program supports and extends the learning experiences for students in basic literacy and advanced skills in language arts, math, science, and history-social science. The arts program engages students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and team work to deliver student produced products. Center for Advanced Learning recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program celebrates cultural diversity in dance, painting, music forms, and theory from a global perspective.

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

CENTER FOR ADVANCED LEARNING TEXT LIST

The following table indicates the textbooks that Center for Advanced Learning intends to use.

| Text Name | Publisher |
|-------------------------------------|------------------------------------|
| Math (Pre-Algebra) | Glencoe-McGraw Hill |
| Math (Algebra) | Glencoe-McGraw Hill |
| History (Ancient History) | Glencoe-McGraw Hill |
| History (Medieval History) | Glencoe-McGraw Hill |
| History (US History) | Glencoe-McGraw Hill |
| Science (FOSS) | Delta Education |
| Language Arts | Glencoe-McGraw Hill |
| Visual & Performing Arts | Various texts selected by teachers |

TEACHER RECRUITMENT

CAL will continue its practice of advertising its openings at local university training programs that specialize in producing NCLB-qualified teachers, including USC, UCLA, California State CAL Middle School Petition

Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. It will also continue to advertise on EdJoin and CCSA's placement service.

In order to ensure that candidates are NCLB-qualified, CAL's teacher application package will include an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Human Resources Department completes an "NCLB Teacher Requirements Form" and verifies the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD credentials in order to deal with the high proportion of targeted students who are English Learners.

Applicants are scored on a variety of measures, including demonstrated student achievement with CAL's target student population. Bilingual teachers qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score are invited for interviews with the Leadership Team, where further scoring will be completed. Candidates must express unconditional support and commitment to CAL's mission and Baldrige-based program in the interviews. Top scorers are asked to teach demonstration classes for observation by the Leadership Team members. These observations will also be scored. Top scoring candidates are sent invitations to join the CAL faculty at the end of the process and, if they accept the invitations, are provided with an orientation and given employment agreements to complete.

PROFESSIONAL DEVELOPMENT: AN ONGOING PROCESS

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

Center for Advanced Learning encourages educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

At Center for Advanced Learning, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A week-long staff development session before the start of each school year provides staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics include the Baldrige Award in Education, Center for Advanced Learning Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development will result in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management. These practices have guided instruction at our elementary school and we intend to maintain same at the middle school with the needed modifications necessary to instruct that age group.

Teachers and other school staff will visit other high quality charter schools and schools using best practices as part of professional development. Every Friday, school will have a shortened schedule; students will leave at lunch, leaving two hours for professional development in the afternoon.

Some of the professional development topics shall include:

- Baldrige in the Classroom training.
- Baldrige Leadership training.
- California Common Core Standards-based effective lesson planning.
- Monitoring student mastery of the CCSS and adjusting instruction to maximize student mastery.
- Classroom management.
- Sensitivity to students' affective domains.
- Differentiated instruction.
- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.
- Supporting students to be effective at online assessment especially as it relates to Smarter Balanced Assessments.

Center for Advanced Learning budget includes a significant line item for outside quality consultants to facilitate professional development as well as professional development coaching.

Center for Advanced Learning will require that all certificated employees prepare their own individual professional development plans and will assist them in their endeavors to meet their professional development plan objectives. The school will provide certificated employees expected content for the Individual Professional Development Plan. At a minimum, the plan should address individual needs to improve practice and balance those needs with the needs of the students and the school. The plan should include: Goals, Objectives, Relevance, Steps/Strategies, a time frame for each step, evaluation of steps and documentation. All plans are developed with and monitored by a mentor teacher employed by the school. The mentor teacher meets with the principal on a weekly basis to discuss plan development and progress.

ATTENDANCE REQUIREMENTS INCLUDING LENGTH OF SCHOOL DAY AND YEAR

Center for Advanced Learning will comply with Education Code Section 47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions are considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

INSTRUCTIONAL CALENDAR

Center for Advanced Learning operates at least 175 student days and an additional 10 professional development days for its teachers. As illustrated in the chart below, CAL meets and exceeds the required number of minutes of instruction as set forth in Education Code 47612.5.

Instructional Minutes

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

| | |
|--------------------------------------|---------------|
| <i>Total Daily Minutes</i> | |
| Daily Start Time | 8:00 |
| Daily End Time | 3:45 |
| Subtotal Minutes | 480 |
| <i>Non-Instructional Minutes</i> | |
| Recess | 15 |
| Lunch | 30 |
| Subtotal Non-Instructional Minutes | 45 |
| Subtotal Minutes Per Regular Day | |
| | 435 |
| Regular Days Per Year | 138 |
| Subtotal Annual Minutes on Reg. Days | |
| | 60,030 |
| Minimum Days (Every Friday) | |
| <i>Total Daily Minutes</i> | |
| Daily Start Time | 8:00 |
| Daily End Time | 12:40 |
| Subtotal Minutes | 280 |
| <i>Non-Instructional Minutes</i> | |
| Recess | 10 |
| Lunch | 30 |
| Subtotal Non-Instructional Minutes | 40 |
| Subtotal Minutes Per Minimum Day | |
| | 240 |
| Minimum Days Per Year | 37 |
| Subtotal Annual Minutes on Min Days | |
| | 88808 |
| Total Annual Instructional Minutes | 68,910 |
| Amount Above (Below) Minimum | 14,910 |

The proposed Instructional Calendar for 2016-2017 is attached

CAL Bell Schedules

Center for Advanced Learning school day begins at 7:50 AM and ends at 3:45 PM except for Fridays, when the school day ends at 12:40 PM in order to leave two hours for professional development.

Center for Advanced Learning's attendance accounting system will meet the requirements of LAUSD, LACOE, and CDE. A narrative of a typical day for a CAL student is attached.

ACADEMIC SUPPORT

CAL Middle School Petition

All students who do not complete their class work or struggle with it will be recommended to attend our after school program, where peer tutors from the Student Organization and older student tutors help them complete their work. The afterschool program is in direct coordination with the classroom teacher and is intended to serve as an extension of the school day.

SERVING ACADEMICALLY LOW ACHIEVING STUDENTS

Variation is expected within Center for Advanced Learning's student community. Fundamental to Center for Advanced Learning's approach to academically low achieving students are the Baldrige systems used in the classrooms. Academically low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their data notebooks. This process has proven especially effective in supporting Special Education students and with low achieving students. Individual students do not want to be the ones holding back their class' progress and routinely work hard to catch up.

After enrollment and 4 times annually, all students are assessed using Study Island and local benchmark assessments. Students academically at risk of falling behind are provided with targeted, structured, and systemic intervention to address areas of weaknesses. We attempt to address the needs of at risk students early: through a summer bridge program.

Equal access for academically low achieving students is ensured through:

- Supplementary hourly instruction offered to students at risk of retention from 4:00 to 6:00 each day (an after school program). The program is closely coordinated with the regular day certificated teacher. The afterschool program is conducted by program leaders and instructional aides, or other assistants, including community volunteers.
- Creating an environment responsive to different learners.
- Differentiating the curriculum to meet each learner's needs through such Baldrige supported strategies as: Cooperative Grouping, Setting Objectives and Providing Feedback, also Questioning, cues and Advance Organizers.
- Curriculum topics that are relevant to students' lives; students will be encouraged to make ideas personally meaningful.
- A continuous process of pedagogical reflection undertaken to find solutions to helping struggling students meet the most challenging standards. Formal and informal assessment of each learner's knowledge, understanding, and interest throughout each unit of instruction. Individual learner needs are frequently assessed using a variety of measures such as school designed tests and performance assignments, state-mandated standardized tests, Benchmark Assessments, Renaissance Accelerated Learner Assessments, teacher assignments, portfolios, Study Island etc. Students record their assessment results in their data notebooks and create action plans to meet their learning goals.

SERVING ACADEMICALLY HIGH-ACHIEVING STUDENTS

During the process of targeted and frequent assessment using Study Island, Renaissance Accelerated Learner, past and current statewide testing data and a variety of other local assessments, CAL identifies students who are achieving above grade level. To address the needs of students performing at the "Standard Met" or "Standard Exceeded" levels Center for Advanced Learning will focus on creating standard-based lesson plans and assessments, based

on the individualized needs of these students within the content disciplines. Based on a differentiated instruction model, additional enrichment activities and resources will be utilized to serve these advanced students. They include, but are not limited to, Flexible Grouping, Concept-focused and principle-driven instruction, interest centers, use of computer programs and product criteria negotiated jointly by student and teacher. The goal is to plan and deliver lessons providing these students with adequate opportunities to learn and practice the necessary standards-based skills and knowledge at a higher level.

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

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels. These assessments will be administered 4 times annually in tandem with schoolwide benchmarks.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
- Examining student work to plan further instruction or individual support, as needed and using variety of assessments to grade the work.

In addition, community services such as mental health, drug, and tobacco programs will be provided in conjunction with local community service organizations.

SERVING LOW SOCIO-ECONOMIC STATUS STUDENTS

Since CAL has had over a decade presence in a zip code with high poverty rate(90011) we have developed processes and systems that works well with underserved communities. The schools in the 90011 zip code we would be primarily serving have traditionally underserved the children of the community. By way of annual parent surveys which will track education and income levels, CAL will maintain a good perspective on the needs of the community. Parents of students from low socio-economic backgrounds tend to lack the knowledge, experience and tools that are necessary in supporting their children within the traditional school system.

Even though CAL Middle School will not be located within the same community as our elementary school the area we intend to serve has similar characteristics as the area served by our elementary school. Therefore, as one of many activities designed to improve the success rate of the students in the new community we will be serving Center for Advanced Learning will, in accordance with the practices inherent in the Baldrige system, require, train and properly equip parents to become involved in their child's educational experience. Parents are trained through PIQUE (Parent Institute for Quality Education) to:

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

In addition to the above interventions, we also have an ongoing commitment from Los Angeles City

Council's District 9 office to provide transportation and funds for discovery field trips for our students. Many of our students have limited exposure to the world outside of their immediate community. This generous offer helps to provide them with experiences that will broaden their scope and hopefully stimulate thought and academic expression in the area of science. Aside from this commitment from District 9, CAL is prepared to maintain its responsibility of providing these field trip experiences to our student population.

We anticipate that the majority of our students will come to us from low socio-economic backgrounds. Therefore, we believe that the structure we put in place, using the Baldrige system will complement our efforts in successfully educating these students.

CAL will implement a rigorous comprehensive program of study that provides Title I eligible students multiple entry points and opportunities into the curriculum. To accomplish this goal CAL teachers, for example, will utilize differentiated instruction, spiraled curricular approaches, and recognize different student learning propensities (e.g. different intelligences) in the educational approaches to meeting the diverse needs of our diverse learners well.

In addition, Center for Advanced Learning will have Special Education and English Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

SERVING ENGLISH LEARNERS

Overview

Center for Advanced Learning will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.
CAL Middle School Petition

All references in the charter petition to the CELDT will be understood by the Charter School and the District to mean the English Language Proficiency Assessments for California (“ELPAC”), when it replaces the CELDT.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, achievement of an overall level of 4-5 on the California English Language Development Test or CELDT.
- Participation of the pupil’s classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil’s curriculum mastery.
- Parental consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Exceeding or, meeting standard, on the Smarter Balanced Assessment.
- Comparison of the pupil’s performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage.
- At benchmark on 3 consecutive ELA Periodic assessments.
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of Meeting Standards or Exceeding Standards on the English language Arts section of the California Assessment of Student Performance and Progress (“CAASPP”).

Strategies for English Learner Instruction and Intervention

At the beginning of the academic year, students are heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. The classes will be sheltered immersion (Krashen). Volunteer parents, aides and teachers lend first language support. English Learners more fluent in English are paired with less fluent students to assist them.

Teachers are trained in Specially Designed Academic Instruction in English (“SDAIE”) and English Language Development (“ELD”) techniques during professional development. To support student achievement, other models may be considered, such as building an additional class into the schedule

for support in English, after school intervention programs, and summer school.

Lessons are front-loaded for English Learner students who place at Level 2 or below in small groups using ELD strategies. The Open Court Imagine It curriculum includes support for front-loading. The teacher will do the front-loading while other students are working on independent activities. Front-loading strategies may include:

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

The Charter School's English Learner curriculum will offer English Learners a language-rich environment. CAL will use grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student's progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics and results from e-Assessments, which provide near immediate feedback and are administered 4 times annually.

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

“The measurable pupil outcomes identified for use by the charter school. “Pupil outcomes,” for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program. Pupil outcomes shall include outcomes that address increases in pupil academic achievement both schoolwide and for all groups of pupils served by the charter school, as that term is defined in subparagraph (B) of paragraph (3) of subdivision (a) of Section 47607. The pupil outcomes shall align with the state priorities, as described in subdivision (d) of Section 52060, that apply for the grade levels served, or the nature of the program operated, by the charter school.” (Ed. Code § 47605(b) (5) (B).)

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Student Outcomes: (Extent to which all pupils demonstrate that they have attained skills, knowledge and attitudes specified as goals in the school’s program).

In order for our students to be able to achieve in their chosen higher education or employment path upon graduation from high school, the Charter School will ensure the students are held to high standards of academic achievement beginning at these early levels.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum. The Charter School will implement and follow a standards-based curriculum. The curriculum will be aligned to the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science and visual and performing arts. The Charter School will use and incorporate Common Core State Standards and the Next Generation Science Standards into the school’s curriculum as the main instructional standards in appropriate grades and subjects.

Exit outcomes will address the goals for all students groups in our target population. These groups include: students subgroups by gender and ethnicity, students who underachieve and perform at below grade level, students who live in low socio-economic conditions, students who are English Learners, students who are foster children, students who are homeless, special needs students and students who are gifted and talented.

In a similar fashion to our CAL K-5 school, the administration of the Charter School will be guided by the Baldrige Core Values and Concepts. Research has shown that the implementation of these core values and concepts has resulted in improved student academic achievement. One example of implementation showing student improvement has been in the Montgomery County Public Schools in Rockville, Maryland.

The Baldrige Framework implementation helps to create learning centered classrooms that in turn help to develop:

- Students with skills to manage their own education to become self-regulated learners.
- Students with skills to become active learners and problem-solvers.
- Students that learn to develop goals, how to reach those goals and demonstrate mastery as well as know what to do when goals are not met.

The Charter School expects to graduate students who will be college and career ready following high school.

The Charter School commits to pursuing the following goals, actions and services.

| LCFF STATE PRIORITIES | | | | | | | | | | | | | | | | | | | | | | |
|--|--|---------------------------------------|--|--|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|----------------------------|---------------------------------------|----------------------------|----------------------------|--|-------------------|--|--|--------------------------|--|--|--------------------------|--|--|
| GOAL # 1 | | | | | | | | | | | | | | | | | | | | | | |
| Ensure that all students attain proficiency in the CCSS and the current content standards for core subjects. | <table border="1" style="width: 100%;"> <tr> <td colspan="3">Related State Priorities:</td> </tr> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> <td></td> </tr> <tr> <td colspan="3">Local Priorities:</td> </tr> <tr> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> <tr> <td><input type="checkbox"/></td> <td></td> <td></td> </tr> </table> | Related State Priorities: | | | <input checked="" type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 | <input checked="" type="checkbox"/> 2 | <input type="checkbox"/> 5 | <input checked="" type="checkbox"/> 8 | <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | | Local Priorities: | | | <input type="checkbox"/> | | | <input type="checkbox"/> | | |
| Related State Priorities: | | | | | | | | | | | | | | | | | | | | | | |
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| Specific Annual Actions to Achieve Goal | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> • Provide all teachers with ELA and Math professional development in the implementation and monitoring of student learning of CCSS • Ensure that all students are being taught from the CCSS, with full implementation, professional learning, monitoring of the standards. • Employ appropriate assignment of fully credentialed teaching. • Provide parent training, learning opportunities, and workshops to support Common Core State Standards literacy at home. | | | | | | | | | | | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes | | | | | | | | | | | | | | | | | | | | | | |
| Outcome #1: The school will improve achievement and proficiency in Math and in English Language Arts on an annual basis and meet or exceed AYP requirements. | | | | | | | | | | | | | | | | | | | | | | |

Metric/Method for Measuring: Number or percentage of students achieving proficient or above performance levels on State and in-house benchmark assessments

| Applicable Student Groups | Baseline | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|---|--|--|--|--|--|
| All Students (Schoolwide) | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| English Learners | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Socioecon. Disadv./Low Income Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Foster Youth | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient | 5 % (ELA) and 6.5% (Math) increase in proficient | 5 % (ELA) and 6.5% (Math) increase in proficient | 5 % (ELA) and 6.5% (Math) increase in proficient | 5 % (ELA) and 6.5% (Math) increase in proficient |

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| | | and advanced performance levels in State testing. | and advanced performance levels in State testing. | and advanced performance levels in State testing. | and advanced performance levels in State testing. | and advanced performance levels in State testing. |
| Students with Disabilities | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| African American Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| American Indian/Alaska Native Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Asian Students | Same as above | 5 % (ELA) and 6.5% (Math) increase | 5 % (ELA) and 6.5% (Math) increase | 5 % (ELA) and 6.5% (Math) increase | 5 % (ELA) and 6.5% (Math) increase | 5 % (ELA) and 6.5% (Math) increase |

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| | | in proficient and advanced performance levels in State testing. | in proficient and advanced performance levels in State testing. | in proficient and advanced performance levels in State testing. | in proficient and advanced performance levels in State testing. | in proficient and advanced performance levels in State testing. |
| Filipino Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Latino Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Native Hawaiian/Pacific Islander Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Students of Two or More Races | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |

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| White Students | Same as above | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |

Outcome #2: The Charter School will annually achieve its state mandated accountability measure (or API) for all significant subgroups.

Metric/Method for Measuring: Accountability measure determined by the State (or API).

| Applicable Student Groups | Baseline | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|--------------------------------|------------------------------------|--|--|--|--|
| All Students (Schoolwide) | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| English Learners | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Socioecon. Disadv./Low Income Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Foster Youth | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Students with Disabilities | Baseline | Meet or | Meet or | Meet or | Meet or | Meet or |

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|---|--------------------------------|------------------------------------|--|--|--|--|
| | applied for the year. | exceed prior year baseline | exceed prior year performance level. | exceed prior year performance level. | exceed prior year performance level. | exceed prior year performance level. |
| African American Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| American Indian/Alaska Native Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Asian Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Filipino Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Latino Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Native Hawaiian/Pacific Islander Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Students of Two or More Races | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| White Students | Baseline applied for the year. | Meet or exceed prior year baseline | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |

GOAL # 2

Increase proficiency rates as measured by CCSS/SBAC, and benchmark Math/ELA assessments.

Related State Priorities:

- 1 4 7
 2 5 8
 3 6

Local Priorities:

-

Specific Annual Actions to Achieve Goal

- Provide all teachers with ELA and Math professional development in the implementation and monitoring of student learning of CCSS
- Ensure that all students are being taught from the CCSS, with full implementation, professional learning, monitoring of the standards.
- Provide parent training, learning opportunities, and workshops to support Common Core State Standards literacy at home
- Design and implement curriculum aligned to and supportive of CCSS
- Differentiate, personalize and pace instruction to maximize students' learning.
- Progress monitoring and application of intervention strategies focused on student deficiencies.

Expected Annual Measurable Outcomes

Outcome #1: The Charter School will annually increase the number of students achieving proficiency in Math and English Language Arts.

Metric/Method for Measuring: Percentage increase in students performing at or above proficiency levels in Math and English Language Arts.

| Applicable Student Groups | Baseline | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|---------------------------|---|--|--|--|--|--|
| All Students (Schoolwide) | CAASSP 2017-2017baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| English Learners | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance |

| | | nce levels in State testing. | nce levels in State testing. | nce levels in State testing. | nce levels in State testing. | nce levels in State testing. |
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| Socioecon. Disadv./Low Income Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Foster Youth | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Students with Disabilities | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| African American Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and | 5 % (ELA) and 6.5% (Math) increase in proficient and | 5 % (ELA) and 6.5% (Math) increase in proficient and | 5 % (ELA) and 6.5% (Math) increase in proficient and | 5 % (ELA) and 6.5% (Math) increase in proficient and |

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| | | advanced performance levels in State testing. | advanced performance levels in State testing. | advanced performance levels in State testing. | advanced performance levels in State testing. | advanced performance levels in State testing. |
| American Indian/Alaska Native Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Asian Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Filipino Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Latino Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in | 5 % (ELA) and 6.5% (Math) increase in | 5 % (ELA) and 6.5% (Math) increase in | 5 % (ELA) and 6.5% (Math) increase in | 5 % (ELA) and 6.5% (Math) increase in |

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| | nce | proficient and advanced performance levels in State testing. | proficient and advanced performance levels in State testing. | proficient and advanced performance levels in State testing. | proficient and advanced performance levels in State testing. | proficient and advanced performance levels in State testing. |
| Native Hawaiian/Pacific Islander Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| Students of Two or More Races | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |
| White Students | CAASSP 2016-2017 baseline levels of performance | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. | 5 % (ELA) and 6.5% (Math) increase in proficient and advanced performance levels in State testing. |

Outcome #2: The Charter School will progressively increase achievement levels per reporting period for all core subject.

Metric/Method for Measuring: Progressive percentage increases in class tests/quizzes scores, benchmark assessments, SBAC/CAASSP assessments

| Applicable Student Groups | Baseline | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|---|--|--|--|--|--|
| All Students (Schoolwide) | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| English Learners | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Socioecon. Disadv./Low Income Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Foster Youth | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Students with Disabilities | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| African American Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| American Indian/Alaska Native Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |

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| Asian Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Filipino Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Latino Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Native Hawaiian/Pacific Islander Students | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| Students of Two or More Races | CAASSP 2016-2017 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |
| White Students | CAASSP 2015-2016 baseline levels of performance | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. | Meet or exceed prior year performance level. |

| GOAL # 3 | |
|---|--|
| To increase the number of English Learners who achieve full English language proficiency. | Related State Priorities: <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6 |
| | Local Priorities: <input type="checkbox"/> <input type="checkbox"/> |

Specific Annual Actions to Achieve Goal

- Train all teachers in instructional and delivery strategies differentiate, personalize and enhance learning opportunities for all English Learners.
- Provide ELD curriculum that is aligned to CCSS, SBAC and CST (where relevant) to ensure English Learners utilize every opportunity to advance in all subject areas.
- Provide technology and other resources to enhance English Learners educational experiences
- Provide teachers qualified in ELD and EL instructional methods.
- Provide rigorous assessments and progress monitoring of English Learners

Expected Annual Measurable Outcomes

Outcome #1: The school will annually increase the number of students attaining proficiency in English
Metric/Method for Measuring: CELDT scores, class semester and year end grades, reclassification rates.

| Applicable Student Groups | Baseline | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 | 2020-2021 |
|--|---|---|---|---|---|---|
| All Students (Schoolwide) | | | | | | |
| English Learners | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| Socioecon. Disadv./Low Income Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year | 5% increase in re-classifications per year and a one ELD level increase per year | 5% increase in re-classifications per year and a one ELD level increase per year | 5% increase in re-classifications per year and a one ELD level increase per year | 5% increase in re-classifications per year and a one ELD level increase per year |

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|--|---|---|---|---|---|---|
| | | per each EL. | per each EL. | per each EL. | per each EL. | per each EL. |
| Foster Youth | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| Students with Disabilities | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| African American Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| American Indian/Alaska Native Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level | 5% increase in re-classifications per year and a one ELD level | 5% increase in re-classifications per year and a one ELD level | 5% increase in re-classifications per year and a one ELD level | 5% increase in re-classifications per year and a one ELD level |

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|---|---|---|---|---|---|---|
| | | increase per year per each EL. | increase per year per each EL. | increase per year per each EL. | increase per year per each EL. | increase per year per each EL. |
| Asian Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| Filipino Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| Latino Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |
| Native Hawaiian/Pacific Islander Students | CELDT English % proficiency and Re-classification rate baseline | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. | 5% increase in re-classifications per year and a one ELD level increase per year per each EL. |

| | ion rate baseline | ELD level increase per year per each EL. | ELD level increase per year per each EL. | ELD level increase per year per each EL. | ELD level increase per year per each EL. | ELD level increase per year per each EL. |
|-------------------------------|--|---|---|---|---|---|
| Students of Two or More Races | CELDT English % proficien cy and Re- classificat ion rate baseline | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. |
| White Students | CELDT English % proficien cy and Re- classificat ion rate baseline | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. | 5% increase in re- classificat ions per year and a one ELD level increase per year per each EL. |

Measuring Pupil Outcomes: Assessment of students

The Charter School expects to carry out regular student assessments as required by federal and state statutes and/or requirements as well as by direction of the school’s good academic practices encompassed in the Baldrige framework focusing on results and creating value in the school. This will include use of a variety of internal and external performance measures to assess and monitor student performance to provide a valid basis for continuous improvement. Students’ performances will be tracked regularly and results reported appropriately. The following assessments will be used by the Charter School:

- **Local traditional classroom teacher/school-based assessments:** Charter School will utilize traditional classroom assessments like quizzes, tests, project portfolios, essays, oral and written presentations, examinations and benchmark assessments to regularly monitor and track student academic progress in their grade levels. Additionally, to maintain progress toward standards mastery, students will be given weekly “pretests” on Study Island. The results from these assessments will be reviewed by the teachers and the principal to inform instruction. The assessments will also provide the school with an advance indication of CAASPP performance.

- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **State required standardized tests:** All state tests that are still appropriate and applicable for the school's grade levels will be administered as per state requirements. Results will also be monitored, analyzed and used to inform instruction.
- **EnVision Math-middle school and Read 180 (ELA) formative assessments:** Weekly teacher administered grade level formative assessments. Students will track their own learning progress by recording the results of the formative assessments in their own Data Notebooks. Classes will track classroom progress by posting graphs summarizing class-wide assessment results.
- **Plan-Do-Study-Act (PDSA) review cycle:** Classroom academic results will be reviewed on a biweekly basis and school-wide on a monthly basis within the PDSA framework to continuously improve the program and academic performance. The PDSA process includes the following cycle: develop a **Plan** for improving quality at a process; execute the plan (**Do**); evaluate feedback to confirm or to adjust the plan (**Study**); and make the plan permanent or study the adjustments (**Act**).
- **Other assessments:** Students will be regularly measured in non-curricular areas such as attendance and classroom discipline.

Measuring Pupil Outcomes: Summative Assessment Performance Targets.

Performance Targets Aligned to State Priorities (school-wide and for applicable subgroups)

The overall outcome objective of the Charter School is to have its students meet or exceed achievement levels of similar populations of students in comparison schools and the baseline established from the initial formal CAASPP assessment. The Charter School will establish performance targets for Math and ELA on the CAASPP and other standardized tests required by the state. Benchmark assessments and school based local assessments will also provide baseline data to help formulate instruction strategies. The Charter School will utilize standards-based curriculum aligned to Common Core State standards and content standards in non-core subjects. The Charter School expects to be held to the same level of accountability standards as District schools.

Measuring Progress Towards Outcomes: Formative Assessment

The Charter expects to develop students who are accountable for their own learning and deliver a standards-based curriculum aligned to the Common Core State Standards. Assessment in the core areas will be used to benchmark academic progress as well as measure student preparedness for the state standardized tests in those core areas. The assessment and alignment table below details how student performance data will be harvested for all grades including those not taking state standardized tests. The Charter School will, in carrying out instruction and delivering curriculum, pay special attention to English Learners and students with special needs, to ensure they achieve and meet set standards. The Charter has a principal goal to turn out students who are college and career ready.

Assessment Tools

| Subject Area | Aligned State Standards | Assessment Tool | Time(s) Given |
|-----------------------------|---|------------------------------|----------------------|
| English Language Arts | - Student will read with comprehension, write with clarity, speak with meaning, and possess familiarity with literary works | Read180 Assessments | Year through |
| | | Charter Internal Assessments | Year through |

| | | | |
|-------------------------------|--|---------------------------------|--------------|
| | | Timed formative assessments | Year through |
| | | ELA CAASPP practice assessments | Spring |
| ELD | Students will gain increasing control of the ability to understand, speak, read and write in English | Home Language Survey | Summer |
| | | CELDT | Spring |
| | | High Point assessments | Year through |
| | | Internal school assessments | Year through |
| History/ Social Studies | Students will demonstrate intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, and research, evidence and point of view - Students will demonstrate an understanding of Ancient Civilizations, Medieval and Early Modern Times and American History | Regular classroom assessments | Year through |
| | | CAASPP prep assessments | |
| Mathematics | Students will master the four arithmetic operations with whole numbers, positive fractions, positive decimals, and positive and negative integers - Students will understand the concepts of mean, median, and mode of data sets and demonstrate ability to analyze data - Students conceptually understand and work with ratios and proportions | CAASPP practice SBAC/ Tests | Spring |
| | | Regular classroom assessments | Year through |
| Science | Students will demonstrate through investigation and experimentation, an understanding of the principles of physical and life science as well as ecology | Teacher created tests | Year through |

Methods to Ensure that All Statewide Standards are Met and Pupil Assessments Conducted

- The PDSA is systematic series of steps for gaining valuable learning and knowledge for the continual improvement of a product or process. As already established, the Charter School will embrace the PDSA to inform its performance improvement process.
- ***Plan-Do-Study-Act (PDSA) review cycle:*** Classroom academic results will be reviewed on a biweekly basis and school-wide on a monthly basis within the PDSA framework to continuously improve the program and academic performance. The PDSA process includes the following cycle:
 - Develop a **Plan** for improving quality at a process. Steps in this stage would include reviewing expectations, state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.
 - Execute the plan (**Do**) through linking the standards to curriculum and assessments. Elements of professional development will also be aligned to achieve uniform purpose.

- Evaluate feedback to confirm or to adjust the plan (**Study**) through monitoring student performance and progress towards set goals and taking appropriate actions. And,
- Make the plan permanent or study the adjustments (**Act**).

Data Analysis and Reporting.

Types of Data used

The Charter School will employ multiple measures to generate and gather data on student academic performance and growth throughout the year. The traditional framework of student assessment and reporting will form the basis of how the Charter School will collect, analyze, use and report academic performance. District comparison schools will provide a backdrop against which the school will assess its progress on performance and academic growth with the aim to meet and exceed such comparison schools' performances. Publicly available data obtainable from the state of California Department Education and internal Charter School student performance data will be used in the assessment of the Charter's progress.

The Charter will use the following specific data types as individual pieces of data or in aggregate:

- Student progress reports
- Student benchmark scores
- Student performance on Study Island
- CAASPP data reports
- CST (pencil/paper scores for Science)
- CELDT
- Formative assessments from classrooms (teacher centered).

Role and use of data in informing instruction

The Charter School will embrace a data-driven approach to curriculum building and instruction. Research has continuously shown that schools that place primacy on using data to inform instruction have achieved higher academic performance than those that do not. The case of the Montgomery County Public school system in Rockville, Maryland illustrates and demonstrates this point. The Montgomery school system produced impressive results after implementation of a data-driven approach. As an example, 90% of kindergartners were able to read at the level required by standardized testing, with minimal differences among racial and socioeconomic groups. There were significant gains among normally poor performing racial and socio-economic subgroups (up from 52 percent of African-Americans, 42 percent of Latinos, and 44 percent of low-income students).

The Charter School will use data derived from internal school-based formative and summative assessments to paint a picture of student performance in all subject areas and their specific strands. Standardized and normed assessments from available different sources like (SBAC/CAASPP) will also be used provide a picture of student performance. Analysis of those data will point out areas of concern within and across grades and subject matter. Teachers and administrators will then map out strategies (administrative, curriculum related and instructional) to create pathways to improved performance. Teachers will be encouraged to utilize data to inform instruction and avenues for collaboration and cooperation will be incorporated into the schools planning time. In most cases cooperation and collaboration are enhanced and sustained when official planning and cooperation are included into the teachers' schedules. The Charter school will provide such time.

The Charter School will make parents and other integral stakeholders part of its achievement culture through provision of information on student achievement and student need. When parents are

informed and are in the know, they are in the best place to augment the teachers' efforts in educating their children. Stakeholders can be offered opportunities to be involved in through provision of curriculum enhancing experiences for the students.

Grading, Progress Reporting and Promotion/Retention

Grading Policy

Students will have regular end-of-course examinations, performances, projects, papers, research reports, as well as mid-course assessments that will be graded using a conventional letter-grade system. Letter grades ranging from A to F will be given for all courses. Teachers will determine the deadlines for submission of missing work as well as consequences when students fail to complete missing work. All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school. Periodic assessments (approximately every five to seven weeks) given by teachers will provide timely feedback for parents and teachers regarding student progress. Grades are converted to a 4-point scale to determine grade point average (see below). Students may choose to take certain courses for honors credit. This decision must be made at the beginning of the course, and entails independent work held to high standards.

Students are given letter grades for assignments:

- A = superior work, the student consistently excels in quality of work
- B = above average work, the student maintains a good standard of work
- C = average work, the students does expected work at a moderate level of achievement
- D = below average level of achievement. While this is a passing grade, the student may have to remediate the course to advance to the next level of instruction.
- F = student does not meet minimum requirements; no credit is given.
- The grade of "I" (Incomplete) may only be given when extended illness or other unusual circumstances warrant giving the student additional time to fulfill the course work. These grades must be removed within six weeks of the next semester, or they become an "F".

Measurement of Student Progress

Measurement of student progress will be undertaken with the use of pre and post testing, longitudinal data, standardized tests, portfolios, and other performance-based assessments. Assessments will be conducted pursuant to Education Code Section 47605(c) (1). The Charter School will measure progress on an ongoing basis so that parents and educators would know how well students are performing. Progress toward attaining the graduation skills, knowledge, and attitudes will be evaluated on an ongoing basis in each class through each grade level by compiling a comprehensive, longitudinal learning record for each student as reflected in their individual records.

Measurement of Non-Academic School wide Outcomes

The Charter School will carefully monitor both the process and outcome of its program in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

ELEMENT 4: GOVERNANCE STRUCTURE

“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).)

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policy as it relates to charter schools, as they may be amended from time to time.

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School's operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

NOTIFICATION OF THE DISTRICT

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g. loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

STUDENT RECORDS

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with

Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

PUBLIC OPERATING PRINCIPLES

The Charter School will be a directly funded independent charter school and will be operated by Center for Advanced Learning, a California Nonprofit Public Benefit Corporation organized to operate one or more California public charter schools, pursuant to California law upon approval of this charter.

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

Attached, as Tab 6 please find the Charter School Articles of Incorporation, Corporate By- laws, and Conflicts Code.

Center for Advanced Learning will comply with the Brown Act and Government Code Section 1090.

Center for Advanced Learning and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

PROCESS WHICH ENSURES STAFF, STUDENTS AND OTHER STAKEHOLDER INVOLVEMENT

At Center for Advanced Learning, students are workers – and parents are their business partners. Center for Advanced Learning staff believes that increased “business partner” involvement translates into increased student achievement. Business partners/parents will sign partnership contracts with students and Center for Advanced Learning pledging to:

- Set up conditions at home for students to study.
- Monitor the child's Individualized Success Plan and Student Assessment Binder.
- Check homework every night.
- Volunteer a minimum of three hours of service per month, or equivalent, to the Charter

School. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

Center for Advanced Learning will ensure additional staff, parent, and other stakeholder involvement through Site Council. The Site Council will provide input to the Charter Board through the site Principal on the operations of the Charter School, staff, teachers, and students. It will review and provide input on policies and procedures for expulsions, curriculum, fundraising, and governance ideas for increasing performance. The Site Council will include the elected president of the parent association, a representative of the staff, an appointed student representative, the Principal and such other persons as may be necessary to accomplish its tasks.

There are numerous additional opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs through the Student Organization, including the disciplinary process, student recruiting, and all-school meetings.

Teacher involvement will be ensured through the election of a teacher representative to the Site Council.

The Principal, staff and Board of Directors will continue to seek and secure community partnerships that will enhance the instructional program and support the vision and goals of Center for Advanced Learning.

METHODS BY WHICH THE SCHOOL CONSULTS WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAMS

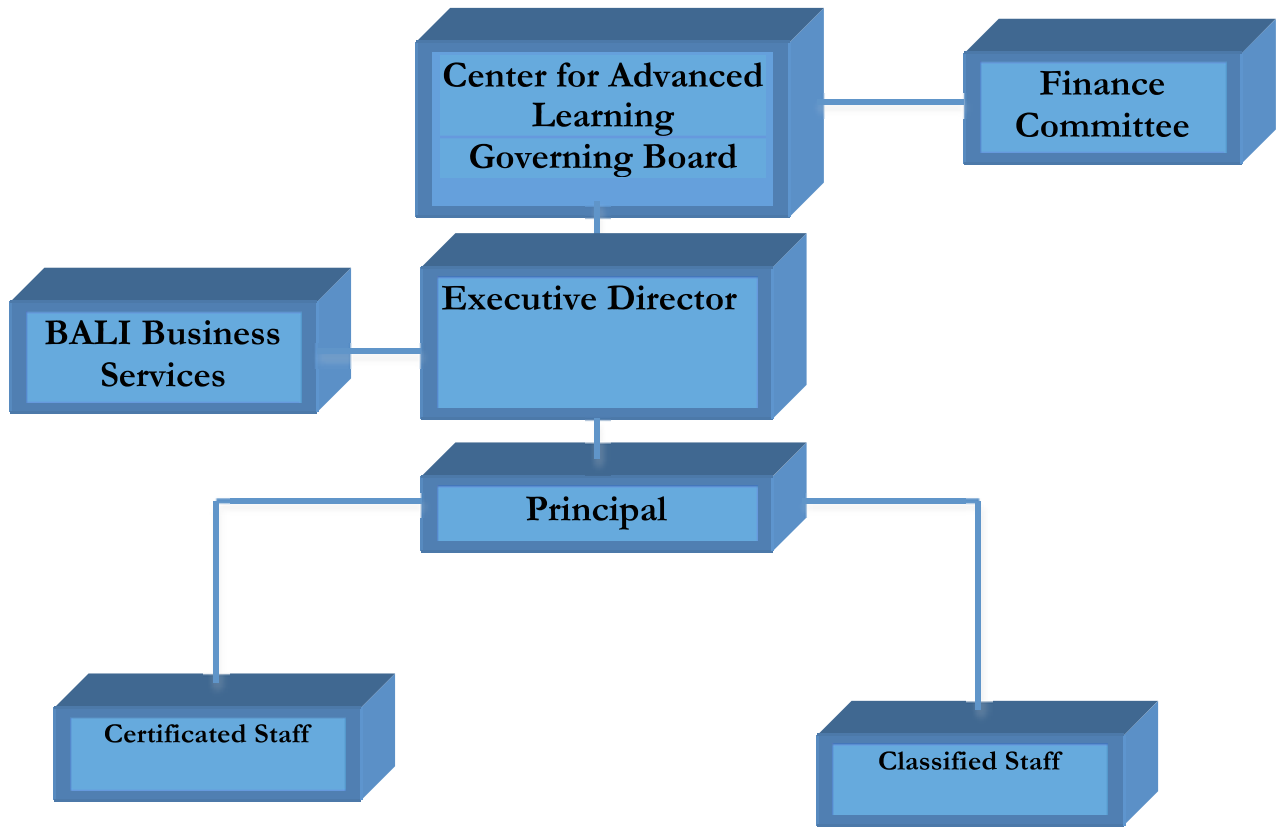
As part of the process of creating a small learning community where everyone has a sense of ownership and purpose, Center for Advanced Learning Board of Directors has been formed of parents, community members, and other stakeholders. Parent and teacher involvement will be ensured in the following manner.

- The Site Council (see above) will meet monthly at the school to discuss school issues and policies.
- Student-led conferences will be held at least biannually in order to facilitate communication among their business partners (parents), teachers, administration, and students; track the progress of the students; and develop any necessary interventions.
- Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest consistent with the vision, mission, and policies of the school.

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

DECISION-MAKING PROCESS AND ORGANIZATIONAL CHART

ORGANIZATIONAL CHART



DECISION-MAKING PROCESS

Center for Advanced Learning is a 501(c)(3) non-profit public benefit California Corporation. Its independent Board of Directors governs it. Ultimate responsibility for the governance of the Charter School rests with the Board of Directors, which hires the Principal to implement its decisions. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the Charter School. It also monitors the Charter School's financial stability. Its responsibilities are detailed in the Governance section below.

The Principal is responsible for the daily administrative operation of the Charter School and is ac- countable to the Board. The Principal:

- Sets general school policies.
- Ensures operation of the Charter School in accordance with the charter and the law.

GOVERNANCE

Center for Advanced Learning will be governed by Center for Advanced Learning Charter School Board of Directors. The Board will retain a Principal to run the day-to-day operations of the school. Center for Advanced Learning Charter School Board will have an odd number of members ranging from 7-15 members. Board members will be appointed to renewable staggered three-year terms.

The Board of Directors is composed of individuals of high moral character who are leaders in the Charter School's community and in the nation and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Directors reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission.

The selection process for new Board members will include review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Board members include the following individuals:

- Mr. Garth Newberry, a Visual Arts Instructor for Rialto High School, Rialto Unified School District.
- Ms. Faaidah Ameen, an Educator of Early Childhood Development and Parent Educator.
- Mr. Charles Jones, a Finance, Real Estate and Marketing Expert.
- Ms. La Shunda Douglas, a Child Care and Human Services Professional.
- Ms. Felicitas Galdery, Registered Nurse and Community Activist.

The Board will provide leadership for the project in the community; participate in school development activities and promote awareness of the Charter School's education programs among local families, civic and political leaders, and the media. The Board of Directors will have controlling legal power and responsibility for the Charter School. The composition of the board will reflect a balance of expertise and perspectives needed to achieve the mission of Center for Advanced Learning charter School. Specifically the Board will:

- Oversee the academic and social effectiveness of the school.
- Engage parents and the broader community in support of the school.
- Ensure compliance with applicable legal requirements.
- Approve the school's mission and objectives.
- Review and will maintain bylaws, and establish policies and plans consistent with the mission.
- Be accountable for the financial well-being of the school, including capital assets, fundraising, and endowment.
- Maintain full and accurate records of its meetings, committees, and policies.
- Work to ensure that all of its members are actively involved in the work of the board and its committees.
- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.
- Assure compliance with applicable laws and regulations and minimizes exposure to legal action.

FREQUENCY OF MEETINGS

Regular governing board meetings will be held monthly unless otherwise needed.

ELEMENT 5 : EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers meet applicable state requirements for certificated employment, including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

PROCESS FOR STAFF SELECTION

The Board will select the Executive Director and he will select the Principal who will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The Principal will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The Principal will make the final staff selections.

JOB QUALIFICATIONS FOR POSITIONS

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

All staff will be subject to background checks, conducted in a manner consistent with the law, prior to hiring.

EXECUTIVE DIRECTOR

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

The Executive Director will:

- Develop and manage the school budget.

- Supervise all non-instructional operations involving the management of the Charter School, including Charter School funds, payroll, purchases, inventories, and office operations.
- In collaboration with the principal recruit, select, and hire school staff, including school-based support staff.
- Supervise all instructional operations, including training, observation, and evaluation of instructional staff to ensure quality instruction and student achievement.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Complete and publicly present an annual school progress report to Center for Advanced Learning Board of Directors and the school community.
- Provide leadership to the Board of Directors and the school leadership team.
- Seek feedback on the progress of the Charter School.
- Serve as a spokesperson for the Charter School in the community and elsewhere.
- Issue reports to the Board of Directors and to any affiliated private entity on the progress of students in the school and on matters of school operations as requested.
- Administer the Charter School policies determined by Center for Advanced Learning Board of Directors and the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Los Angeles Unified School District Charter Schools Division and the CAL Board of Directors.

Qualifications:

- A bachelor's degree in education or business, and at least five years of education experience

in addition to strong communication, managerial, and computer skills.

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

PRINCIPAL

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

The Principal will:

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

In collaboration with the Executive Director, the Principal will:

- Create an effective team of people jointly responsible for attainment of school goals and
- CAL Middle School Petition

committed to achieving excellence.

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

Qualifications:

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

DIRECTOR OF OPERATIONS

The Director of Operations will be responsible for data entry, accounts payable, payroll, grant report entry, managing the organizations HR, helping and creating organizational and program budgets in collaboration with the ED and Principal, and other misc. tasks.

Reporting to the ED and serving as a member of the Management Team along with the ED, and Principal, this position's primary responsibility is ensuring organizational effectiveness by providing leadership for the organization's financial functions.

Working with the management team, the position also contributes to the development and implementation of organizational strategies, policies and practices. This position will also interact with the Board of Directors.

Responsibilities:

- Improve the operational systems, processes and policies in support of organizations mission -- specifically, support better management reporting, information flow and management, business process and organizational planning.
- Manage and increase the effectiveness and efficiency of Support Services (HR, IT and Finance), through improvements to each function as well as coordination and communication between support and business functions.
- Play a significant role in long-term planning, including an initiative geared toward operational excellence.
- Oversee overall financial management, planning, systems and controls.
- Management of agency budget in coordination with the Executive Director.
- Development of individual program budgets
- Invoicing to funding sources, including calculation of completed units of service.
- Payroll management, including tabulation of accrued employee benefits.
- Disbursement of checks for agency expenses.
- Organization of fiscal documents.
- Regular meetings with Executive Director around fiscal planning.
- Supervise and coach office manager on a weekly basis.

Responsibilities by Function

Financial Management

- Direct annual budgeting and planning process for the organization's annual budget with ED
- Develop and manage annual budget
- Oversee monthly and quarterly assessments and forecasts of organization's financial performance against budget, financial and operational goals. Oversee short and long-term financial and managerial reporting.
- Managing day to day processing of accounts receivable and payable using QuickBooks, producing reports as requested.
- Reconciling monthly activity, generating year-end reports, and fulfilling tax related requirements.
- Assisting Executive Director and Board in creating annual organizational budget and monitoring cash flow.
- Managing grantor contracts and reimbursement requests.
- Maintaining Intersection's archival and administrative files.
- Administering payroll and employee benefits and organizational insurance.
- Ensure that Accounting Department requests are resolved and communicated in a timely manner to internal and external parties.
- Develop long-range forecasts and maintain long-range financial plans.
- Develop, maintain and monitor all fundraising and accounting systems and procedures capturing all pledges, billings and receipts and for the recording of all revenue transactions, recommend and implement improvements to systems.
- Prepare annual audit and be a liaison with all outside vendor.

Organizational Effectiveness

- Manage functions.
- Increase the effectiveness and efficiency of Support Services through improvements to each function (HR, IT, Finance) as well as coordination and communication between functions.
- Drive initiatives in the management team and organizationally that contribute to long-term operational excellence.

- Providing consulting services on matters related to fundraising, tax and insurance questions, and business structure and growth.

Organizational Leadership

- Contribute to short and long-term organizational planning and strategy as a member of the management team

Risk Management

- Serve as primary liaison to legal counsel in addressing legal issues e.g. copyright, antitrust, governing instruments, partnerships, licensing etc.
- Oversee organizational insurance policies.

Qualifications

- Commitment to the mission of the school
- At least 3 years experience in Financial Management
- Strong background and work experience in Finance
- Excellent computer skills and proficient in excel, word, outlook, and access
- Excellent communication skills both verbal and written
- 3 plus years experience in bookkeeping
- Knowledge of government contract management and +Knowledge and experience in organizational effectiveness and operations management implementing best practices.
- Demonstrated leadership and vision in managing staff groups and major projects or initiatives.
- Excellent interpersonal skills and a collaborative management style.
- Budget development and oversight experience
- A demonstrated commitment to high professional ethical standards and a diverse workplace
- Knowledge of tax and other compliance implications of non-profit status
- Excels at operating in an fast pace, community environment
- Excellent people manager, open to direction and +Collaborative work style and commitment to get the job done
- Ability to challenge and debate issues of importance to the organization.
- Ability to look at situations from several points of view
- Persuasive with details and facts
- Delegate responsibilities effectively
- High comfort level working in a diverse environment

TEACHER

Reports to: Principal

Center for Advanced Learning will comply with the California Charter Schools Act with respect to teacher certification. All core teachers will be required to meet the requirements of teachers in traditional public schools. Teachers will help develop and implement the curriculum. All teachers report to the Principal. All core teacher certification will comply with California State and Federal ESEA requirements including English learner authorization.

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

Responsibilities:

- Design, implement, and monitor the learning experiences of each student and class.
- Work collaboratively with each other, students, parents, and community partners and

- communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties.

- Prepares and communicates reports.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by Charter School.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens telephone calls, and arranges conference calls.
- Coordinates schedules and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general education periodicals, professional journals, technical procedures, or governmental regulations.

- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of parents, students, teachers, Board members, supervisors, and the general public.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

REQUIREMENTS AND QUALIFICATIONS OF STAFF

All staff will be asked to submit health clearance and background clearance evidence during the application process. All Charter School staff will be required to undergo a criminal background check and fingerprinting through the Department of Justice prior to hiring.

Compliance with the Commission on Teacher Credentialing Requirements and ESEA

In accordance with Education Code Section 47605(l), Center for Advanced Learning will conform to the legal requirements that all core teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The school will maintain current copies of all teacher credentials and/or proof of credential clearances. Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the administrative designees. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers' credential information will be readily available for inspection by the school's charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers' information in the same manner that the school is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

Center for Advanced Learning will comply with the provisions of the ESEA as they apply to certificated personnel. All core teachers will be highly qualified as defined by the ESEA. Prior to commencing work with students, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

Recruitment of Staff

We will take a local and statewide approach towards recruiting our administrative and teaching staff. A major resource for recruitment will be the Teach For America Los Angeles office, which will be a funnel for mission aligned, like-minded teachers and school leaders.

We will recruit at all of the major colleges and universities in the area such as: UCLA, Loyola Marymount, USC, and the Cal State Universities. In addition, we will rely on word of mouth, advertising in the local papers, participation in annual charter schools job fairs, visits to private schools, and postings on websites such as EdJoin. Additionally we will subscribe to services that recruit for charter schools such as Carnie, Sandoe, & Associates or Teach California Charter.

Salaries and Benefits

Employee salaries are determined on an individual basis by the Center for Advanced Learning's Principal based on education, experience, knowledge, and skills. The Principal and Board of Directors will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the school's budget.

Staff Performance and Evaluation

The Board of Directors will evaluate the Executive Director and Principal annually. The Board of Directors will use criteria for the performance evaluation based on the job description and will take into consideration formal and informal evaluations. It will also consider how well the school's goals have been met, self-evaluations, and/or the overall organizational and fiscal health of the school. The Principal will evaluate new teachers (teachers with three or less years of experience at Center for Advanced Learning) at least once a year. Teachers who have taught at the school for four or more years will be evaluated based on an evaluation system developed by the Principal.

Teachers' performance evaluation will be based on the job description and the California standards for the teaching profession and will take into consideration observations of teachers' instructional delivery, self-evaluation, and/or student outcomes. The Principal will also evaluate annually the non-certificated staff. Performance will be evaluated based on the non-certificated staff members' job descriptions, which will be included in the Employee Handbook. Staff evaluation criteria and procedures are subject to change as the school grows and changes.

ELEMENT 6: ENSURING 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 Section 44237.” (Ed. Code § 47605(b)(5)(F).)

HEALTH, SAFETY AND EMERGENCY PLAN

Charter School shall have a comprehensive site-specific Health, Safety and Emergency Plan, including but not limited to the acquisition and maintenance of adequate onsite emergency supplies, in place prior to beginning operation of Charter School each school year. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014). Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by SB 1266 (2014). Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School. Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Charter School, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Education Code section 49060 et seq. at all times.

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file.

Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

SAFE PLACE TO LEARN ACT

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

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

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations. Should the Charter School be co-located on a LAUSD school campus, it will follow the School Safety Plan created by the LAUSD school.

The Charter School shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

CAL-MS’s facilities will comply with applicable city and/or state building codes, federal Americans with Disabilities Act (ADA) access requirements, and other applicable fire, health, and structural safety requirements, and will maintain on file readily accessible records documenting such compliance.

CAL-MS, under the supervision of the Director/Principal, will provide for the maintenance and upkeep of its facilities. Issues related to maintenance of facilities will be handled on an as needed basis by

the Director/Principal. Issues directly impacting the health, welfare, and safety of students, parents, and employees of the Charter School will be addressed immediately.

In order to maintain a safe facility, CAL-MS will develop a school safety annually in conjunction with its Partner schools. It will be kept on file for review and school staff members will be trained on the safety procedures outlined in the plan. A copy of this plan will be available on campus. CAL-MS will also ensure that its auxiliary services such as transportation, food preparation and service, custodial services, and hazardous materials are safe to the extent applicable by law and in accordance with the school safety plan. The School Operations Committee will help review and revise the Charter School’s
CAL Middle School Petition

safety and emergency plans as needed. This committee will also monitor that the Charter School's auxiliary services are safe and it will report any problems to the Charter School's administration and/or to the Board of Directors. Additionally, CAL-MS will maintain campus safety of students and employees by providing families with information about the administration of medication on campus and TB test requirements in the parent/student handbook, ensuring that all hired staff meet the TB test requirements, ensuring that earthquake and fire drills are conducted on campus, and training staff on how to handle terrorist threats.

CAL-MS shall comply with the Child Abuse Reporting Laws set forth in the California Penal Code. In accordance with state law, all CAL-MS teachers and staff shall be mandated to report any suspected child abuse. The report will be filed with either the Police Department Child Abuse Unit or the Department of Children and Family Services. The mandated individual will meet with the appropriate authorities accordingly, if applicable. Teachers and staff will receive in-service training and sign documentation verifying notification and understanding regarding this responsibility.

CAL-MS shall function as a drug, alcohol, and tobacco free workplace.

ELEMENT 7: ACHIEVING 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

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) and other applicable federal grant programs. Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, qualifications and credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
- Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact

- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

As the mission of Center for Advanced Learning is to contribute to the improvement of the community in which it resides, the first step to that end would be to ensure that our student body is representative of the community. For this reason, CAL is committed to achieving a student population that is ethnically, racially and socio-economically reflective of Los Angeles' population. Admission to CAL is based on a lottery system, therefore our efforts to achieve a diverse student population will focus on the ability to recruit and retain students reflective of our community's diversity. To ensure an applicant pool that matches the representative population, CAL will take the following steps:

- Distribution of marketing, application, and enrollment materials in English and Spanish
- Discussions and distribution of application materials to Los Angeles area preschools and other areas where diverse student families may be reached
- Presentations and flyer distribution at community meetings/events, such as the South Los Angeles Neighborhood Council, Chamber of Commerce, Elementary School outreach, Neighborhood Watch meetings, etc.
- Presentations and flyer distribution at community organizations who work with families, such as the Crenshaw/28th Street YMCA, the Boys and Girls Club of East Los Angeles, Hands for Hope, the Vernon Library, and community churches
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc.

- ❑ Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, and shopping centers
- ❑ Open Houses and informational meetings at Center for Advanced Learning
- ❑ Outreach to local television, radio, and print media reporters
- ❑ Advertisements in local newspapers (El Clasificado, La Opinión and The LA Sentinel)
- ❑ Advertisements in local organization newsletters
- ❑ Advertisements on local radio stations

Targeted Community

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

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

Outreach Languages

In addition to promotional materials in both English and Spanish, Center for Advanced Learning will provide translation services for in-person interaction requiring translation.

Achieving Racial and Ethnic Balance

Center for Advanced Learning will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (located in Element Seven), Center for Advanced Learning seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved Community of South Central Los Angeles. The local public school population has a high Hispanic demographic, as well as a high socio-economically disadvantaged population. Center for Advanced Learning anticipates that our students will continue to reflect similar socioeconomic statistics for some time to come.

As stated in our mission and vision, Center for Advanced Learning will seek to offer continuous improvement by offering all students, regardless of background, and excellent public education. As such, Center for Advanced Learning is committed to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District's territorial jurisdiction.

Since CAL-MS plans to remain located in or near South Central Los Angeles and its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted at the geographic area. This will ensure that CAL-MS's racial and ethnic balance is reflective of the District schools nearby since only this population will receive the outreach materials and information about the school.

The charter school will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

ELEMENT 8: ADMISSION REQUIREMENTS

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

Documentation of Admissions and Enrollment Processes

Charter School shall maintain complete and accurate records of its annual admissions and enrollment processes, including but not limited to documentation of implementation of lottery and waitlist criteria and procedures in accordance with the terms of the Charter. These records shall be made available to the District upon request.

Homeless and Foster Youth

Charter School shall adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment. Charter School shall comply with all applicable provisions of Education Code sections 48850 – 48859.

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

The Charter School will be nonsectarian in its programs, admission policies, and all other operations, and will not charge tuition nor discriminate against any student based upon any of the characteristics listed in Education Code Section 220.

The Charter School shall admit all pupils who wish to attend the Charter School. No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

Prospective students in the attendance area of Wadsworth Elementary School, where CAL’s

recruitment efforts are focused are overwhelmingly low achieving and economically disadvantaged. Efforts to recruit from this pool are prima facie evidence of efforts to recruit low-achieving and economically disadvantaged students.

Students and their parent(s)/guardian(s) must complete an application, which is available in the Charter School's office and submit it directly to Center for Advanced Learning. Upon admission to CAL, parents and students are required to sign an agreement that they will abide by school policies on academics, attendance, and conduct. These "Family Agreements" are kept on file in the main office.

The Charter School will annually designate an application deadline, which shall signify the close of the open enrollment period, and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the Charter School site regarding a date, time, and location of the public drawing once the deadline date has passed. Unless it is determined in advance that the school site would be inadequate, the lottery will be held at the school. This information is also included on our Lottery Application. Lottery applications will also include the date, time, and location of the drawing, as will the Charter School's web site. The rules to be followed during the process of the lottery will be communicated through a letter to those invited.

Summary of the Center for Advanced Learning Application Process

The CAL Application process includes:

1. Open Enrollment Period (January 2 through February 28th at 5:00 p.m.)
 - a. Recruitment/Informational Meetings
 - b. Completion of (Intent to Enroll Form)
2. Random Public Drawing (Second Saturday after March 1st at 6:00 p.m.)
 - a. Lottery (if necessary)
 - b. Notification of families
3. Paperwork (within two weeks of lottery)
 - a. Acceptance letter signed and mailed to school by parent/guardian
 - b. Completion of all necessary paperwork, including but not limited to:
 1. Proof of age
 2. Immunization records
 3. Home language survey
 4. Emergency medical information
4. Orientation (May-August)
 - a. Parent attendance at school orientation
 - b. Student attendance at school orientation
 - c. Parent and student signature of school Contract for Excellence

Public Random Drawing

Applications will be accepted during a publicly advertised open enrollment period each year for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether any grade level has received more applications than availability. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students,

who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

- Children of employees of Center for Advanced Learning
- Siblings of students enrolled at Center for Advanced Learning
- Students who reside in the Los Angeles Unified School District
- Students who reside in the Los Angeles Metropolitan Area but outside of the District
- All other students

Center for Advanced Learning uses a computerized lottery program to maintain, organize and tag applicants for preference in the lottery. To ensure fairness, names will be uploaded publicly and chosen at random by the computer. A designee of Center for Advanced Learning's Board of Directors will be present at the drawing and will verify whether the lottery procedures were fairly executed. The Board designee will observe the loading of the list of students into the computer, and monitor the principal as each grade level is uploaded and announced. Once capacity is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a computerized waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Waiting List

The computer program immediately establishes the waiting list and priority ranking from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year.

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the family at the top of the wait list will be contacted by telephone, by the school office to offer their student admission. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. The family is required to leave a working contact number with the office.

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

ELEMENT 9: FINANCIAL AUDITS

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” (Ed. Code § 47605(b)(5)(I).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.

The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

- a. Provisional Budget – Spring prior to operating fiscal year
- b. Final Budget – July of the budget fiscal year
- c. First Interim Projections – November of operating fiscal year
- d. Second Interim Projections – February of operating fiscal year
- e. Unaudited Actuals – July following the end of the fiscal year
- f. Audited Actuals – December 15 following the end of the fiscal year
- g. Classification Report – monthly according to Charter School’s Calendar
- h. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

- P1, first week of January
- P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
- j. Other reports as requested by the District

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

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

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Principal, along with the audit committee, if any, will review any audit exceptions or deficiencies and report to the Charter School Board of Directors with recommendations on how to resolve them. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Charter School is a public record to be provided to the public upon request.

ELEMENT 10: SUSPENSION AND EXPULSION

“The procedures by which pupils can be suspended or expelled.” (Ed. Code § 47605(b)(5)(J).)

General Provisions

Charter School shall provide due process for all students, including adequate and timely notice to parents/guardians and students of the grounds for all suspension and expulsion recommendations and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

Charter School shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, in order to conform to changes in state law.

Charter School shall ensure that its staff is knowledgeable about and complies with the District’s Discipline Foundation Policy and/or current equivalent policy, as required by the Modified Consent Decree. Charter School shall comply with the terms of the School Discipline Policy and School Climate Bill of Rights resolution adopted by the LAUSD Board of Education on May 6, 2013.

Charter School shall be responsible for the appropriate interim placement of students during and pending the completion of Charter School’s student expulsion process and shall facilitate the post-expulsion placement of expelled students.

Charter School shall document and implement the alternatives to suspension and expulsion that Charter School utilizes in response to attendance-related concerns, e.g. truancy or excessive tardiness.

Students with Disabilities

Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

- A. Was the misconduct caused by, or directly and substantially related to the student’s disability?

B. Was the misconduct a direct result of the Charter School's failure to implement 504?

Notification of the District

Upon expelling any student, Charter School shall notify the Charter Schools Division by submitting an expulsion packet to the CSD immediately or as soon as practicable, which shall contain:

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - B. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Division as indicated above, if the student is a resident of a school district other than LAUSD, Charter School must notify the superintendent of the student's district of residence within 30 days of the expulsion. Additionally, upon request of the receiving school district, Charter School shall forward student records no later than 10 school days from the date of the request as stated in Education Code section 49068 (a) and (b).

Outcome Data

Charter School shall gather and maintain all data related to placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Rehabilitation Plans

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration

when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

Reinstatement

Charter School's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. Charter School is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

Gun-Free Schools Act

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

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.*, which describes the noncharter schools' list of offenses and procedures, to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that this Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

A. Grounds for Suspension and Expulsion of Students

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at anytime including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school-sponsored activity.

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.

- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
- i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
 - iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

3. Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.

- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes

that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Web site including, but not limited to:
 - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would

reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

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

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

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

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or designee.

The conference may be omitted if the Principal or designee determines that an emergency situation exists.

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

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense. This conference shall be held within two (2) school days of when the student was suspended, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

2. Notice to Parents/Guardians

At the time of the suspension, an administrator or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice may also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will have the opportunity, at the discretion of the Principal and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil nor a Board member of the Charter School's governing board. The Charter School's Board will appoint an Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

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

E. Expulsion Procedures

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

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

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

1. The date and place of the expulsion hearing;
2. A statement of the specific facts, charges and offenses upon which the proposed expulsion is based;
3. A copy of the Charter School's disciplinary rules which relate to the alleged violation;
4. Notification of the student's or parent/guardian's obligation to provide information about the student's status at the Charter School to any other school district or school to which the student seeks enrollment;
5. The opportunity for the student or the student's parent/guardian to appear in person or to employ and be represented by counsel or a non-attorney advisor;
6. The right to inspect and obtain copies of all documents to be used at the hearing;
7. The opportunity to confront and question all witnesses who testify at the hearing;
8. The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

F. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

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

H. Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A determination by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact.

If the Administrative Panel decides not to expel the pupil, the pupil shall immediately be returned to his/her educational program.

I. Written Notice to Expel

The Principal or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.

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

J. Disciplinary Records

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

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. The Charter School Board's decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

M. Special Procedures for the Consideration of Suspension and Expulsion of Students with Disabilities

1. Notification of the District

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

2. Services During Suspension

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

3. Procedural Safeguards/Manifestation Determination

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

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

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

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

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

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

4. Due Process Appeals

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

When an appeal relating to the placement of the student or the manifestation determination has been requested by either the parent or the Charter School, the hearing officer shall determine whether the student shall remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the forty-five (45) day time period provided for in an interim alternative educational setting, whichever occurs first, unless the parent and the Charter School agree otherwise.

5. Special Circumstances

Charter School personnel may consider any unique circumstances on a case-by-case basis

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when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

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

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

6. Interim Alternative Educational Setting

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

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

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

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

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

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

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

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

eligible.

ELEMENT 11 : RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, per applicable legal and retirement plan requirements.

STRS, PERS, AND SOCIAL SECURITY

Center for Advanced Learning certificated employees shall participate in the State Teachers’ Retirement System. Other employees shall be covered by Social Security. Center for Advanced Learning’s Office Manager will be responsible for working with any applicable vendors (i.e., payroll companies, etc.), to ensure that retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members. LACOE is the only agency who could report the contributions to both STRS and PERS. Center for Advanced Learning will either use LACOE’s reporting system or a system compatible with LACOE.

ELEMENT 12 : PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)

Pupils who choose not to attend the 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.

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District’s intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

ELEMENT 13 : EMPLOYEE RETURN RIGHTS

“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

ELEMENT 14 : DISPUTE RESOLUTION PROCEDURES

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

The staff and governing board members of Charter School 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 in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Charter School
[See Element 14]

- 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 mediation. Each party shall bear its own attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15 : PUBLIC SCHOOL EMPLOYER

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16 : SCHOOL CLOSURE

“A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(P).)

REVOCATION OF THE CHARTER

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 Schools Act of 1992. The District may revoke the charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

CLOSURE ACTION

The decision to close Charter School, either by the governing board of Charter School or by the LAUSD Board of Education, must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and

activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of such letters to the CSD.

Records Retention and Transfer

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year,

the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If Charter School chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will

make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c. Make final federal tax payments (employee taxes, etc.)
- d. File its final withholding tax return (Treasury Form 165).
- e. File its final return with the IRS (Form 990 and Schedule).

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 authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

MISCELLANEOUS PROVISIONS

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

Prop. 39 Single Year Co-Location Use Agreement shall be limited to one (1) school year and expire on the date stated in said instrument. There is no automatic renewal.

For the Sole Occupant Agreement or any other use agreement that is not a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminus with the charter petition, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. All District facilities (i.e. schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of

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

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any

claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to

Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

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

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

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

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

Internal Fiscal Controls

Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a “listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)” of section 47606.5(a). These expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)

FACILITIES

Charter School Locations:

- **7651 South Central Avenue, Los Angeles, CA 90001**

BUDGETS AND FINANCIAL REPORTING

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Tab 7, please find the following revised documents that reflect the changes requested in this material revision:

1. A projected budget including cash-flow
2. Budget assumptions
3. Financial projections for the first three years of operation

These documents are based upon the best data available to CAL at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By July 1, an annual update (LCAP) required pursuant to Education Code Section 47606.5.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Center for Advanced Learning shall seek out mutually agreed upon memoranda of understanding (MOUs) with LAUSD, which shall delineate the legal obligations of each respective party for each service rendered by the District. In addition, Center for Advanced Learning shall enter into mutually agreed upon MOUs regarding, but not limited to, funding and services for special education pupils, a description of liability insurance, operational funding levels, responses to inquiries under Education Code Section 47604.3, and a delineation of duties regarding responsibility for operations. Re-requested services from LAUSD will be on a fee-for-service basis and subject to availability. The MOUs shall set forth the responsibilities and legal obligations of each respective party for each service rendered by LAUSD, and the manner by which administrative services of the school are to be provided.

Center for Advanced Learning will engage the services of a professional charter school business ser-
CAL Middle School Petition

vices firm to provide the administrative services the school will require. Contracted business services will include:

- Accounting. The accounting system will meet the requirements of LAUSD, LACOE, and CDE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Budget development and monitoring.
- Compliance.
- Attendance and Student Information Systems.

Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

CONCLUSION

By applying this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue working cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal re- questing a five year renewal term from July 1, 2016 to June 30, 2021.