



LOS ANGELES UNIFIED SCHOOL DISTRICT

Chatsworth Charter High School

March 1, 2013

10027 Lurline Avenue

Chatsworth, CA 91311

TERM OF CHARTER

JULY 1, 2013 TO JUNE 30, 2018

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AFFIRMATIONS AND ASSURANCES:

[Charter School] shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- Not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A) . An existing public school that converts to a charter school shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of the school. EC 47605 (d)(1)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- Not require any child to attend the charter school nor any employee to work at the Charter School.
- In accordance with Education Code Section 48200, if a pupil is expelled or leaves the Charter School without graduation or completing the school year for any reason, the Charter School shall notify the superintendent of the school district of the pupil's last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information.

Element 1 – The Educational Program

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

The address of the Charter School is 10027 Lurline Avenue

The phone number of the Charter School is 818-678-3400

The contact person for the Charter School is Dr. Timothy Guy

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

The grade configuration is 9 - 12

The number of students in the first year will be 2500

The grade level(s) of the students the first year will be: 9 - 12

The scheduled opening date of the Charter School is: August 15, 2013

The operational capacity will be: 3200

The instructional calendar will be: Traditional

The bell schedule for the Charter School will be: 8 Period Alternating Bell Schedule

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

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

See Attachment C

Chatsworth Charter High School (CCHS), serving grades 9-12, will conscientiously strive for academic excellence, articulation between grade levels, and stability and continuity in our neighborhood and traveling student body, (local school empowerment). Our student body in 2011-2012 is ethnically, racially, linguistically, culturally, and economically diverse and represents local communities of Chatsworth, Porter Ranch, Canoga Park, Winnetka, and other surrounding areas (via open enrollment).

The target student population for CCHS includes the students currently attending CCHS in grades 9-12, students in our attendance area, as well as all others who wish to attend the school, subject to capacity. Enrollment typically comes from the traditional attendance area neighborhoods and feeder middle schools. Other applicants come

from the Open Enrollment Program. One of our strengths is the school's diversity, and it is our intention to maintain the ethnic diversity.

We also seek to attract the families within the Charter School's surrounding neighborhoods who have elected to send their children elsewhere (other charter, magnet, private school, and home school) for high school instruction. As a neighborhood school offering a solid college-preparatory education balanced with career and postsecondary job training, CCHS would like to continue fostering a community atmosphere within the Charter School and create a welcoming environment for local families. These families, in most cases, live at a socioeconomic level of middle class to upper middle class. Their children may attend neighborhood public elementary and middle schools in Education Service Center North, and they may apply to special programs, such as charter schools, where they can benefit from smaller class sizes and an innovative and specialized educational program. Some families do make economic sacrifices to send their children to costly private schools.

MISSION AND VISION

The Chatsworth Charter High School (CCHS) will provide each individual the opportunity to reach his or her maximum potential in a clean, safe, respectful and nurturing environment. The small learning community model at CCHS is ideal for providing a specialized and rigorous instructional model for our students. Students will be college prepared and career ready having acquired academic and practical skills, confidence, and attitudes to enable them to be positive contributors to their community. Chatsworth Charter High School will foster an atmosphere where everyone is encouraged to share their cultural backgrounds to nurture growth, responsibility, productivity, and celebrate our diversity within a positive and safe school wide atmosphere.

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

The Chatsworth Charter High School (CCHS) is dedicated to creating engaging, relevant, active, and specialized small learning communities that address the demands of the 21st Century. CCHS will provide real world classroom environments through innovative curriculum and career centered pathways instilling in Chancellors the ability to successfully navigate through technology and the competitive global workforce, while practicing humility, tolerance, and self-reflection as it relates to the world around them. We believe in practicing the philosophy where the CCHS community holds themselves accountable for their own actions to create a positive educational experience.

As an educated person in the 21st century, students at Chatsworth Charter High School learn best by meeting the Expected Schoolwide Learning Results (ESLRS):

EFFECTIVE COMMUNICATORS:

- Read and comprehend a variety of materials
- Speak and write, in a logical, coherent, well organized manner
- Listen to, interpret, and respond to the information appropriately

CRITICAL THINKERS WHO:

- Access, evaluate and analyze information from a variety of sources and learning experiences.
- Use diverse strategies to apply academic knowledge in solving a variety of problems.
- Apply mathematical concepts necessary to everyday situations.

QUALITY PRODUCERS WHO:

- Create intellectual, artistic and practical products presented in a professional manner.
- Use technological tools effectively.

COLLABORATIVE WORKERS WHO:

- Work effectively in groups in various roles.
- Manage interpersonal relationships in a positive manner with diverse settings.

RESPONSIBLE, SELF-DIRECTED INDIVIDUALS WHO:

- Make informed decisions, set goals, take action, and evaluate results.
- Develop personal attributes and skills that lead to a productive work and community life.
- Explore interests and requirements for a variety of career options.

RESPONSIBLE CITIZENS WHO:

- Understand and participate in the American democratic process.
- Contribute their time and talents to improve their school and community.
- Develop their physical potential and practice habits of health and safety.

HOW LEARNING BEST OCCURS

Students learn best in a safe, creative, rigorous, and respectful environment, which fosters their interests. To that end, Chatsworth Charter High School (CCHS) Small Learning Communities will engage students in interdisciplinary instruction designed toward specific career pathways. Teachers collaborate within their academies to create relevant curriculum to prepare students for a positive and a successful post high school experience.

CCHS will continue to use California State Standards as well as incorporate the incoming Common Core State Standards, in order to provide effective, appropriate instruction for all students. In addition, CCHS will effectively use data from standardized and other formal/informal assessments to support teachers in aligning instruction and offer appropriate intervention to match students' needs. CCHS teachers continue to use proven teaching methods, best practices, and on-going professional development to ensure student growth and achievement. Some of these methods are: Specifically Designed Academic Instruction in English (SDAIE) methodologies and techniques, and other effective tools (i.e., Literature circles, Socratic seminars, collaborative work groups, and interdisciplinary learning) which assist students in the learning process.

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

At Chatsworth Charter High School our five Academies, Arts & Media, Design Technology, Humanitas Academy of Education and Human Services, Medical Sciences Careers and Freshman Academy, will prepare students to transition into post-secondary education and careers and to practice outstanding citizenship. Instead of being one student among 2,500 in a large high school, each will be grouped with about 450 others in academies, which function as small learning communities within a larger school.

The Arts and Media Academy (CCHS Arts & Media) has visual and performing arts elective courses which foster creativity, encourage self-expression, and nourish imagination. Teachers provide opportunities for practical applications through performance, collaboration, and production in artistic fields, such as music, theater, film, and photography. Students are challenged creatively and academically and will be prepared for post-secondary education and/or to enter fields of the arts and creative media. Choose from three career pathways: Media Arts, Performing Arts, and Business and Managerial Arts. Students will achieve positive personal growth and self-reflection during a rich and rewarding high school experience.

The Design Technology Academy (CCHS Design Technology) is specifically geared toward development of academic skills using technology, apply research skills and techniques, and combine theoretical training with hands-on projects through the exploration of computer technology, computer design, and engineering. Design and Technology teachers are trained to enhance the learning environment in the classroom by bringing real world experiences into the classroom setting. Design and Technology Academy students have the confidence to be critical thinkers and create unique solutions to real world and real life problems.

The Humanitas Academy of Education and Human Services (CCHS Humanitas Academy of Education and Human Services) students connect to the classroom and local community through real life experiences, hands-on learning, community partnerships and peer interaction. Humanitas teachers empower students by providing those opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. Humanitas Academy graduates are critical thinkers who have a strong sense of identity, value learning and see opportunities for personal growth.

The Medical Sciences Careers Academy (CCHS Medical Sciences Careers Academy) students will be enrolled in a rigorous curriculum designed to have a medical emphasis. Students will participate in lessons with real world applications. Core classes and electives will be centered on the medical profession bound Chancellors. Students are

placed in one of four career pathways ranging from entry-level medical field professions to those of doctoral level aspirations. Classes are programmed to meet these goals.

The Freshman Academy (CCHS Freshman Academy) mission is to help students transition into a rigorous high school experience. Freshmen receive guidance through mentoring from upperclassmen via the Link Crew program and character building activities in homeroom. In addition the Freshmen Academy benefits from two counselors sharing the responsibility for this population, thus offering a more personalized experience during this critical year.

DESCRIBE A TYPICAL DAY (Narrative)

Student A is a freshman at Chatsworth Charter High School who graduated from the Gifted Magnet at Lawrence Middle School. Her counselor has placed her in the School for Advanced Studies (SAS), where she takes Honors classes to prepare her for the Advanced Placement (AP) classes she will take in grades 10 thru 12 to earn college credits. She is currently enrolled in 8 classes, a full day's schedule. The school's block schedule allows her more time in each class to master the concepts in greater depths, while only attending 4 classes per day for 85 minutes, on an alternating basis. In her homeroom, the class discusses the A-G requirements for graduation and college admission. In addition to her rigorous course schedule, she is a cheerleader, who stays after school for practices until 4pm, performs at pep rallies, and raises school spirit at games.

Student B is a senior in Chatsworth Charter High School's Design Academy, who came to this country in the 5th grade. Even though she is still working on her mastery of the English language and preparing to take and pass the California English Language Development Test (CELDT), she is a star student in her classes, and plays the clarinet in the award-winning Chancellor marching band. She arrives at school early in the morning for Band Practice as the talented ensemble, along with the Drill Team, puts the finishing touches on the Field Show they will perform to retain their 1st place status at the LAUSD Band and Drill Team Championship. In her homeroom, she submits a weekly current event. She is also taking a Pierce College satellite class in the evenings in Economics to get a head start on her career ambition of jewelry design.

Student C is an eleventh grader in the Arts & Media Academy who is enrolled in Leadership and Link Crew, meeting with his leadership class for one period each day. He is also a film editor for the CHS News which airs every Thursday in Homeroom through a closed-circuit television network. In his homeroom class, the students watch

CHS News attentively and compliment him on the well-edited segments. He reminds his homeroom classmates to turn in the answers to this week's Math In Motion question to win a prize. He is also enrolled in Drama Class where he is memorizing a monologue he will perform at the Shakespeare Festival where he will compete against students from High Schools all over the region .

Student D is 10th grader enrolled in Chatsworth Charter High School's famed Humanitas Academy. In addition to the required 10th grade courses, he is also enrolled in English 9 to recover credits from the previous year, and a CAHSEE Prep course to increase his chances of passing the CAHSEE the first time he takes it. He is also enrolled in ASL 2, where he is translating his favorite song into American Sign Language in preparation for the annual ASL Showcase Assembly. He is also joining the Academic Decathlon because his less-than-stellar GPA does not reflect his true intellectual ability. In his homeroom, students are finalizing their designs for the annual Chalk Festival.

Student E is an 11th grade student-athlete at Chatsworth Charter High School. In her Medical Academy Homeroom, she presents her "Power Presentation" for the semester, and hands her teacher a log of hours she has accumulated this semester by volunteering in the Orthopedic Surgery Center at Northridge Hospital. As the starting point guard of the highly ranked Varsity Girls Basketball Team, she trains all year long, and as basketball season winds to a close, she can now devote more time to volunteering. She hopes to be the first in her family to attend college, hopefully on a basketball scholarship. She has been enrolled in the Advancement Via Individual Determination (AVID) Program since the 7th grade, and in her third year of high school, she is enrolled in challenging, college prep courses and even mentors the freshman AVID students. Because of her involvement in AVID at CCHS, her grades and test scores have improved dramatically, and she has been acknowledged as a Scholar-Athlete for 3 years in a row.

Visitors to CCHS will be greeted by a trained security professional. Upon entering the campus, visitors will see a clean, beautiful and safe environment that fosters student learning. As the visitor moves through the campus they will meet staff and faculty committed to the success of their students. They may see collaborative teaching or meetings of teachers who team-teach, prepare and deliver common assessments, offer peer observation and feedback. CCHS teachers empower students by providing opportunities for developing personal accountability, leadership skills, civic responsibility and a global consciousness. They will experience the respect and pride of CCHS which commits itself to creating a safe, clean, positive, individualized and relevant learning environment for its students.

DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM

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

See Attachment B

Eventually all classrooms will be smart classrooms, a paragon of a 21st Century Classroom. These classrooms will include Smart Boards, LCD Projectors, Document Cameras, Tablets / E-Readers for students. An IT person will be on hand to support a school wide intranet so that students can access the appropriate technology / software applications and develop skills to be successful in their post-secondary career.

All 9th Graders will be given a double block of ELA and Mathematics (Enrichment or Intervention as applicable), World Geography, and participation in our Link Crew Program to increase our 9th Grade promotion rate, keeping them on track to graduate.

In addition, we believe offering consistent and meaningful professional development and increased common planning time is fundamental to our growth as a faculty; these goals can be accomplished with Bank Time Tuesdays. The purpose for this is to provide our teaching staff with desired Professional Development covering the following areas:

- Analyzing data to formulate instruction**
- Development of common/benchmark assessments**
- English Learners**
- Students With Disabilities**
- Aligning curriculum to Common Core State Standards**
- Common planning among grade levels, content areas Small Learning Communities**
- Specialized trainings**
- Vertical Planning**
- Science Technology Engineering Mathematics (STEM) curriculum**
- Effective teaching strategies**
- Classroom management**
- Technology in the classroom**
- Conferences**
- Health & Safety**
- Gifted instruction**
- Advanced Placement instruction**

Other innovative programs offered through our academies at CCHS are our award winning Culinary, Drama, Music, Yearbook, and News programs. In addition, we

have a fully operational pre-school run by CCHS trained students which supports the local community. We have our Engineering / Robotics program, and other ROP/vocational courses. Through the use of our Community Liaison, we have relationships with local universities, community colleges, and businesses allowing students to get the post-secondary experience.

Teaching Methodologies:

CCHS teachers continue to use proven teaching methods, best practices, and on-going professional development to ensure student growth and achievement. Some of these methods are: Specifically Designed Academic Instruction in English (SDAIE) methodologies and techniques, AVID Strategies, Reciprocal Teaching, Cooperative Work Groups, Think-Pair-Share, and other effective tools (i.e., Literature circles, Socratic seminars, graphic organizers, and interdisciplinary learning) which assist students in the learning process.

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

See Attachment B

Our college prepared program is designed for all students to complete the A-G requirements and successfully graduate from high school within four years. Our instructional program varies for students depending on their needs, i.e. SAS, on-track, Tier 2 & 3 Intervention.

Our career ready program is personalized for each student to meet their post-secondary career interests. Each Academy is designed with multiple pathways each with job shadowing and internship opportunities.

How the Curriculum Addresses California Content Standards:

Common Core:

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

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

The teachers of Chatsworth Charter High School as well as the leadership team will use current research and student data to drive best teaching methodologies while utilizing rigorous conceptual learning at each grade level. Standard methodologies include:

- Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- Collaborative Groupings—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- Criteria Charts/Rubrics—these tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.
- Direct Instruction—Teachers use carefully planned direct instruction to teach standards-based lessons.
- Experiential Learning—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyzes, and conceptualize the experience.
- Guided & Independent Practice—we provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Higher-level Thinking—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- Integration of the Arts—Teachers and curriculum specialists use drama, dance, music and visual arts to enhance their students’ thinking and learning experiences.
- Small Group Instruction—Teachers create small groups to target students who need extra instructional time as well as preview and review.

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

Substantial research has been done by educators such as Robert Marzano, Paul Tough, and Douglas Fisher demonstrates that the proposed instructional program for Chatsworth Charter High School (CCHS) will be successful with our targeted population. We believe that the strategies supported by this research will improve the achievement of our at-risk students and address the needs of our high achieving students as we work with all students to reach their full potential.

Robert Marzano’s book, Classroom Instruction that Works, describes several strategies that will produce significant student gains when implemented correctly. He supports his assertions with highly regarded research. In particular, CCHS will focus on collaborative learning (referred to as cooperative learning in Marzano) and strategies that are directed at higher order thinking skills such as generating and testing hypotheses and cues and questions.

Paul Tough's book, How Children Succeed, examines how non-cognitive skills such as persistence, self-reliance, and other intrinsic qualities in students play a role in their ability to be successful in an academic environment.

Finally, Douglas Fisher’s gradual release of responsibility model in which teachers shift the focus of their instruction from teacher-centered to student-centered is the basis for our focus on project-based learning and performance assessment. Like Marzano, Fisher’s model also includes a focus on Collaborative learning, cues and questions.

The Textbooks or Other Instructional Resources to be used:

Attachment A

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

Full-time classroom teaching positions will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers will be recruited, selected and qualified in accordance with District and Personnel Commission’s Policy and Procedures.

How the School will Provide Ongoing Professional Development to Ensure that

Teachers have the Skills to Deliver the Proposed Instructional Program:

The goal of professional development at Chatsworth Charter High School (CCHS) is to guide our path to the five goals: 100 Percent Graduation, Proficiency for All, 100 Percent Attendance, Parent and Community Engagement, and School Safety. CCHS has set a goal to increase the number of students who are proficient and advanced in ELA and mathematics by 5% during the 2012-2013 school year. Professional Development will be an on-going component and an effective tool used to address the curricular needs of our students and teachers. Professional development issues, ideas, and products will be driven by the students' and staff's needs and interests that are then forwarded to The Board for formalization of appropriate training and products. Our professional development program will be subject to the approval, implementation, and scheduling by the Professional Development Committee. In addition, CCHS will participate in both site level and district professional development activities.

In order to achieve this school-wide goal, all Tuesdays will be dedicated to PD. The 90 minute group sessions will involve the following:

- PD demonstrating instructional methodologies and research-based strategies for improving pedagogy. Trainings relating to rigor, motivation, My Data, Small Learning Communities, instructional technology, data analysis, rubrics and assessments will be implemented to create a more effective team of educators in our educational program (Sepanlou, 2008).
- PD relating to Culturally Relevant and Responsive Education, brain-based research, SDAIE methods, reciprocal teaching, cooperative learning, project-based learning, instructional teams, and data-based instructional strategies.
- Department Instructional Meetings
- Instructional Leadership Team Meetings
- SAS/GATE teachers will meet to address the needs of gifted students.
- Special Education teachers will collaborate with departments to address Special Education issues.
- Provide access to outside facilitators/presentations to the faculty/staff
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Address guidelines and LAUSD homework policies with intent to modify for our student population
- Collaborate to lower the number of students who are not meeting the district's graduation standards.
- CCHS will participate in P.D. provided by the district in accordance with the affiliated bulletin.

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

See Attachment D & E

HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS

Transitional Kindergarten (for elementary only):

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

Not Applicable

English Learners (including reclassification):

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

Overview:

CCHS 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. CCHS will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey:

CCHS will administer the home language survey upon a student's initial enrollment into CCHS (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 enrollment³ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient. CCHS will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

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, 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 opinion and 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.**
- **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.**
- **CCHS will continue to follow LAUSD's reclassification procedures.**

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.

Strategies for English Learner Instruction and Intervention: In order to teach EL students, teachers utilize a variety of SDAIE methods which include: scaffolding; collaborative learning groups; a strong emphasis on learning vocabulary; an

emphasis on the different learning modalities; a use of visual aids; graphic organizers; and a focus on morphemes and root words.

All teachers are and will continue to be CLAD certified (or will hold an equivalent California Commission on Teacher Credentialing EL certification).

The English Learner Department uses the State-adopted High Point Program. Professional development ensures that the High Point curriculum is implemented correctly in every classroom and that it provides uniform assessments for all students.

Socioeconomically Disadvantaged Students:

Chatsworth Charter High School (CCHS) is designated as a Title 1 school with at least 52% of students designated as having a low socio-economic status. CCHS aims to enhance the education of our students with low socio-economic status by lowering class sizes with the purchase of CSR Teachers in the core content area subjects (ELA, Math, Science, Social Studies) to ensure a quality education for all students. Lower class sizes will increase access to the instructors, curricular material, and enrichment opportunities and will enable students to benefit from more focused attention.

We will make every effort to provide access to social and psychological community resources for students and their families to ensure students come to school well-prepared to learn and succeed in their academic goals. Family surveys will be conducted to determine areas of greatest need for these students and their families. By partnering with local agencies and community resources, adult schools, occupational centers and community colleges, we will offer channels for students, their parents and family members to gain access to community resources that can assist with their areas of greatest need including: food and shelter, higher education, technical and job skills training, parenting classes, counseling and family support services.

Likewise, we will continue to develop programs on site to address the psycho-social, physical and emotional needs of these students so that they can focus on their academic and educational goals and achieve them. Through our 8-period block schedule, we allow for intervention and mentoring opportunities with flexibility for high achieving students with low-socioeconomic status who want to

explore community resources and opportunities such as concurrent enrollment at community colleges and job internships.

Gifted Students:

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

Students' scores on periodic benchmark assessments, overall grades, individual work ethic, level of production and other factors will be used in determining if a student is placed in a more academically challenging and stimulating environment.

CCHS maintains rigorous, relevant, and coherent standards-based curriculum that is founded on department-designed units of instruction and periodic benchmark assessments. Students identified as high achieving in all forms of assessment (formal, informal, observation, etc) will be placed and encourage to enroll in Academic Decathlon, Honors and Advanced Placement courses.

CCHS Gifted/SAS Programs includes the following components:

- **Accelerated or advanced content**
- **More complex understandings of generalizations, principles, theories, and the structure of the content area**
- **Abstract concepts and thought processes or skills**
- **Level and type of resources used to obtain information, acquire skills, and develop products**
- **Appropriation of longer/shorter time span for learning**
- **Generating new information and/or products**
- **Transfer of learning to new/different disciplines, situations**
- **Development of personal growth and sophistication in attitudes, appreciations, feelings, intuition**
- **Independence of thought and study**

In addition, adequate office personnel will be staffed to provide the parents and students all the necessary information, assistance, and paperwork in regards to college applications, internships, academy opportunities, etc.

Students Achieving Below Grade Level:

Chatsworth Charter High School (CCHS) has developed a framework for students achieving below grade level expectations that is demonstratively pre-emptive in our approach to intervention. In order to facilitate student achievement, CCHS will offer interventions to address each student's specific learning needs so he or she can attack the curriculum once the school-year begins. Prior to ninth grade, each student's cumulative record, with great attention paid to California-mandated test scores will be reviewed by our school's Counselors. For students in the category of well below grade level expectations, emphasis will be placed on developing and strengthening math and reading skills in addition to instruction in successful student practices and study skills such as time management and organization. Through our 8-period double block schedule, they will be placed in double Math and ELA in their ninth grade year, as well as a semester of World Geography to prepare for World History. In addition, ninth grade students will continue to receive proactive intervention through additional learning supports between the bells.

Diploma requirements will also be previewed to the students by our Counselors to understand the credit-building goal to graduation. Students who have not passed the one or both portions of the CAHSEE will be required to take a CAHSEE Preparation Class in the 11th and / or 12th grade.

In Math, all students are required to complete three years of high school math; Algebra 1, Algebra 2, and Geometry being the minimum requirements. At the end of the ninth grade Algebra 1 course, students will take a placement exam to be placed in either Algebra 2 or Geometry based on their aptitude in order to promote better success in Math during their 10th grade year. Through the use of Class-Size Reduction (CSR) Teachers, the students who continue to have trouble with these higher level subjects, additional intervention courses are offered.

The Intervention Coordinator and Coordination of Services Team (COST) will monitor Tier 3 Academic issues for students to provide additional instructional strategies that will be employed in order to maintain a high level of support for this student group. Math and Literacy Coaches will be on hand to support learning in the classroom for both teachers and students who need additional supports. As a charter school, CCHS will expand and enhance the many intervention opportunities for students.

The Pupil Services Attendance (PSA) Counselor and School Attendance Review Team (SART) will monitor Tier 3 Attendance issues for students to provide additional supports to increase our student attendance rate and time spent in the

classroom. We will be staffed such that student/parents will be contacted regarding absences and tardies by office personnel.

The Dropout Prevention Advisor (DPA), Deans, and Discipline Review Team (DRT) will monitor Tier Behavior (Attitude) issues for students to provide additional supports to increase our student graduation rate and provide alternative graduation paths when needed.

As a department, teachers will make themselves available to students before and after-school for tutoring. General student tutoring is available every day after school in the library and several Saturdays, and additional funds are targeted at gatekeeper courses like algebra, geometry, and biology, as well as English language development.

Some classes will have either a collaborative assistant or additional special education teacher as well. Teachers will deliver content while accessing different modalities or learning intelligences with a variety of assessments and assignments with an emphasis on breaking assignments into smaller, simpler assignments.

In the event that the student continues to be unsuccessful in his academics, the student will be referred to a Student Success Team (SST) in which the student's respective teachers will meet with parents/guardians in an effort to provide the student with strategies, assistance and counseling in order to accommodate the student and guide him/her towards academic success.

In some cases, it may be necessary to consider a 504 Plan or to assess a student for a learning disability wherein Special Education protocols will be followed and maintained.

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

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

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

CCHS Special Education Responsibilities

a. General Requirements

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

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

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

CCHS will adhere to the requirements of the Chanda Smith Modified Consent Decree and court orders imposed upon the District pertaining to special education and will submit documents and information, participate in reviews, and attend informational sessions and meetings at the District’s request.

CCHS will use District forms to develop, maintain, and review assessments and Individualized Education Programs (IEPs) in the format required by the District and will enter accurate assessment and IEP data into the District’s designated

data system (Welligent) in accordance with LAUSD policies and procedures. CCHS will maintain copies of assessments and IEP materials for district review. CCHS will submit to the District all required reports, including but not limited to CASEMIS, SESAC and Welligent IEPs, in a timely manner as necessary to comply with state and federal and Modified Consent Decree requirements.

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

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

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

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

b. Transferring Students

For students transferring to CCHS from other school districts, District-operated schools or District affiliated charters; the District will provide those related services by the students’ enrollment regardless of the types of service provider (i.e. school-based, NPA or private). CCHS will ensure that IEP team meetings for such students will be held within thirty (30) days of the student’s enrollment in accordance with state and federal law if there is a change in supports and services set forth in the transfer student’s IEP.

c. Assessments

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

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

d. Alternative Placements

Under limited circumstances when a CCHS student's needs may not be provided at CCHS, CCHS will consult with the District to discuss placement and service alternatives. The IEP team convened at the CCHS shall have the authority to make offers of a FAPE and decisions regarding the staffing and methodology used to provide special education and related services at the CCHS pursuant to an IEP.

e. Least Restrictive Environment

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

f. Staffing Requirements

CCHS shall participate in available appropriate District trainings to support access by students with disabilities to the general education classroom, general education curriculum, integration of instructional strategies and curriculum

adaptations to address the diverse learner, and interaction with nondisabled peers.

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

g. Student Discipline/Inclusion

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

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

Procedural Safeguards/Due Process Hearings

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

In the event that a parent or guardian of a student attending CCHS initiates due process proceedings, both CCHS and the District will be named as respondents.

Whenever possible, the District and CCHS shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation).

Complaints

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

Funding of Special Education

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

District Responsibilities Relating to CCHS Special Education Program

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

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

***Modified Consent Decree Requirements**

All Charter Schools chartered by the Los Angeles Unified School District ("LAUSD or the District") Governing Board are bound by and must adhere to the terms, conditions and requirements of the Chanda Smith Modified Consent Decree ("MCD") and other court orders imposed upon District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes eighteen statically

measurable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All Charter Schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online IEPs and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the Modified Consent Decree, data requests from Charter Schools that are not connected to the District's current Student Information Systems ("SIS") are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor's required format and are as follows:

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

The MCD requires charter schools to implement the District's Integrated Student Information System ("ISIS"). ISIS is a suite of applications designed to capture all District student data and includes the Welligent IEP Management Systems, SIS and LAUSD MAX.

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

Chatsworth Charter High School will begin implementation of its instructional program during the spring 2013 semester. The Professional Development Committee in conjunction with the Charter Development Team and Instructional Specialist will develop and implement professional development to provide our faculty training on Common Core State Standards, Career Technology Education, SDAIE, Gifted, project-based learning, interdisciplinary teaming, etc. Additionally, professional development and common planning time will be allocated for faculty to work in their academic teams to engage in unit development and asset development strategies.

HIGH SCHOOLS ONLY: (describe the manner in which the charter school will inform parents about the transferability of courses to other public high schools and the eligibility of courses to meet college entrance requirements. (Courses offered by the charter school that are accredited by the Western Association of Schools and Colleges (WASC) may be considered transferable and courses approved by the University of California or the California State University as creditable under the “A” to “G” admissions criteria may be considered to meet college entrance requirements. Include a timeline for WASC accreditation.)

Upon completion of CCHS’s graduation requirements, students will have exceeded the University of California’s A-G subject requirements. Students and parents will be informed of how each course taken meets graduation and college entrance requirements and transfers to other public high school programs via the Student and Parent Handbook which will be provided each school year and upon new student enrollment and posted on the school website.

Core Academic Coursework:

Students will be required to demonstrate mastery of standards in six core academic subject areas: English Language Arts, history/social sciences, mathematics, the natural sciences, foreign language, and visual and performing arts. CCHS’s core course requirements will exceed those of the University of California subject requirements.

Advanced Placement Courses:

As a charter school, CCHS will continue to offer AP courses in 18 subjects and will study the feasibility in other subject areas. These AP courses are open to all CCHS students. Preparation will include course work as well as teacher directed independent study.

Small Learning Communities:

Students will have the opportunity to select an interest or career path their 9th grade year. Small Learning Communities forge a unique identity through their emphasis in specific classes taught within each academy. Chatsworth High’s SLC’s feature: Arts and Media, Design and Technology, Humanitas Academy of Education and Human Services, and Medical and Sciences Careers Academy.

All Small Learning Communities offer students the opportunity to:

- Participate in internships in areas related to their career path
- Engage in charity work beyond required community service
- Be a member of the SLC sponsored club
- Academy specific coursework
- Earn stoles and certificates at graduation based on merit for the accumulation of exemplary academy work

Technology:

Students will develop technological proficiency in the areas of word processing, Web Design, graphic design, spread sheets, slide presentation, and internet research within their core academic subjects and through their elective courses. Students will be expected to utilize technology in ways that will prepare them for post-secondary work and college life. Grant money funds much of the technology courses offered at Chatsworth Charter High School.

Approved Courses:

All courses offered at CCHS in the six core subject areas will be approved to meet the Charter School's graduation requirements. Additionally, students may seek administrative approval for online distance learning courses, community college courses or high school courses from other institutions to be accepted as meeting the school's graduation requirements. Outside courses will only be considered if they are college preparatory, comparable to the courses taught at CCHS and taught by an accredited institution. Approval for such courses must be obtained from the Principal prior to the commencement of the course.

Revisions to the list of courses offered by the institution will be made based on a continual improvement process that involves analyzing student performance data and educational trends to determine how the curriculum can best meet the needs of the student population and align with the mission of CCHS. CCHS intends to teach the following courses at this time. Each course listed is a one year course or the equivalent of one (1) UC credit or a traditional high school's ten (10) credit course. The course descriptions and curriculum will be modeled on the courses currently taught at CCHS and approved by the UC system.

Element 2 – Measurable Student Outcomes

“The measurable pupil outcomes identified for use by the charter school. ‘Pupil outcomes,’ for purposes of this part, means the extent to which all pupils of the school demonstrate that they have attained the skills, knowledge, and attitudes specified as goals in the school’s educational program.” Ed. Code § 47605 (b)(5)(B)

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

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

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

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

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

Anticipated Skills and Knowledge Outcomes for Students:

The goal for Chatsworth Charter High School students is the mastery of the California State Standards as measured by the CST/Common Core, Periodic Assessments, and

other assessments. An additional goal for our EL students is to meet their AMAO and reclassification goals through CELDT and CST. In addition to the mastery of the California State Standards, CCHS students are expected to become Effective Communicators, Critical Thinkers, Quality Producers, Collaborative Workers, Responsible Self-Directed Individuals, and Responsible Citizens who contribute to the society and world.

Desired Skills and Knowledge:

1. Language Arts: All students will develop and show growth towards grade-level proficiency, or higher, in reading and language arts as readers, writers, listeners, speakers, collaborators, and fact-finders.
2. Mathematics: All students will demonstrate growth towards grade-level proficiency, or higher, in mathematical application, problem solving, and computation skills.
3. Science: Students will gain the knowledge and understanding of scientific concepts, specifically in the physical and life sciences, using the scientific process and through experimentation, inquiry, exploration, research, and application.
4. History and Social Studies: Students will develop and show growth in history/social science, promoted through global/environmental awareness, cultural appreciation, service to community, and democratic values/social justice.

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

See Attachment F

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

Measurable student outcomes are assessed frequently during the school year. Those assessments include the CSTs administered in April; periodic benchmark assessments given three times a year in each core subject area, common assessments produced by departments, and individual assessments developed by teachers. Students in Advanced Placement classes are tested in their subject areas by the College Board in May. The school administers a Preliminary Scholastic Aptitude Test (PSAT) to all tenth graders, as well as, ninth and eleventh graders who registered for the exam. Students also have the opportunity to take the SAT at Chatsworth Charter High School several

times during the year. The California English Language Development Test (CELDT) is administered to ELs in October and to new EL students upon enrollment.

Element 3 – Method by Which Student Outcomes will be Measured

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

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

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

Academic achievement outcomes to be measured will focus on the students’ development of basic skills and conceptual understanding in the four academic content areas of English, Mathematics, Science and History. Outcomes in alignment with the California Academic Content Standards and Common Core State Standards where applicable will include skill acquisition in reading, writing, speaking, listening, quantitative analysis, reasoning and problem solving.

Chatsworth Charter High School will use formative assessments to evaluate student mastery of the California Standards on an ongoing basis. Teachers will utilize a variety of assessment tools including the following:

- o Periodic Assessments
- o CST scores
- o CAHSEE scores
- o Progress reports

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

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

CCHS has created the assessments listed below based on student data from standardized tests. In-house assessments are created based on area of need for our students.

- o Department developed Common Assessments - Monthly

- o teacher created assessments - regularly
- o Final Exams - End of each Semester
- o School Wide CST Prep scores - 8 times per school year.

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

Teachers will meet in departments and teams during common planning time to analyze the data provided by these assessments and develop lesson plans which include tier one interventions. Teachers will share best practices and establish criteria for common assessments.

Professional development will be implemented to address instructional areas which data indicates that a more systemic approach is required or is an area of need. The professional development committee and Instructional Leadership Team (department chairs, National Board Certified Teachers, and other selected teachers) will evaluate all State Test data, CELDT data, CAHSEE data, and Periodic Assessment data to determine school wide goals for instructional improvements and professional development.

Element 4 – Governance

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

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

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

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

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

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

LAUSD Charter Policy

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

Grievance Procedure for Parents and Students

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

Responding to Inquiries:

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

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

Notifications

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

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

The Chatsworth Charter High School (CCHS) will operate as an affiliated charter school within the Los Angeles Unified School District and will be subject to the governance of the Los Angeles Unified School District Board of Education, which has a fiduciary responsibility over Chatsworth Charter High School. Governance at the school site level shall be in accordance with the provisions of this petition and will be consistent with all applicable state, federal laws and regulations and the provisions of collective bargaining agreements. Any governance model in conflict with the above shall be null and void unless the appropriate parties, herein known as the Chatsworth Charter High School Governance Board, and the Los Angeles Unified School District Board of Education have agreed to a waiver or exemption. Absent agreed upon waivers between the District and United Teachers of Los Angeles, Article XXVII of the LAUSD-UTLA Collective Bargaining Agreement must be adhered to, particularly in regards to Local School Leadership Council composition and responsibilities.

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

Chatsworth Charter High School is an affiliated charter school of the Los Angeles Unified School District.

Chatsworth Charter High School will be governed by the Expanded School-Based Management Model (ESBMM)

The primary goals of CCHS are to increase student achievement and prepare its students to be college prepared and career ready. We believe this can be accomplished best in an environment where decisions are made at the school level. The ESBMM provides the best model for us to accomplish our goals.

Our objectives as an ESBMM school are as follows:

- To provide CCHS with the autonomous authority of an affiliated charter;
- To provide CCHS the opportunity to fully implement an ESBMM that is consistent with applicable laws and within the terms of the LAUSD/UTLA Collective Bargaining Agreement;
- To ensure CCHS's Governing Board has the power to allocate financial resources as it deems appropriate;
- To ensure CCHS's receives all monies due; including: local, State and Federal funds, pertaining to Average Daily Attendance (ADA) and categorical;
- To provide CCHS with the authority to plan its professional development activities specific to the needs of CCHS;
- To provide CCHS with the authority to make purchases outside LAUSD using vendors of its choice;
- To ensure absolute authority over CCHS's hiring;
- To ensure absolute control in determining the Federal and State standards-based curriculum, which includes the alignment of professional development, formative and summative assessments, and teaching strategies and pedagogy;
- To provide CCHS with the authority to build a collaborative management team and allow for the participation of all stakeholders as provided in the ESBMM school plan;
- To grant CCHS authority to determine its own bell schedule;
- To grant CCHS authority to determine its own enrichment programs.

LAUSD Commitment:

LAUSD will work closely with Chatsworth Charter High School to transition the school into a local governance and decision-making model while still remaining under the jurisdiction of LAUSD.

In keeping with the California Education Code provisions encouraging expanded school-based management, CCHS's expanded school-based management proposal seeks to facilitate improved student, parent and community involvement, staffing practices and budget management and transparency. CCHS will implement all aspects of the ESBMM consistent with applicable laws and the terms of existing and future Collective Bargaining Agreements. CCHS will honor all collective bargaining agreements as identified by the LAUSD/UTLA contractual agreement.

Governance Structure:

The Chatsworth Charter High School Governance Board (The Board) will be the avenue for ESBMM to use in order to ensure that a collaborative decision-making process will result in effective teaching and pupil learning. The Board will be the primary decision-making body for Chatsworth Charter High School. The Board will meet once a month. An agenda shall be prepared by the co-chairs of the Board and distributed at least five working days prior to each council meeting. The agenda will be distributed via the school's website and hard copy posted in the main office. Agenda items and supporting documents may be submitted by any committee member, at least 24 hours prior to preparation of the agenda. All actions of the board will be posted in the same manner upon approval. Consistent with Article XXVII, Section 2.4 of the LAUSD/UTLA collective bargaining agreement, and the current authorities of the Chatsworth Leadership Council, The Board will assume the following responsibilities:

Personnel:

The Board shall have authority over the selection of all school personnel, including teachers, administrators, and classified employees. The Board shall have the authority to determine the roles and functions of all school personnel (teachers, administrators, and classified staff), as well as determining the need for additional personnel. The Board shall not have the authority to terminate personnel and must abide by all LAUSD/UTLA/classified unit bargaining agreements unless modified by this agreement. All out-of-the-classroom and additional assignments shall be published on an annual basis, including coordinators and additional responsibilities paid for by such programs as Title I, Bilingual, and Special Education.

Budgets:

The Board shall have authority over all CCHS budgets as allowable by State and Federal law. Moreover, CCHS will make them available for viewing on a monthly basis. Grant monies acquired shall be used for their intended purpose.

Professional Development:

The Board shall have sole authority over the scheduling, content, and design of professional development, adhering to all requirements of Federal, State, or local policy. It shall have sole authority to allocate funding to support professional development programs, unless otherwise directed by Federal, State, or local policy.

Use of School Equipment:

Chatsworth Charter High School respects the LAUSD/UTLA CBA Article XXVII Bargaining Agreement concerning the use and allocation of all school equipment, unless required by Federal, State, or local policy. In the event CCHS becomes an independent charter, CCHS will assume these responsibilities.

Chatsworth Charter High School will continue to make available its facilities to the community through permits given by the District, at the Principal's discretion. In the event Chatsworth Charter High School becomes an independent charter, the Board will be responsible for the selection of on-site after school personnel.

Organization of Committees:

In order to carry out these responsibilities the Board shall have the power to create committees. These committees shall be charged with making recommendations to the Board with regard to the Board's stated authority. In all cases the Board shall make the final decision in all areas within its purview. All committee meetings shall be open to the public. The following shall be standing committees under the Board:

Instructional Leadership Team:

Instructional Leadership Team (ILT) is composed of department chairs, SLC lead teachers, coordinators, union leadership, administration, and others as appointed by the Board. The ILT will advise the Board on areas concerning academics, curriculum, professional development, and assessment. The ILT may form subcommittees with the approval of the Board.

Budget Committee:

The Budget committee shall advise the Board on all funds, budgets, and Charter Grant monies; excluding categorical budgets and grants awarded to individual educators.

Personnel Selection Committee:

The Personnel Selection Committee will advise the Board on the hiring of classified employees, teachers, administrators. The selection of administrators shall be the sole responsibility of the Board. Moreover, selections for candidates may include hiring qualified in-house staff and personnel. In the event CCHS becomes an independent charter, the Board is responsible for the hiring of outside contractors as well as increasing or reducing personnel, based on the needs of Chatsworth Charter High School. The composition of the committee shall include all stakeholders, an administrator, plus a representative of relevance to the hiring of personnel, such as the relevant department chair or SLC lead teacher, or member of the classified staff. The chapter chair or designee shall be a member of the Personnel Selection Committee. In addition, the committee will advise the Board on employee evaluation tools.

The Board shall have the authority to create ad hoc committees or new standing committees as it sees fit.

Frequency of Governing Board Meetings:

Chatsworth Charter High School Governance Board (The Board) and committees will comply with the Brown Act and meet every month while school is in session. The Board meets on the first Tuesday of each calendar month, while school is in session, with a minimum of 10 meetings per school year. The first meeting will take place within 2 weeks of the beginning of the school year.

The Process for Selecting Governing Board Members:

Election Procedures for Employee Representatives:

a. Secret ballot elections shall be conducted for the certificated and non-certificated employee seats, following similar procedures.

b. The nomination process shall be open to all eligible voters assigned to the site. Nominations shall be either submitted by the nominee or with the written consent of the nominee.

Election notices shall be posted and distributed among certificated, non-certificated employees at the site. Elections for each year's term of office shall be as follows: elections are to be within 30 calendar days of the first day of school.

Election Procedures for Parent/Community Representatives:

a. Voter Eligibility for parent/community elections shall be based upon any one of the following criteria:

1. Parents of a pupil attending the school, including natural or adoptive parent, legal guardian, or other person having educational rights of the pupil;

2. Adult resident volunteers of the school and residing in the Chatsworth community;

3. Adults whose primary place of employment is within the Chatsworth community (this includes non-certificated employees of the District);

b. Nominations: Are to be submitted in writing seven working days prior to the election, or may be submitted from the floor at the election meeting held during Back-to-School Night. Nominations shall be either submitted by the nominee or with the written consent of the nominee. Nominees are not subject to any residency or employment requirement, but in order to qualify for the minimum guarantee for parents as provided below, they must meet the definition of parent as provided above. Certificated employees of the District are not eligible for nomination.

c. Election Notices: Shall be posted on CCHS website, automated phone notification, sent home with students, and marquee.

d. Sign-in: At the election meeting there shall be a sign-in procedure, where each voter shall disclose appropriate information indicating eligibility and status (parent or community).

e. Ballot Procedure: Shall be conducted by a current parent representative who is not running for reelection, the inaugural vote being conducted by a former parent representative. The parent/community representatives are to be elected, during Back-to-School Night by secret ballot among all attending eligible voters. All ballots are to be submitted in sealed secret ballot envelopes, and enclosed within another envelope on which the voter will print his or her name and address. The ballots shall be collected and placed in the large envelope provided for this

purpose. The ballots shall then be secured in a safe place for seven working days before being counted. The seven day period is intended to permit any voter eligibility issues to be raised and resolved prior to the vote count. For this purpose the voter sign-in sheets shall be subject to review.

The term of office for Board members is to be two school years. Alternates (2) to be determined by voting outcomes. Any discrepancies to be addressed by the Board.

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

An agenda shall be prepared by the co-chairs of the Board and distributed at least five working days prior to each council meeting. The agenda will be distributed via the school's website, soft copy emailed to board members, and hard copy posted in the main office. Agenda items and supporting documents may be submitted by any committee member, at least 24 hours prior to preparation of the agenda. All actions of the board will be posted in the same manner upon approval.

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

See Attachment G

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

Parent and community involvement is a key element to the success of the school, with multiple opportunities for stakeholders with flexible schedules and those who work fulltime. These opportunities include events such as Back-to-School Night, Open House, Parent/Teacher surveys, Parent/Teacher Conferences, parent participation in the classroom, campus beautification, Career Day, and PTSA Parent Education night, PLBAO night, Future Freshman Night, Parenting Workshops and classes, and Coffee with the Principal, which is a monthly event. We have parents serving on the School Site Council and the School Leadership Council which meet monthly. We have a very active PTSA and Booster Club. Through each of these the volunteering opportunities include: Security desk, main office help, counseling office, Parent Center, book room, proctoring for testing, and chaperoning field trips and dances. Chatsworth Charter High School will announce volunteer opportunities via email blasts, phone calls (Connect Ed), office postings, and the CCHS website.

Without the parents' help Chatsworth Charter High School would not be able to achieve its current level of success. Parents are essential in making the school a vital part of

the community, and fostering the diversity and excellence of Chatsworth Charter High School's educational program.

Members of Chatsworth High Charter School's Governance board, any administrators, managers or employees, and any other committees of the Charter School shall comply with Federal and State laws. LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest shall be adhered to.

Element 5 – Employee Qualifications

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

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

Personnel

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

Staff Selection

Principal selection is the purview of the Superintendent.

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

Certificated Personnel

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

Classified Personnel

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

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

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

Professional Development

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

Element 6 – Health and Safety

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

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

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

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

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

Insurance:

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

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

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

Element 7 – Racial and Ethnic Balance

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

Court-ordered Integration

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

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

Federal Compliance

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

Element 8 – Admission Requirements

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

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

For Affiliated Charters without SAS Programs:

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

Does not apply

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

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

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

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

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

For Affiliated Charters with SAS programs:

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

Applies

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

For Affiliated Charters with Magnet program:

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

Does not apply

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

Element 9 – Annual Financial Audits

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

Element 10 – Suspensions and Expulsions

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

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

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

Outcome Data

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

Readmission

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

Special Education Students

In the case of a student who has an IEP, or a student who has a 504 Plan, the Charter will ensure that it follows the correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973 and the Modified Consent Decree. An IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the charter administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student's disability? B) Was the misconduct a direct result of the Charter's failure to implement 504?

Gun Free Schools Act

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

Element 11 – Employee Benefits

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

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

Element 12 – Attendance Alternatives

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

Element 13 – Rights of District Employees

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

Element 14 – Mandatory Dispute Resolution

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

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

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

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

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

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendent’s designee.

Element 15 – Exclusive Public School Employer

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

Element 16 – Charter School Closure

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

Revocation

The District may revoke the charter if [Charter School] commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the [Charter School] if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

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

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

Closure Procedures

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

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

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

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

Facilities

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

Requirements for Schools Obtaining Independent Status

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

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

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any LAUSD facilities, Charter School shall execute an agreement

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

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes. In the event of an emergency, all LAUSD facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of LAUSD facilities with another LAUSD user group, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

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

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

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
 - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

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

providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

www.laschools.org/employee/mo/ipm

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