FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE RENEWAL CHARTER PETITION FOR LASHON ACADEMY BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT

BOARD OF EDUCATION REPORT 056 – 17/18

October 3, 2017

I. INTRODUCTION

On July 18, 2017, the Los Angeles Unified School District (“District”) received a petition (“Petition”) from Lashon Academy for the renewal of the Lashon Academy charter for a term of five years. Lashon Academy is a TK-6 independent charter school currently serving 256 students in grades TK-5 on the campus of Robert Fulton College Preparatory School, as a co-location through Proposition 39 at 7477 Kester Ave., Van Nuys, CA 91405, in Board District 6 and Local District Northeast. Lashon Academy was initially approved by the LAUSD Board of Education on January 15, 2013.

Based on a comprehensive review of the renewal petition application and the record of performance of Lashon Academy, staff has determined that the charter school has not met the requirements set forth in Education Code sections 47605 and 47607 and therefore recommends denial of the renewal petition.

II. STANDARD OF REVIEW FOR RENEWAL PETITIONS

The Charter Schools Act of 1992 (“Act”) governs the creation of charter schools in the State of California. The Act includes Education Code section 47605, subdivision (b), which sets out the standards and criteria for petition review, and provides that a school district governing board in considering whether to grant a charter petition “shall grant a charter for the operation of a school under this part if it is satisfied that granting the charter is consistent with sound educational practice.”

The Act further provides that renewals and material revisions of charter petitions are governed by the same standards and criteria set forth in Education Code section 47605 “and shall include but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed.” (Ed. Code § 47607, subd. (a)(2).)

The charter school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code § 47607(a)(3)(A).) Furthermore, the District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4.)
III. STAFF SUMMARY AND RECOMMENDATION

After a careful and thorough review of the Petition, the school’s record of performance, and all documentation submitted by Lashon Academy, District staff recommends that the Board of Education adopt these Findings of Fact for the Denial of the Lashon Academy Charter Renewal and deny the renewal petition based on the following grounds:

1. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition; and,
2. The petition does not contain reasonably comprehensive descriptions of all of the fifteen elements set forth in Education Code section 47605(b)(5).

In determining its recommendation, District staff has endeavored to give the requisite extra weight to increases in student academic achievement for all groups of pupils served by the school required by SB 1290. The school has provided only minimal unclear and inconsistent data, however, with which to evaluate Lashon Academy’s academic performance, including the academic growth for the school’s subgroups.

Although Lashon Academy has been in operation since 2013-2014, it has just one year of CAASPP (SBAC) data available for analysis, which reports the performance of only 23 third grade students. This lack of data is due to the school’s slow growth model and the school’s decision to submit its renewal petition before the release of 2016-2017 CAASPP data. CSD staff repeatedly invited the school to present its renewal petition application after the state standardized assessment data are made available so that the school’s 2016-2017 results could be considered in evaluating the school’s performance record. The school, however, declined.

Lashon Academy’s results on the 2015-2016 CAASPP (SBAC) show that it has met the minimum criteria for renewal. Its 23 third grade students achieved levels of academic performance above the school’s single Resident School, Valerio Elementary, in both English Language Arts (ELA) and in mathematics. In ELA, 65% of Lashon Academy’s students Met or Exceeded the performance standards, as compared to the Resident School Median of 32%. In Math, 61% of Lashon Academy’s students Met or Exceeded the performance standards, as compared to the Resident School Median of 30%. A Similar Schools comparison is not available for Lashon Academy. (Exhibit A, Lashon Academy Data Set)

Based on its one year of CAASPP (SBAC) data from 2015-2016, in that year the school had two numerically significant subgroups, Latinos and Economically Disadvantaged. Both groups outperformed the Resident School Median in that year. Without a second year of SBAC data, however, these results cannot be used to assess academic growth as required by SB 1290. The school instead has offered internal assessment data (primarily NWEA results). Although the school has presented information that is unclear, incomplete, and internally inconsistent, as discussed below, it does appear nonetheless to indicate some measure of subgroup academic growth. (Exhibit B, Renewal Petition, pp. 15-24.)

Review of Lashon Academy’s English Learner reclassification rates show that, in 2014-2015, the school had a reclassification rate of 0%. The school served only primary grades in that year. In
2015-2016, Lashon Academy’s English Learner reclassification rate was 19.1%, which was higher than the Resident School Median. Lashon Academy’s 2016-2017 English Learner reclassification rate was again 0.0%, which was significantly lower than the Resident School Median of 24%. (Exhibit A, Lashon Academy Data Set.)

While the District acknowledges that the minimal data available appears to provide some indication that Lashon Academy has achieved an overall moderate to strong level of academic performance and that the school’s student subgroups have achieved some measure of academic growth, the school’s expressed unwillingness to include provisions in its petition to assure that the school will meet the requirements of the Chanda Smith Modified Consent Decree (MCD), its increasing failure to achieve and maintain a racial and ethnic balance reflective of its surrounding community and the District, failure to describe an adequate dispute resolution process, and other findings set forth below, substantially outweigh its limited record of academic performance and any extra consideration that might appropriately be accorded to the school’s minimal record of academic growth for its subgroups.

IV. FINDINGS OF FACT FOR DENIAL

A. Petitioners are demonstrably unlikely to successfully implement the program set forth in the petition, as indicated by the following findings:

- The school has demonstrated an intent not to provide special education in accordance with, or otherwise adhere to, the requirements of the Chanda Smith Modified Consent Decree (“MCD”). The school has declined to include specific commitments and assurances in its petition that the school is bound by and must adhere to all of the terms, conditions and requirements of the MCD, that the school will implement the District’s Special Education Policies and Procedures, and that the school will use Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services for students with disabilities. (Exhibit C, Email dated September 6, 2017.) All of these requirements are intended and designed to ensure that the school will fully and consistently meet the educational needs of its students with disabilities.

- Lashon Academy’s current and historical student demographics data show that the school is failing to achieve and maintain a racial and ethnic balance that is reflective of its neighborhood and the District per the terms of its current approved charter as required by Education Code section 47605(b)(5)(G). Comparison with the student population of Valerio Elementary, the school’s identified Resident School that is located on the same city block as the charter school, reveals that Lashon Academy is looking less and less like the community and District that it serves. For example, in the 2016-2017 school year, Valerio had an 86.5% Latino student population and a 4.4% White student population, whereas Lashon Academy’s Latino student population decreased to 47% in 2016-2017, which is 39.5% less than the Resident School. Lashon’s White student population of 47.7% in 2016-2017 represents a significant increase from its previous 38%, and is 43.3% greater than the Resident School. In addition, whereas the percentage of Lashon Academy’s students who qualified for Free and Reduced-Priced Meals in 2016-2017 was 76%, the Resident School reported 92%
for the same year. The school’s student population is thus becoming less representative of its surrounding community over time.

- The school’s record of performance, including its data reporting, the results of the 2016-2017 annual oversight visit, as well as recent interactions and communications as part of the petition review process, indicates a lack of capacity and/or willingness to operate transparently and with the engagement and commitment necessary to resolve issues effectively and conduct necessary and appropriate follow-through. For example:

  - The school has demonstrated difficulty with accurately compiling, organizing, analyzing, and communicating complete and relevant data and related information. For example, the school has provided unclear, incomplete and inconsistent internal assessment data for purposes of demonstrating subgroup academic growth under SB 1290. The NWEA data initially provided within charts in the Petition was incomplete and inconsistent with the petition narrative. In response to requests by District staff for complete and accurate data, the school has provided additional and overlapping data that are inconsistent with the first set of data. The school also provided Fountas and Pinell internal performance data but did not disaggregate it by subgroup as requested. (Exhibit B, Petition, pp. 24.)

  - During the 2016-2017 oversight visit, the school assured District staff that it would delete “disrupted school activities” as a ground for student suspension in its parent-student handbook, yet its current parent-student handbook still contains the provision. (Exhibit D, Excerpt of Annual Performance-Based Oversight Visit Report 2016-2017 School Year, p. 14; Exhibit E, Lashon Academy Parent and Student Handbook 2017-2018 School Year, p. 31.)

  - At the outset of the petition submission and review process, the school clearly indicated its unwillingness to work meaningfully with the District to resolve issues regarding certain aspects of its petition. The school submitted a renewal petition that lacks certain key descriptions, as discussed in the section below. Along with its petition, Lashon Academy also submitted a formal letter indicating that “we do not intend to negotiate our decisions regarding the [District Required Language] with LAUSD. We sincerely hope that LAUSD staff will recommend approval of Lashon Academy’s renewal charter petition based on the fact that the school has met the legal criteria for renewal as defined in Education Code section 47607(b); however, should LAUSD staff wish to recommend denial of our renewal petitions based on the DRL, we are prepared to pursue our appeal rights to the Los Angeles County Board of Education.” (Exhibit F, Letter dated July 18, 2017.) Since its original submission, in response to the repeated efforts of District staff to engage the school in addressing the issues notwithstanding the message of the letter, the school and its representatives have communicated varying and rather confusing stances in person and in writing on what it is willing and not willing to consider and do.

B. The Petition does not contain reasonably comprehensive descriptions of all of the [fifteen elements set forth in section 47605, subdivision (b)(5)]:

4
Educational Program (Element 1)

The Petition does not contain a reasonably comprehensive description of Charter School’s educational program.

- The Petition includes internal inconsistencies in the reporting and discussion of specific data points in the narrative and corresponding chart regarding comparative data for its subgroups.

- The Petition inconsistently describes how the school will comprehensively address integrated and designated English Language Development and with what appropriate textbooks and instructional materials, contrary to the CDE guidance letter dated September 18, 2015, which states in pertinent part: “ELs at all English proficiency levels and at all ages require both integrated ELD and specialized attention to their particular language learning needs, or designated ELD.”

- The Petition fails to include portions of the District Required Language pertaining to Students with Disabilities:
  - The Petition does not include language that explicitly provides that the school, like all charter schools approved by the LAUSD Board of Education, is bound by and must adhere to all of the terms, conditions and requirements of the Chanda Smith Modified Consent Decree (“MCD”). The Petition also does not include specific assurances that the school is 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 with disabilities during the course of their education. As a school authorized by the LAUSD, Lashon Academy is subject to the terms and requirements of the MCD. In the absence of this language, the Petition fails to acknowledge this requirement as part of the MCD.

  - The Petition does not include language indicating that the charter school will sign a Special Education MOU regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area (SELP) Local Plan for Special Education. Absent this language, the Petition does not address how the charter school will adhere to its responsibilities as a member of the LAUSD SELPA to comply with the Individuals with Disabilities Education Act and implement student Individualized Education Programs (IEPs) in the provision of special education supports and services.

Governance Structure (Element 4)

The Petition does not contain a reasonably comprehensive description of Charter School’s governance structure.

The Petition does not include a reasonably comprehensive description of the process(es) by which Charter School will provide meaningful stakeholder involvement, including how Charter School will consult with all stakeholders (parents, teachers, staff, administrators,
and students) to develop its LCAP and annual update, and consult with parents and teachers regarding the school’s educational program, as required by statute.

**Employee Retirement Systems (Element 11)**

*The Petition does not include a reasonably comprehensive description of the manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.*

The Petition does not identify the position(s) that will be responsible for ensuring that appropriate arrangements for retirement coverage(s) will be/have been made and sustained.

**Mandatory Dispute Resolution (Element 14)**

*The Petition does not include a reasonably comprehensive description of procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.*

The Petition does not contain provisions, set forth in the District Required Language, which clearly and comprehensively describe the specific procedures and timelines for resolving disputes between the charter school and LAUSD as the authorizer. The language contained in the Petition does not commit to an alternative dispute resolution process that includes arbitration, which is a more efficient and cost-effective approach to settling disputes, instead of resorting to litigation.
EXHIBIT A
Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in California Education Code sections 47605 and 47607. Once a charter school is determined to be eligible for renewal under § 47607(b), the school must submit a renewal petition application that, upon review, is determined to be educationally sound, reasonably comprehensive, and demonstrably likely to be successfully implemented. (Ed. Code §§ 47607(a) and 47605.) Pursuant to the requirements of SB 1290, the District “shall consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.” (Ed. Code § 47607(a)(3)(A).) The District “shall consider the past performance of the school’s academics, finances, and operation in evaluating the likelihood of future success, along with future plans for improvement if any.” (5 CCR § 11966.4.) Please see Policy for Charter School Authorizing (LAUSD Board of Education, February 7, 2012) for more information.

Lashon Academy

Data Set

Loc. Code: 2273
CDS Code: 0128025

CRITERIA FOR RENEWAL

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## Lashon Academy
### 2014-15 and 2015-16 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

In order to protect student privacy, an asterisk (*) will be displayed instead of a number on test results where 10 or fewer students had valid test scores.

<table>
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<th>2015-16</th>
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<td>English Learner</td>
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<td>Economically Disadvantaged</td>
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<td>LAUSD Similar Schools from CDE Median</td>
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### Mathematics

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## Lashon Academy
### 2014-15 and 2015-16 SMARTER BALANCED ASSESSMENT ACHIEVEMENT DATA

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<th>7384 Valerio Street Elementary</th>
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Lashon Academy

OCTOBER 2015 CALPADS DEMOGRAPHIC INFORMATION

This page displays K-12 enrollment number and percentages of select subgroups as of October 2015 Census Day.

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<th>% EL</th>
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<th>% Af. Amer.</th>
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LAUSD Similar Schools from CDE

LAUSD Similar Schools from CDE Median
This page displays K-12 enrollment number and percentages of select subgroups as of October 2015 Census Day.

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<tr>
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**Resident Schools Median**

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Lashon Academy

K-12 SPECIAL EDUCATION STUDENTS (DECEMBER 2015 CASEMIS REPORT)

This page displays the K-12 enrollment total (as of October 2015) and the number of K-12 special education students in total, by incidence category, and by eligibility as reported on the December 2015 California Special Education Management Information System (CASEMIS) Report. High incidence eligibilities are indicated by an asterisk (*).

<table>
<thead>
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<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
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<th>Sp Ed Enroll #</th>
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<th>% High Incidence</th>
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LAUSD Similar Schools from CDE

LAUSD Similar Schools from CDE Median

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Lashon Academy

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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>NE</td>
<td>6</td>
<td>7384</td>
<td>Valerio Street Elementary</td>
<td>942</td>
<td>156</td>
<td>17%</td>
<td>62%</td>
<td>38%</td>
<td>29</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>20</td>
<td>1</td>
<td>51</td>
<td>26</td>
<td>--</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Resident Schools Median</td>
<td>942</td>
<td>156</td>
<td>17%</td>
<td>62%</td>
<td>38%</td>
<td>29</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>--</td>
<td>1</td>
<td>--</td>
<td>20</td>
<td>1</td>
<td>51</td>
<td>26</td>
<td>--</td>
</tr>
</tbody>
</table>
## Lashon Academy

### 2.4 2016-17 “At-Risk” and Long-Term English Learners (LTEL) NEW

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>EL 0-3 Years Number</th>
<th>EL 0-3 Years Percent</th>
<th>At-Risk 4-5 Years Number</th>
<th>At-Risk 4-5 Years Percent</th>
<th>LTEL 6+ Years Number</th>
<th>LTEL 6+ Years Percent</th>
<th>EL 4+ Years Not At-Risk or LTEL Number</th>
<th>EL 4+ Years Not At-Risk or LTEL Percent</th>
<th>Total (Ever EL)</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>5</td>
<td>2271</td>
<td>Lashon Academy</td>
<td>147</td>
<td>82.6%</td>
<td>7</td>
<td>3.9%</td>
<td>0</td>
<td>0.0%</td>
<td>7</td>
<td>3.9%</td>
<td>178</td>
</tr>
<tr>
<td>NE</td>
<td>6</td>
<td>7384</td>
<td>Valerio Street Elementary</td>
<td>327</td>
<td>57.6%</td>
<td>85</td>
<td>15.0%</td>
<td>0</td>
<td>0.0%</td>
<td>33</td>
<td>5.8%</td>
<td>123</td>
</tr>
<tr>
<td>NE</td>
<td>3</td>
<td>4726</td>
<td>Kester Avenue Elementary</td>
<td>108</td>
<td>53.2%</td>
<td>15</td>
<td>7.4%</td>
<td>0</td>
<td>0.0%</td>
<td>11</td>
<td>5.4%</td>
<td>69</td>
</tr>
<tr>
<td>NE</td>
<td>3</td>
<td>5342</td>
<td>John B. Mintoza Elementary</td>
<td>160</td>
<td>53.2%</td>
<td>20</td>
<td>6.6%</td>
<td>0</td>
<td>0.0%</td>
<td>18</td>
<td>0.0%</td>
<td>103</td>
</tr>
<tr>
<td>NE</td>
<td>3</td>
<td>3630</td>
<td>Korn Elementary</td>
<td>209</td>
<td>55.5%</td>
<td>42</td>
<td>11.2%</td>
<td>0</td>
<td>0.0%</td>
<td>14</td>
<td>4.3%</td>
<td>107</td>
</tr>
</tbody>
</table>

### Resident Schools Median

<table>
<thead>
<tr>
<th>LAUSD Similar Schools from CDE Median</th>
</tr>
</thead>
<tbody>
<tr>
<td>Los Angeles Unified</td>
</tr>
</tbody>
</table>
rate, displayed in percentage, is calculated by dividing the number reclassified by the number of prior year ELs.

<table>
<thead>
<tr>
<th>LD</th>
<th>BD</th>
<th>Loc Code</th>
<th>School</th>
<th>13-14 EL #</th>
<th>14-15 Reclass #</th>
<th>14-15 Reclass Rate</th>
<th>14-15 EL #</th>
<th>15-16 Reclass #</th>
<th>15-16 Reclass Rate</th>
<th>15-16 EL #</th>
<th>16-17 Reclass #</th>
<th>16-17 Reclass Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR</td>
<td>6</td>
<td>2273</td>
<td>Lashon Academy</td>
<td>2</td>
<td>0.0</td>
<td></td>
<td>68</td>
<td>13</td>
<td>19.1</td>
<td>100</td>
<td>0</td>
<td>0.0</td>
</tr>
</tbody>
</table>

**Resident Schools**

| NE  | 6  | 7384     | Valerio Street Elementary | 474 | 42 | 8.9 | 476 | 73 | 15.3 | 455 | 88 | 19.3 |
| NE  | 3  | 4726     | Kester Avenue Elementary | 160 | 23 | 14.4 | 168 | 24 | 14.3 | 160 | 43 | 26.9 |
| NE  | 3  | 5342     | John B. Monlux Elementary | 219 | 53 | 24.2 | 194 | 10 | 5.2 | 207 | 66 | 31.9 |
| NE  | 3  | 3630     | Erwin Elementary         | 310 | 53 | 17.1 | 266 | 36 | 13.5 | 265 | 55 | 20.8 |

**Resident Schools Median**

| 265 | 48 | 16 | 230 | 30 | 14 | 236 | 61 | 24 |

**LAUSD Similar Schools from CDE**

<table>
<thead>
<tr>
<th>Los Angeles Unified</th>
</tr>
</thead>
<tbody>
<tr>
<td>179,322</td>
</tr>
</tbody>
</table>
## Lashon Academy

### OUT-OF-SCHOOL SUSPENSION EVENTS

This page displays the out-of-school suspension event rates for 2014-15, 2015-16 and 2016-17, and suspension events, students suspended, days and rates for 2016-2017 school year based on schools’ self-reported monthly suspensions.

The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment).

### Table: Single Student Suspension %

<table>
<thead>
<tr>
<th>School</th>
<th>Single Std. Susp. %</th>
<th>2016-17 # Enrolled</th>
<th>2016-17 # Events</th>
<th>2016-17 # Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>XR 6 2273 Lashon Academy</td>
<td>0.0%</td>
<td>266</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>NE 6 7384 Valerio Street Elementary</td>
<td>0.8%</td>
<td>956</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>NE 3 4726 Kester Avenue Elementary</td>
<td>0.0%</td>
<td>1000</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>NE 3 5342 John B. Montlue Elementary</td>
<td>0.1%</td>
<td>707</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>NE 2 3630 Erwin Elementary</td>
<td>0.1%</td>
<td>722</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

### LAUSD Similar Schools from CDE

<table>
<thead>
<tr>
<th>School</th>
<th>Single Std. Susp. %</th>
<th>2016-17 # Enrolled</th>
<th>2016-17 # Events</th>
<th>2016-17 # Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAUSD Similar Schools from CDE</td>
<td>0.1%</td>
<td>839</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

**Suspension Events:** The number of out-of-school suspensions issued by the school.

**Suspension Days:** The total number of days issued for all suspension events.

**Suspension Event Rate:** The rate is calculated by dividing the total number of suspension events for the school or subgroup by the total enrollment of the school or subgroup (events/enrollment).

**Single Student Suspension %:** The percent of students in the school or subgroup that have been suspended one or more times (students suspended/enrollment).
LASHON ACADEMY

A Charter School Renewal Petition for A Five Year Term (2018-2023)

Respectfully Submitted to: The Los Angeles Unified School District Board of Education
Los Angeles Unified School District

July 18th, 2017

Lashon Academy
info@lashonacademy.org - (818) 514-4566
<table>
<thead>
<tr>
<th>Element</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assurances, Affirmations and Declarations</td>
<td>3</td>
</tr>
<tr>
<td>Element 1 – The Educational Program</td>
<td>5</td>
</tr>
<tr>
<td>Element 2 – Measurable Pupil Outcomes &amp; Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured</td>
<td>107</td>
</tr>
<tr>
<td>Element 4 – Governance</td>
<td>119</td>
</tr>
<tr>
<td>Element 5 – Employee Qualifications</td>
<td>131</td>
</tr>
<tr>
<td>Element 6 – Health and Safety Procedures</td>
<td>141</td>
</tr>
<tr>
<td>Element 7 – Means to Achieve Racial and Ethnic Balance</td>
<td>145</td>
</tr>
<tr>
<td>Element 8 – Admission Requirements</td>
<td>146</td>
</tr>
<tr>
<td>Element 9 – Annual Financial Audits</td>
<td>150</td>
</tr>
<tr>
<td>Element 10 – Suspension and Expulsion Procedures</td>
<td>152</td>
</tr>
<tr>
<td>Element 11 – Employee Retirement Systems</td>
<td>163</td>
</tr>
<tr>
<td>Element 12 – Public School Attendance Alternatives</td>
<td>164</td>
</tr>
<tr>
<td>Element 13 – Rights of District Employees</td>
<td>165</td>
</tr>
<tr>
<td>Element 14 – Mandatory Dispute Resolution</td>
<td>166</td>
</tr>
<tr>
<td>Element 15 – Charter School Closure Procedures</td>
<td>170</td>
</tr>
<tr>
<td>Additional Provisions</td>
<td>177</td>
</tr>
</tbody>
</table>
Assurances, Affirmations, and Declarations

*Lashon Academy (also referred to herein as “Lashon” and “Charter School”)* shall:

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

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

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances, Affirmations, and Declarations section above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

GENERAL INFORMATION

<table>
<thead>
<tr>
<th>The contact person for Charter School is:</th>
<th>Josh Feigelstock, Lead Petitioner</th>
</tr>
</thead>
<tbody>
<tr>
<td>The contact address for Charter School is:</td>
<td>644 N. Fuller Ave., Suite 220, Los Angeles, CA 90036</td>
</tr>
<tr>
<td>The contact phone number for Charter School is:</td>
<td>818-514-4566</td>
</tr>
<tr>
<td>The proposed address or ZIP Code of the target community to be served by Charter School is:</td>
<td>7477 Kester Ave, Van Nuys, CA 91405</td>
</tr>
<tr>
<td>This location is in LAUSD Board District:</td>
<td>6</td>
</tr>
<tr>
<td>This location is in LAUSD Local District:</td>
<td>Northeast</td>
</tr>
<tr>
<td>The grade configuration of Charter School is:</td>
<td>TK-6</td>
</tr>
<tr>
<td>The number of students in the first year will be:</td>
<td>460</td>
</tr>
<tr>
<td>The grade level(s) of the students</td>
<td>TK-6</td>
</tr>
</tbody>
</table>
in the first year will be:

- Charter School’s scheduled first day of instruction in 2018-2019 is: August 13, 2018
- The enrollment capacity is: 660
  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)
- The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be: traditional, 180 days
- The bell schedule for Charter School will be: 8:10am-3:10pm
- The term of this Charter shall be from: July 1, 2018 to June 30, 2023

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

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

Academic Calendar and Schedules

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

Mathematics Placement

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

Transitional Kindergarten

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

**High School Exit Examination**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC Accreditation**

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

**COMMUNITY NEED FOR CHARter SCHOOL**

The Lashon Academy development team and Board of Directors believe that all students can learn and achieve high and rigorous academic standards. Furthermore, we believe that all students are entitled to a comprehensive education. Our school has developed a community of lifelong learners, creative thinkers, and responsible individuals by providing innovative and quality educational programs in a safe and supportive environment.

Lashon Academy serves as an independent elementary charter school, offering instruction in grades TK-6. In its first year of operation, Lashon Academy served 96 students in Transitional Kindergarten/Kindergarten, 1st, and 2nd grade. Lashon Academy models its educational program after that of the Hebrew Language Academy (HLA) located in New York and is a member of the Hebrew Public network of schools. As a member of the Hebrew Public network of Hebrew language charter schools, Lashon Academy has access to shared resources, including, but not limited to: technical assistance, curriculum resources, and professional development. Lashon Academy has successfully served all students, including English Learners, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. Lashon Academy is committed to ongoing and embedded professional development to ensure the quality delivery of instruction to its students. Lashon Academy will deliver the highest caliber educational program within a fiscally sustainable school.

**STUDENTS TO BE SERVED/EDUCATED**

Lashon Academy is a high-performing public school option for families and their children in Van Nuys and the greater Los Angeles community. The fundamental objective of Lashon Academy is to prepare its students academically and personally to achieve their full potential in life and we are committed to this objective. Lashon Academy offers a quality education program appealing to families throughout LAUSD to create an integrated learning community with a racially, socioeconomically and culturally diverse student population.

Extensive research links poverty to low academic achievement. In a 2007 medical journal study entitled “The Impact of Poverty on Educational Outcomes for Children,” published by the Canadian Pediatric Society, the authors state, “Children from low-income families often start school already behind their peers who come from more affluent families, as shown in measures of school readiness. The incidence, depth, duration and timing of poverty all influence a child’s educational attainment, along with
community characteristics and social networks.” 

The article further states, “Six poverty-related factors are known to impact child development in general and school readiness in particular. They are the incidence of poverty, the depth of poverty, the duration of poverty, the timing of poverty (e.g., age of child), community characteristics (e.g., concentration of poverty and crime in neighborhood, and school characteristics) and the impact poverty has on the child’s social network (parents, relatives and neighbors).”

Thus, poverty as related to school readiness is not “just about money; it is about how an individual does without resources and with all of the baggage that goes along with being poor (Slocumb and Payne, 2000).” A 2010 study funded by the Century Foundation found:

“With few exceptions, schools in the United States with high concentrations of students from low-income families perform less well than schools with low concentrations of poverty.”

While the Lashon Academy mission is not to solve the poverty problem in Van Nuys and its surrounding communities, we are an anchoring institution in the community and appeal to families as an option in public school choice. The geographic location for Lashon Academy has a predominance of low-income/poverty level and non-English speaking families. In addition, Hispanic or Latino students comprise the largest ethnic group attending LAUSD schools (74%). According to the California Department of Education (CDE), Hispanic or Latino students comprise approximately 74% of the student population in the intended geographic location. The City of Los Angeles has a Modern Hebrew speaking population of an estimated 20,100 persons and many of these families live just East and West of the targeted community. According to the CDE, ELs comprise 26% of the LAUSD student population while comprising approximately 40.9% of the population in the intended geographic area. Also according to the CDE, approximately 41% of the student population in the intended geographic location consists of English Learners. The culturally sensitive design of Lashon Academy, where staff is trained to have cultural sensitivity and cross-cultural perspectives, appeals to families in these diverse communities as a high quality public school option.

While Lashon Academy is currently located in the Van Nuys neighborhood of Los Angeles (91405), the school offers a unique model that draws students from a broad geographic range, as seen below in “Map of Resident Schools.” The school is currently located in Prop 39 district space and hopes to eventually secure a permanent facility. In a difficult real estate market, Lashon Academy will make every effort to remain located within a geographic range that is convenient for current students and families to ensure steady enrollment.

**School Performance During the Current Charter Term**

Over the first four years of operation, Lashon has demonstrated high academic achievement with student demographics that reflect a diverse community of learners.

---


2 Ibid.

3 Pellino, Karen M., “The Effects of Poverty on Teaching and Learning.”


5 [http://statisticalatlas.com/county/California/Los-Angeles-County/Languages](http://statisticalatlas.com/county/California/Los-Angeles-County/Languages)

6 CDE DataQuest (DQ 2011-12)
Academic Performance Data and Other Absolute and Comparative Performance Indicators

According to California law, a charter school that has been in operation for four years “shall” meet at least one of four minimum criteria set forth in Education Code section 47607(b) prior to receiving a charter renewal. Since Lashon has only been in operation for four years, and California’s Academic Performance Index (API) school performance measure was suspended after 2013, the first three criteria do not apply. We focus on the fourth criteria:

1. **Lashon’s academic performance is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.**

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B).)

The following detailed data analysis includes comparisons to the top 9 “resident schools” our students would otherwise attend. Many Lashon families travel more than two miles to attend the school, with current students coming from more than 60 different elementary attendance zones. The following list of elementary schools represents the top 9 resident schools based on current students’ addresses.

**Table 1. List of Schools Lashon Academy Students Would Otherwise Attend**

<table>
<thead>
<tr>
<th>Name of School</th>
<th>Address</th>
<th>Grade Span</th>
<th>CAASPP Meets/ Exceeds % ELA</th>
<th>CAASPP Meets/ Exceeds % Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Valerio Street Elementary</td>
<td>15035 Valerio St, Van Nuys, CA 91405</td>
<td>K-5</td>
<td>32%</td>
<td>38%</td>
</tr>
<tr>
<td>2 Monlux Elementary</td>
<td>6051 Bellaire Ave, North Hollywood, CA 91606</td>
<td>K-5</td>
<td>46%</td>
<td>52%</td>
</tr>
<tr>
<td>3 Emelita Academy Charter</td>
<td>17931 Hatteras St, Encino, CA 91316</td>
<td>K-5</td>
<td>37%</td>
<td>50%</td>
</tr>
<tr>
<td>4 Burbank Elementary</td>
<td>12215 Albers St, Valley Village, CA 91607</td>
<td>K-5</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>5 Kester Elementary</td>
<td>5353 Kester Ave, Sherman Oaks, CA 91411</td>
<td>K-5</td>
<td>71%</td>
<td>81%</td>
</tr>
<tr>
<td>6 Shirley Elementary</td>
<td>19452 Hart St, Reseda, CA 91335</td>
<td>K-5</td>
<td>52%</td>
<td>60%</td>
</tr>
<tr>
<td>7 Vanalden</td>
<td>19019 Delano St, Reseda, CA 91335</td>
<td>K-5</td>
<td>39%</td>
<td>46%</td>
</tr>
</tbody>
</table>
Lashon Academy has demonstrated strong student achievement over the past four years on a variety of measures.

(a) CAASPP (SBAC) Proficiency Rates

On one of those measures, the CAASPP (SBAC), Lashon Academy has consistently demonstrated academic outcomes that outperform resident schools and district averages. Lashon students participated in California’s CAASPP assessment and demonstrated very strong performance on these new, more complex tests. In the 2015-16 school year, Lashon served its first 3rd grade class - the only grade that was administered the CAASPP assessment. Lashon’s 3rd grade students performed better than resident schools, district, and state averages in 2015-16:

- Lashon 3rd graders performed at 65% ‘met or exceeded’ standards in ELA compared to 42% at comparison elementary schools, 34% ‘met or exceeded’ standards at the district, and 43% at the state.
- Lashon 3rd graders performed at 61% ‘met or exceeded’ standards in Math compared to 47% at comparison elementary schools, 38% ‘met or exceeded’ standards at the district, and 46% at the state.

Source: http://caaspp.cde.ca.gov/SB2015
Lashon’s subgroups also showed strong performance on the CAASPP. Lashon’s Hispanic/Latino students and students qualifying for Free and Reduced Price Lunch (FRPL) outperformed the resident schools, district, and the state in ELA and Math in 2015-16. Specifically:

- Hispanic/Latino students in 3rd grade achieved 50% ‘met or exceeded’ standards in ELA compared to 37% in 3rd grade at comparison elementary schools, 28% at the district, and 30% at the state. Hispanic/Latino students in 3rd grade achieved 42% ‘met or exceeded’ standards in Math compared to 38% in 3rd grade at comparison elementary schools, 32% at the district and 34% at the state.

- Similarly, students qualifying for Free and Reduced Price Lunch in 3rd grade achieved 56% ‘met or exceeded’ standards in ELA compared to 40% in 3rd grade at comparison elementary schools, 28%
at the district and 29% at the state. Students qualifying for Free and Reduced Price Lunch in 3rd grade achieved 50% ‘met or exceeded’ standards in Math compared with 44% at the Comparison Elementary schools, 32% at the District and 32% at the state.8

Overall, proficiency rates across the state as assessed on the CAASPP assessment have been lower than was seen on the previous California Standards Tests (CSTs), particularly for ELs and students with disabilities. Lashon did not have a statistically significant number of third grade English Learners or students with disabilities and thus could not show official scores.9 Though not a significant number of students, these subgroups performed on par with or above the performance of students in these subgroups at comparison elementary schools, the district and the state.10

8 Source: http://caaspp.cde.ca.gov/SB2015
9 Source: http://caaspp.cde.ca.gov/SB2015
10 Source: http://caaspp.cde.ca.gov/SB2015
(b) English Learners and Reclassification

In 2016-17, 62% of Lashon students were English Learners. Due to the high number of English Learners at Lashon, implementing strategies for supporting students’ English language acquisition has been a priority. Reclassification rates have only slightly improved over time. Below is a comparison chart that shows Lashon’s reclassification rate with that of comparison schools, the district and the state. In 2015-16, we reclassified 11% of our students compared to 12% reclassified in comparison schools, 17% at the district, and 11% reclassified in the state.11 In 2016-17, Lashon reclassified 12% of students, compared to 20% at comparison schools, 12% at the district and 11% at the state.12 We have sustained the current reclassification rate over the past two years; however it is critical that we continue to increase the number of students we are reclassifying as English Proficient. We have identified this as a priority in the next term of the charter, and we have described our strategy in more detail in the section below describing areas of challenge.

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(c) LAUSD Oversight Audit Results

LAUSD’s Charter Schools Division (CSD) has consistently provided strong ratings on its annual

11 Note that the data available in the CDE’s DataQuest is inconsistent with what CELDT records show. According to DataQuest, Lashon Academy’s reclassification rate was 19.1% in 2015-16 and 0% in 2016-17. Neither of these is correct due to reporting timelines, which require schools to report reclassification rates through CALPADS in October of each school year, months before when final CELDT scores are made available in December. The figures above reflect official CELDT records, which are more accurate than what is reflected in DataQuest.

12 Source: CDE DataQuest (Enrollment) 2015-16 and 2016-17. District-level data is not available by specific grade or grade span; these figures include ALL grades, K-12, or for API purposes, all tested grade levels (2-11).
comprehensive and detailed site visits of Lashon. In both of the last two Oversight Visits, LAUSD staff concluded that Lashon was proficient in all areas. Lashon Academy earned a 4, the highest possible score, for student achievement on its most recent visit. In the areas of student achievement, organizational data, programs and operations, the CSD noted many strengths. The most recent report stated that, “The school has substantially implemented and monitors the components of the charter’s instructional program designed to meet the learning needs of all students, including its subgroups, and generally modifies instruction based on data analysis. The newly appointed Head of Curriculum and Instruction helps to monitor the instructional program through regular classroom observations and student academic data analysis, and offers coaching, support and professional development to teachers to increase any areas of identified need. To support the school’s English Learner student population, English Language Development (ELD) leveled groups are organized for students to receive targeted instruction. Also, a small-group intervention program offers tutoring to students who are not performing at the Proficient or Advanced levels in the reading curriculum. The school also facilitates an after school 5-week SBAC preparation course once/week for 1.5 hours in both Math and ELA.”

Additionally, the Charter Schools Division noted that, “The school is fully implemented the key features of the educational program described in the charter, and its mission to, ‘prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens … in a multi-lingual and service learning integrated environment’ is being supported through several efforts. The school offers a partial-immersion environment in which the Hebrew language is used in various aspects of the school program and curriculum in addition to a daily period of formal Hebrew instruction. Selected subjects, such as art, music, social studies and physical education are conducted in Hebrew and English through a co-teaching model with both an English-speaking instructor and a Hebrew-speaking instructor. The Readers and Writers workshop model is infused with Modern Hebrew to support proficiency in both languages. The school also integrates service learning in the curriculum to reinforce values of citizenship, community and social responsibility. Examples of recent service learning projects include classroom participation in making toiletry kits for the homeless, and students making blankets to donate to the local animal shelter.”

According to the 2015-16 Report, Lashon’s “… Hebrew dual language immersion program, along with the integration of Hebrew through non-academic times such as snack, PE, voice and dance, supports the school’s goal of student language proficiency. New this year was the addition of a Hebrew voice instructor to expose students to Hebrew in a conversational and instructional model, and the integration of Hebrew into the school’s culminating Project Based Learning (PBL) project.” In addition, according to the report “…to ensure implementation of a standards-based instructional program, the school creates pacing guides that outline the Common Core standards throughout the year; implements a school wide writing assessment each trimester and focuses on writing instruction among all subject areas; provides professional development opportunities that focus on unpacking the standards; and has hired Literacy Partners, Inc. to provide approximately 19 days of support via mentoring, training, and support in the instruction of Readers and Writers workshop and the CCSS. The school’s grading system is standards-based, and all weekly lesson plans must address and outline a specific CCSS.”

LAUSD highlighted these and other strengths in the areas of student achievement, operations, management and programs.

In addition, LAUSD’s CSD team selected Lashon as a model of Promising Practice for its workshop model and was asked to host a visit for other schools to learn about developing and implementing this model. Lashon also presented at this visit on the following:

- how the use of the workshop model delivers a balanced instructional approach.

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• strategies and ideas on how to build capacity in teachers to differentiate instruction in a classroom of heterogeneous learners.
• how the workshop model fosters independent learners - motivated to assume responsibility for their learning, establishing learning goals and monitoring their own learning.

(d) Average Daily Attendance

In addition to academic achievement data, Lashon has had strong Average Daily Attendance (ADA) over the last three years, averaging 96% in 2016-17 and showing significant growth from previous years. Lashon administrative staff members have worked diligently to ensure that students are in school by tracking attendance, chronic absenteeism, truancy and suspension, if applicable.

(e) Internal Assessment Data: Interims, Reading, and NWEA MAP Assessments

Lashon tracks each student’s growth throughout the year, as well as year over year, through use of the nationally normed NWEA MAP benchmark assessments, Fountas and Pinnell reading assessments, and through internally-created interim assessments. NWEA MAP assessments are nationally normed assessments that are administered in Math and Reading. Scores have been found to be predictive of performance on the CAASPP exams.15 The Fountas and Pinnell reading assessment is a systematic approach to small-group reading instruction and student progress that is research-based and widely used in elementary education.16 Finally, the interim assessments provide data that informs instruction throughout the school year. These interim assessments have been a useful tool in predicting student performance on the CAASPP assessment.

NWEA MAP Assessments: Proficiency and Growth

From 2015-2017, Lashon Academy has administered the NWEA MAP assessments twice a year, in the Fall and Spring, to measure growth and proficiency over the course of the year. Lashon also administers this assessment mid-year as a formative assessment for teachers to adjust instruction and leveled groupings. Lashon Academy has performed consistently well in both math and reading on the NWEA MAP

15 Linking the Smarter Balanced Assessment and the NWEA MAP Test. NWEA. January 2017.
16 http://www.fountasandpinnell.com/research/
assessments. The data below shows student performance from Fall to Spring the last two school years; Lashon Academy students have shown consistent growth in both math and English language arts.

Lashon NWEA Proficiency in MATH: Whole School

Lashon NWEA Proficiency in READING: Whole School
The data below shows performance by grade level and subject from 2014-15 to 2016-17. Lashon Academy students achieved in the 62\textsuperscript{nd} percentile in reading and the 59\textsuperscript{th} percentile in math on the Spring 2016-17 administration of the assessment.

Lashon students demonstrated the following performance:
- Kindergarten: 73\textsuperscript{rd} percentile in Math and 72\textsuperscript{nd} percentile in Reading
- First Grade: 68\textsuperscript{th} percentile in Math and 64\textsuperscript{th} percentile in Reading
- Second Grade: 69\textsuperscript{th} percentile in Math and 70\textsuperscript{th} percentile in Reading
- Third Grade: 26\textsuperscript{th} percentile in Math and 51\textsuperscript{st} percentile in Reading
- Fourth Grade: 59\textsuperscript{th} percentile in Math and 62\textsuperscript{nd} percentile in Reading

From 2014-15 to 2016-17, Lashon student performance grew across every grade level except third grade.\textsuperscript{17}

\textsuperscript{17} Some additional context about this particular third grade class: from 2015-16 to 2016-17, this class grew by 17 students, 36\% of whom had IEPs and 50\% of whom came in below grade level. Lashon Academy is working hard to bring this group up to higher levels of proficiency by focusing more heavily on intervention and differentiation strategies within the workshop model.
NWEA MAP Subgroup Performance and Growth
Lashon’s subgroups have also demonstrated consistent performance and growth over time. Overall, all subgroups showed increases in proficiency on the NWEA MAP assessment from 2014-2015 to 2016-17. These areas of growth were most pronounced when we examined students who moved from ‘nearly meeting standards’ to ‘meeting standards,’ suggesting that Lashon is successfully moving many students toward the higher levels of critical thinking. We have reflected the proficiency and growth below in the following charts.

English learners grew in both English language arts and math. In math, ELs students grew from 43% ‘met and exceeded’ proficiency in Spring 2015-16 to 61% ‘met and exceeded’ proficiency in Spring 2016-17, nearly 20% growth. In English language arts, EL students grew from 40% ‘met and exceeded’ proficiency in 2015-16 to 53% ‘met and exceeded’ proficiency in 2016-17.

Students with disabilities grew in both reading and math as well. In math, these students grew from 21% ‘met and exceeded’ proficiency to 44% ‘met and exceeded’ proficiency. In reading, these students grew from 37% ‘met and exceeded’ proficiency in 2015-16 to 64% ‘met and exceeded’ proficiency in 2016-17.

Students qualifying for free and reduced price lunch have maintained strong performance in both reading and math. In math, these students grew from 55% ‘met and exceeded’ proficiency to 61% ‘met and exceeded’ proficiency. In reading, these students grew from 60% ‘met and exceeded’ proficiency in 2014-15 to 64% in 2016-17.
The data below shows the conditional growth percentiles of Lashon’s subgroups from the Fall to Spring assessments 2015-16 and 2016-17. The conditional growth percentile enables us to compare the growth in performance of Lashon scholars compared to similar students nationally.
The data below specifically addresses the performance and growth of students broken down by race. Hispanic/Latino students have shown strong performance and growth over the past three years in math and reading. In math, these students have grown from 46% ‘met and exceeded’ proficiency to 53% ‘met and exceeded’ proficiency. In reading, these students have grown from 51% ‘met and exceeded’ proficiency to 56% ‘met and exceeded’ proficiency.
The charts below address the growth of students broken down by racial demographic using the NWEA MAP conditional growth percentile from the Fall to Spring assessments 2015-16 and 2016-17. The conditional growth percentile enables us to compare the growth in performance of Lashon students compared to similar students nationally.

Hispanic/Latino students have shown increases in their growth over the past two years in math and reading. In math, these students have grown from 46% ‘met and exceeded’ expected growth to 58% ‘met and exceeded’ expected growth. In reading, these students have grown from 44% ‘met and exceeded’ expected growth to 48% ‘met and exceeded’ expected growth.
In addition to the year over year growth shown above, Lashon Academy subgroups have also shown strong, consistent growth over the course of each school year as shown below.
**Internal Reading Assessment: Fountas and Pinnell**

All Lashon students take the Fountas and Pinnell (F&P) assessment for reading. The chart below shows the percentage of students who are reading at or above grade level as assessed using the F&P assessment at the end of the school year for 2014-15 and 2015-16.

There was significant growth in on-grade level reading from 2014-2015 to 2015-16 end of the year. Kindergarten on-grade level reading percentage grew 24% over this period; first grade on-grade level reading percentage grew 32% over this period and 2nd grade on-grade level reading percentage grew by 38%.

**(f) Suspension and Expulsion**

Suspension rates at Lashon Academy have been consistently lower than LAUSD and the state. By comparison, LAUSD has had a 1% suspension rate across all grades and California has had a suspension rate of 2-4% in 2014-15 according to CDE DataQuest. Lashon, in comparison, had a 0% suspension rate for the first two years of operation, and a suspension rate of 1% in the 2016-17 school year (3 suspension incidents out of an enrollment of 260 students).
Table 2. Lashon Suspension and Expulsion Rates

<table>
<thead>
<tr>
<th></th>
<th>Lashon</th>
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<tbody>
<tr>
<td><strong>Suspension Rates</strong></td>
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<tr>
<td>2014-15</td>
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<tr>
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</tr>
<tr>
<td>2016-17</td>
<td>2.3%</td>
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<tr>
<td><strong>Expulsion Rates</strong></td>
<td>Lashon</td>
</tr>
<tr>
<td>2014-15</td>
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<tr>
<td>2015-16</td>
<td>0.0%</td>
</tr>
<tr>
<td>2016-17</td>
<td>0.0%</td>
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</tbody>
</table>

(g) Other Relevant Data

Bringing Diverse Communities Together
Lashon serves a diverse community and is proud of its commitment to providing an exceptional education to all students. As reflected in the chart below, this commitment has been illustrated for the past three years of operation. Of particular note, Lashon serves high numbers of English Learners and students with disabilities.18

Table 3. Student Demographics 19

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<thead>
<tr>
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<th>2016-17</th>
<th>2015-16</th>
<th>2014-15</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>266</td>
<td>182</td>
<td>96</td>
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<tr>
<td>% of students</td>
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<td></td>
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<tr>
<td>FRPL</td>
<td>69%</td>
<td>76%</td>
<td>89%</td>
</tr>
<tr>
<td>English Learners</td>
<td>61%</td>
<td>54%</td>
<td>70%</td>
</tr>
<tr>
<td>Students w/ Disabilities</td>
<td>9%</td>
<td>9%</td>
<td>11%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>47%</td>
<td>52%</td>
<td>64%</td>
</tr>
<tr>
<td>African American</td>
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<td>4%</td>
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<tr>
<td>White</td>
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<td>33%</td>
</tr>
<tr>
<td>Two+ Races</td>
<td>1%</td>
<td>6%</td>
<td>0%</td>
</tr>
</tbody>
</table>

18 CDE DataQuest
19 CDE DataQuest
Parent and Community Engagement

Parent engagement and satisfaction is critical to Lashon’s success. Families who support their children in school contribute to better academic performance for their children and to a stronger school climate. As reported on the 2016-17 LCAP Plan, all Lashon parents are surveyed annually. The survey is delivered in English and Spanish and is available on the Lashon website. Lashon parents showed very strong support for Lashon’s academic programs. On the 2015-16 LCAP annual parent survey, 98% of Lashon parents shared that they believed that the school provided a high quality education for their children. 95% of parents shared they would recommend Lashon to other families.

[Charts: Demographic Comparisons 2016-17: Free and Reduced Price Lunch, Demographic Comparison 2016-17: English Learners]

The community has also demonstrated support for Lashon’s academic programs. This is evidenced by the high demand in Van Nuys and surrounding communities for Lashon’s educational program: for the 2016-17 school year, there were 96 students on the waitlist.

**Success Of The Innovative Features Of The Educational Program**

**Modern Hebrew Program**

Lashon has an innovative model designed to provide a high quality education for a diverse population of students, with an integrated Modern Hebrew program that is foundational to the school’s model. As evidenced in the previous section on academic and other outcomes, this model has shown success in its first three years of operation. The instructional model, use of data, embedded professional development, and staffing plan at Lashon Academy promote highly individualized and differentiated instruction, supporting learning and achievement of all students that meets the needs of all students especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. The incorporation of an intensive focus on a foreign language in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. According to the American Council on the Teaching of Foreign Languages, there are many advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. Lashon Academy’s strong academic focus, in an integrated language environment, is resulting in students who are competent learners.

Curriculum alignment and integration are at the core of Lashon Academy’s instructional program. Our program is NOT a dual language program; it’s a Foreign Language in the Elementary Schools (FLES) program. Research in support of the FLES program can be found on the American Council on the Teaching of Foreign Languages website. Instruction in content subject is delivered in English, not in Hebrew; however there is some infusion of Hebrew when appropriate during content subject instruction. Time spent in the target language is 15%-20% throughout the program, or about 300 minutes per week. Time spent in the language includes:

- direct Hebrew language instruction,
- unstructured exposure to the language during non-academic time, such as transitions, recess and meals, and
- content-related instruction, which means limited time during content subjects when parts of the lesson are infused with Hebrew.

A crucial part of Lashon Academy’s mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. We believe this distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

**Diverse Student Population**

Lashon operates on the foundational belief that students benefit from exposure to and collaboration with diverse populations. The world economy has created a large need for a workforce that can communicate

21 [www.actfl.org](http://www.actfl.org)
22 [https://www.actfl.org/advocacy/what-the-research-shows](https://www.actfl.org/advocacy/what-the-research-shows).
in multiple languages and across cultural differences. Lashon Academy is committed to its enrollment targets and creating a racially and socioeconomically diverse student body. Socioeconomic diversity benefits Lashon Academy’s academic program, yielding positive student achievement, and it is also beneficial to the service learning and community service aspects of the curriculum, helping our children to develop caring and sensitivity toward different cultures and social classes. By exposing young children to peers from diverse socioeconomic backgrounds, Lashon Academy has the opportunity to advance some of the evidence-based social benefits of school integration, including the following:

- Friendships that develop in integrated schools encourage broad, positive attitudes across students of all different races and income levels. When different groups have more contact, levels of prejudice are significantly lower than within isolated groups.
- Ethnicly diverse students who attend integrated schools are more likely to have friends from a racial group other than their own, more likely to work in integrated workplaces, more likely to live in integrated neighborhoods, and more likely to favor integrated schools for their own children. These differences persist even when researchers control for socioeconomic status, prior achievement, and student location.

Lashon Academy is proud to serve a diverse student population in the Van Nuys neighborhood.

**Workshop Model**

Lashon Academy uses the workshop model to deliver a balanced literacy approach in core subject areas. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students. Students actively participate in their own learning and engage more fully in higher order thinking skills.

At Lashon Academy, teachers differentiate instruction using ongoing assessments and comprehensive data to identify student needs, tailor instruction, and define flexible small group composition. As teachers differentiate instruction and define flexible small group composition, it is in these small group settings where students’ needs, especially those of ELs and students with disabilities, can be effectively targeted. Lashon Academy believes that learning best occurs when ongoing assessment is a vital part of the educational model. Moreover, national research supports the concept of using data-driven decision making as a best practice to improve student achievement.

**Areas Of Challenge The School Has Experienced And How They Have Been/Will be Improved**

**Mathematics Achievement**

In the first two years of the charter, Lashon Academy used enVisionMATH as the foundation for its math curriculum. It became clear that there were gaps within the curriculum. Skills instruction was failing to bring students to mastery levels. Students were not consistently led to the higher levels of critical thinking that would be needed to demonstrate mastery on Common Core assessments. Additionally, there was a

need for more integration of technology and literacy into the math curriculum, and enVisionMATH did not offer that opportunity.

In the 2016-17 school year, Lashon Academy opted to make a switch to a new math curriculum, Go Math! Developed based on the Common Core state standards, the curriculum’s lessons are written to bring students to higher levels of critical thinking. Performance tasks are embedded, and students are frequently asked to explain or defend answers, which was not the case with the previous curriculum. Go Math!’s lessons are designed with an eye toward differentiation, and small group activities and resources are provided as part of the curriculum. For the first time, Lashon Academy is implementing a differentiated small group block for math in which every student meets with their teacher and a small number of their peers for small group differentiated math instruction throughout the week.

NWEA MAP interim assessment data and classroom observations are indicating that the new curriculum is having a greater impact on student learning than enVisionMATH did. Lashon expects to see an increase in the number of students meeting or exceeding proficiency on the Math CAASPP assessment in Spring 2017.

Achievement of Students with Disabilities and English Learners
To date, Lashon Academy has seen an achievement gap between English Learners and students with disabilities compared to the student population overall. Lashon has implemented a variety of strategies in the 2016-17 school year to work to reduce this achievement gap.

To support students with disabilities, special education teachers began more closely integrating with the grade level work being done in general education classrooms. Thursday planning meetings have allowed for increased communication and common planning between general education and special education teachers, and special education teachers are in every parent conference now alongside general education teachers for students with individualized education programs (IEPs). The new math curriculum described above has also benefitted students with disabilities, as teachers are able to take advantage of Go Math’s high quality differentiated resources to support students with disabilities in demonstrating mastery on the same skills as their peers in general education, but with the supports and scaffolds they need to be successful.

To support English Learners, Lashon Academy is testing a shift from purely “embedded” English Learner supports to implementing a 30-minute English Language Development (ELD) block for every grade level. In the 2016-17 school year, students received 30 minutes of ELD instruction at their level every day, reinforcing phonics, academic and content vocabulary, and reading comprehension skills at all levels. While this system is fairly new, early results look promising, and we expect to see an increase in reclassification rates over time as a result of this highly targeted ELD time. We still believe that embedding English Language Development in the core content areas is incredibly important as students are supported in achieving grade level content standards with SDAIE strategies, but if dedicated ELD proves to be effective, we may make that a part of the daily schedule in the future.

Teacher Turnover
In the first two years of the charter term, Lashon Academy experienced high rates of teacher turnover from year to year, retaining only about 60% of instructional staff members from one year to the next. With the belief that retention of high quality instructors is critical, Lashon chose to address the issue by evaluating and ultimately adjusting its salary schedule to be more competitive with the local landscape. This year, Lashon also began implementing round table discussions for staff to create an environment of
open dialogue, sense of ownership in the school, and higher levels of staff engagement. These strategies have been effective in retaining teachers; in the 2017-18 school year, Lashon expects more than 90% of instructors to return.

**Chronic Absenteeism**
While Lashon Academy’s overall attendance rate is strong, the school has experienced some challenges with chronic absenteeism.\(^{26}\) To tackle this challenge, the school is testing a variety of strategies, such as:

- Offering fun incentive activities in the mornings, including raffles and student-led activities;
- Awards ceremonies to reward positive attendance trends; and
- Ramping up attendance interventions, including:
  - administrator phone calls home for absent students
  - teachers reaching out to each parent via Lashon Academy’s school-home communication platform LivingTree to address the absence and offer support
  - 1:1 meetings between parents of truant students and an administrator.

Lashon Academy has a system of tiered interventions for students who are habitually absent. After three unexcused absences, the Charter School will begin the attendance intervention process. These tiered interventions include:

- Contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The Charter School will try to help the family resolve the problems.
- Hold an in-person meeting with a parent to discuss the unexcused absences, and notify the parents that if more unexcused absences occur, the family will need to meet with the administrative team.
- Hold a second in-person parent conference; the parent will be notified that continued truancy will result in a meeting with the attendance review committee.
- Refer to the attendance board to seek an alternative remedy.

**Student Population to be Served**

**Target Population**
The school attracts a heterogeneous cross section of Los Angeles’s population, including a significant number of students who are English Language Learners (ELs), and students who are both high- and low-achieving. Below, we provide an analysis of the data that characterizes the Van Nuys community and how we used this data to develop a sound educational approach based on proven practices that support improved student achievement for all students, including English Learners, students with disabilities, socioeconomically disadvantaged students and students achieving below grade level.

\(^{26}\) Defined as students missing 10% or more of school days
Community and School Demographics

As described above, Lashon Academy is a unique school that draws families from a broad geographic range. Here, we describe community demographics for Van Nuys, the neighborhood of Los Angeles in which Lashon Academy is currently located.

Adult Population

The educational level of the adult population in the targeted area is lower than both the California average and the National average as shown in the table below. The table provides Social Profile data from Zip Atlas for Van Nuys zip codes 91401, 91405, 91406, and 91411, which represent the general vicinity of the targeted area.

The data shows that the Van Nuys community has a significant population of adults who do not have a high school diploma. Adults in Van Nuys are also less likely to hold college degrees than the average adult in Los Angeles. Within Van Nuys, 20% of adults have less than a 9th grade education and only 20% have a high school diploma or high school equivalent education. This information highlights what could be a contributing factor to the low academic achievement levels of children in the community.

27 ZipAtlas
Student Population

According to demographic data housed in CDE Dataquest, LAUSD enrolled 633,621 students in 2016-2017. Of these students, African American students constituted 8.3% of the District’s students, Asian 3.7%, Hispanic/Latino 74%, and White students 10.1%. During the 2016-2017 school year, students classified as English Learners made up 24.9% of the District student body. Of the students who attend LAUSD schools, 69% qualify for free or reduced priced lunch (FRPL). English Learners comprise 24.9% of students attending LAUSD schools and 21% of the students in the state of California. The percentage of EL students attending the 9 comparison elementary schools are within a range from 13%-50% depending on the school. Hispanic or Latino students comprise the largest ethnic group attending LAUSD schools (74%) and 54% throughout the state. Currently 14% of LAUSD’s enrollment receives Special Education services.

Lashon Academy recruits a racially and culturally diverse student population from throughout LAUSD. The Lashon Academy student population is representative of the demographics of comparison schools, the LAUSD, and the State. In 2016-17, 61% of the students attending Lashon were English Learners, a much higher percentage than the comparison elementary schools (13-50% depending on the school), LAUSD, and the state. Lashon enrolled nearly 50% Hispanic/Latino students, and 70% of Lashon students qualified for FRPL.

Table 4. Comparison School Student Demographics

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<th>FRPL</th>
<th>English Learners</th>
<th>Students with Disabilities</th>
<th>Hispanic/Latino</th>
<th>African American</th>
<th>Asian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lashon</td>
<td>70%</td>
<td>61%</td>
<td>9%</td>
<td>47%</td>
<td>3%</td>
<td>0%</td>
<td>48%</td>
</tr>
<tr>
<td>Comp. School</td>
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</tr>
<tr>
<td>Average</td>
<td>78%</td>
<td>31%</td>
<td>12%</td>
<td>64%</td>
<td>4%</td>
<td>4%</td>
<td>24%</td>
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<tr>
<td>Valerio</td>
<td>88%</td>
<td>47%</td>
<td>11%</td>
<td>87%</td>
<td>3%</td>
<td>2%</td>
<td>4%</td>
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<tr>
<td>Monlux</td>
<td>80%</td>
<td>28%</td>
<td>13%</td>
<td>36%</td>
<td>3%</td>
<td>3%</td>
<td>56%</td>
</tr>
<tr>
<td>Emelita</td>
<td>66%</td>
<td>25%</td>
<td>14%</td>
<td>49%</td>
<td>7%</td>
<td>4%</td>
<td>35%</td>
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<tr>
<td>Burbank</td>
<td>74%</td>
<td>25%</td>
<td>10%</td>
<td>54%</td>
<td>7%</td>
<td>7%</td>
<td>28%</td>
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<tr>
<td>Kester</td>
<td>53%</td>
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<td>9%</td>
<td>38%</td>
<td>8%</td>
<td>7%</td>
<td>38%</td>
</tr>
<tr>
<td>Shirley</td>
<td>83%</td>
<td>23%</td>
<td>12%</td>
<td>83%</td>
<td>2%</td>
<td>5%</td>
<td>7%</td>
</tr>
<tr>
<td>Vanalden</td>
<td>86%</td>
<td>32%</td>
<td>14%</td>
<td>74%</td>
<td>3%</td>
<td>3%</td>
<td>15%</td>
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<tr>
<td>Erwin</td>
<td>82%</td>
<td>37%</td>
<td>14%</td>
<td>63%</td>
<td>4%</td>
<td>1%</td>
<td>31%</td>
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<tr>
<td>Columbus</td>
<td>89%</td>
<td>50%</td>
<td>13%</td>
<td>89%</td>
<td>3%</td>
<td>2%</td>
<td>5%</td>
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Enrollment Plan

Lashon Academy will serve TK-6th when it is at full capacity. In the 2016-17 school year, Lashon served grades TK-4. Each year, the school will add an additional grade level until the school serves TK-6 in 2018-19. Total enrollment capacity is 660.

Table 5. Lashon Academy Student Enrollment Projections

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28 CDE Dataquest (Enrollment) 2016-17.
29 CDE DataQuest
### Mission and Vision

The Lashon Academy mission is to prepare culturally diverse TK-6th grade students to be self-directed learners and responsible global citizens by fostering academic excellence and utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

The Lashon Academy vision is to create a school where children of all backgrounds and abilities will learn, achieve and become productive members of the world community together. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning. We believe that:

- education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- all children can achieve;
- development of proficiency in multiple languages enhances students’ cognitive development and academic achievement; and
- the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one’s community are critical to the development of tomorrow’s leaders.

### The Meaning of “Lashon”

The meaning of the Hebrew word “Lashon” holds great importance in the development of language and the power of its use. A direct interpretation of Lashon is “tongue, language, speech or words,” but there is an expression that further defines the word Lashon: “The tongue is so powerful to determine Life or Death.” Lashon Academy will instill in students the understanding that speech, or words, are very powerful and have a decisive impact on our lives. In order to develop life-long learners, 21st century educated people, and socially aware leaders, Lashon Academy students will develop, understand, and apply their words in powerful and meaningful ways.

### Our Values

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual
understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.

At Lashon Academy, we accept the charge to help every student achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect, and accountability.

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

The founders of Lashon Academy believe that education should prepare students to take personal responsibility for tomorrow’s world. Thus, Lashon Academy provides its students with the academic and personal foundation necessary to successfully pursue advanced studies and achieve continued personal growth as ethical and informed global citizens. Lashon Academy offers an academically rigorous TK-6 curriculum, which includes instruction in Modern Hebrew. In addition, aligned to the LAUSD Board of Education’s stance that “in order to globally compete in the 21st Century, today’s students need to develop linguistic and cultural literacy and functional proficiency in one or more world languages”30, Modern Hebrew language and culture are integrated during social studies, science, and physical education.

Students are active learners and engaged in experiential, inductive, hands-on learning—i.e., learning that is focused on higher order thinking and addresses individual needs of all learners through differentiated instruction. Lashon Academy’s rigorous academic program will foster college and career readiness in a 21st century, globally competitive society.

The 21st century world necessitates that we develop students who are college and career ready. College and career readiness anchor the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Furthermore, as a member of a multicultural society, a person must be committed to understanding, respecting, and promoting acceptance of the differences and similarities of individuals and other cultures. One must be able to solve problems through collaboration and communication, using skills that allow them to adapt to changing environments and diverse populations. Currently, in the “Information Age,” facts, figures, and information of all types are readily available, but constantly expanding and updating. Workplace challenges require flexible and adaptive thinking; there rarely is a single correct answer, and problem solving is commonly a collaborative process.

Lashon Academy integrates service learning in the curriculum to reinforce values of citizenship, community and social responsibility. Moreover, given the increasing globalization of the world economy that has created a large need for the workforce that can communicate in multiple languages, Lashon Academy’s intensive focus on the acquisition of a foreign language is significant. Lashon Academy believes that an educated productive citizen of the 21st century will demonstrate the following:

- Awareness about the world
- A foundation of knowledge about what it means to be a global citizen
- Fluency in more than one language
- A focused comprehension of world communities that will serve as a springboard for multicultural appreciation
- The ability to apply information learned in the classroom to one’s personal life and the world

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30 Los Angeles Unified School District, Board of Ed. Special Meeting Order of Business, v.5-27-11, “Board Member Resolution – Protecting Dual Language Programs for Maximum Academic Achievement”
• Leadership skills and the ability to relate well with peers and rally peers to help achieve common goals

Lashon Academy will provide its students with the academic and personal skills necessary to thrive in middle school, high school, college, and beyond, and this includes the use of technology. As long as the budget allows, Lashon Academy will aim for a student to laptop ratio of 4:1 in grades TK-2 and a ratio of 1:1 in grades 3 and higher. The instructional materials selected for use across grade levels were chosen in part because of their integration with technology; for example, both Go Math! and FOSS incorporate technology as a way to deliver learning experiences to students. Lashon Academy students will be exposed to a wide range of online and offline activities in all subject areas, preparing them for a future in which they will need to be able to demonstrate dexterity with many types of technology.

**HOW LEARNING BEST OCCURS**

Lashon Academy believes that learning best occurs when highly qualified teachers implement sound instructional methodologies and research-based programs that are aligned to rigorous standards. Lashon Academy teachers will be certificated and authorized to teach ELs. Teachers will continuously monitor their effectiveness and adjust their teaching practices as they strive towards optimal performance and student outcomes. The instructional approaches that Lashon Academy believes are most effective require a high level of skill to implement. As such, Lashon Academy is committed to ongoing and needs-based professional development that responds to the needs of teachers and supports their delivery of instruction to increase student achievement for all its students, including English Learners, students with disabilities, socioeconomically disadvantaged students, and students achieving below and above grade level. This will ensure that students benefit from a constantly improving educational program that is aligned to the Common Core State Standards.

According to Zemelman, Daniels, and Hyde in their book, *Best Practice for Teaching and Learning in America’s Schools*, there are thirteen interlocking principles that characterize best practice. 

Lashon Academy is modeled after the Hebrew Language Academy Charter School (HLA), which opened in 2009 in Brooklyn’s Community School District 22. As with its predecessor, the program is designed based on well-established theories of student learning and language acquisition and grounded in research to optimize learning for all students. The key design elements have been successfully implemented in schools nationwide, and were chosen to create the environment in which the 13 best practices listed below are implemented. It is these thirteen interlocking principles as described in Table 3 below that drive the Lashon Academy instructional program.

**Table 6. Principles of Best Practice Learning**

<table>
<thead>
<tr>
<th>How learning best occurs</th>
<th>What it looks like at Lashon:</th>
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<tbody>
<tr>
<td>1. Student-Centered</td>
<td>Teachers will</td>
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<td>● build on the natural curiosity children bring to school</td>
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<td>● help students list their own questions and goals and then structure the classroom experiences and investigations to address these.</td>
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<tr>
<td>2. Experiential</td>
<td>Children learn most powerfully from doing, not just hearing. At Lashon:</td>
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<td></td>
<td>● In reading and writing students will read whole real texts rather than do worksheets and exercises</td>
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</table>
| In mathematics students will work with objects—sorting, counting, and building patterns of number and shape and carry out real-world projects that involve collecting data, estimating, calculating, drawing conclusions, and making decisions  
In science it means conducting experiments and taking field trips to investigate natural settings, pollution problems, etc.  
In social studies students will conduct opinion surveys, prepare group reports that teach the rest of the class, role-play famous events, conflicts, and political debates. |  |
| **3. Holistic** | Children will learn going from whole-to-part by:  
- Reading whole books and writing whole stories and carrying out whole investigations of natural phenomena |
| **4. Authentic** | Children will not be exposed to simplified materials and activities. Teachers will take steps to turn schoolwork into something children truly own to foster real thought and knowledge. At Lashon:  
- In reading this means that the rich and complex vocabulary of stories will be scaffolded and explored.  
- In math children might investigate ways of dividing pizza or a cake rather than working the odd-numbered fraction problems at the end of a unit of study.  
- Students will be reading and writing and calculating and investigating for purposes that they have chosen. |
| **5. Expressive** | Children need to understand, own, and remember ideas not just receive ideas but also to express them. At Lashon students will:  
- talk in pairs and in informal groups  
- take ideas and transform them into a skit or other form of media |
| **6. Reflective** | Learning is strengthened when children have time to look back on what they've learned. At Lashon students will:  
- Keep learning logs and journals  
- Have share sessions after each independent work activity |
| **7. Social** | Research shows that humans are social beings. Social interaction promotes learning. Literacy is socially constructed and socially rooted. At Lashon students will:  
- Have reading partnerships and participate in TNT (Turn ‘n Talk) activities during their lessons at their meeting areas  
- Have writing partners to discuss questions in their writing and ways to improve and expand their work. Give real life purpose to writing: invitations, persuasive essays, sharing information, etc.  
- Have partnerships for both mathematics and social studies to solve problems and ask questions |
| **8. Collaborative** | This learning is linked to social learning. Collaborative learning promotes children’s learning with one another. At Lashon students will:  
- Receive training in learning how to cooperate and value each other’s ideas.  
- Work in small groups  
- Gather feedback from fellow students to improve writing, projects, presentations |
| **9. Democratic** | Children need to exercise choice to become active, critical and involved citizens. Classes at Lashon will be heterogeneously grouped for the richness and stimulation that a diverse class provides. Students will:  
- Learn how to choose their “just-right” books for independent reading  
- Choose their own topics for writing  
- Explore problem solving options and make decisions about which to use  
- Learn to negotiate conflicts so they can work together more effectively and respect and appreciate one another’s differences. |
| **10. Cognitive** | Powerful learning comes from cognitive experiences not memorization. Through modeling, scaffolding and teacher support Lashon students will:  
- Be surrounded with real stories, real-life problems  
- Experience and practice teacher modeled thinking such as:  
  ✓ Analytical reasoning  
  ✓ Interpretation  
  ✓ Metaphorical thinking  
  ✓ Categorization |
<table>
<thead>
<tr>
<th></th>
<th>Hypothesizing</th>
<th>Drawing inferences</th>
<th>Synthesis</th>
</tr>
</thead>
</table>
| 11. Developmental | At Lashon children’s learning will be age-appropriate and developmentally oriented with a respect for students’ capabilities. Students will:  
  ● Be met where they are rather than just marching through reading materials or problems.  
  ● Through conferring in writing children’s progress will be monitored and assessed.  
  ● In math, along with review and exploration of the week’s topic, we will include challenging, enjoyable activities that go beyond the textbook unit so that we find out what various kids are really ready for. |
| 12. Constructivist | At Lashon teachers will create a rich environment in which children can gradually construct their own understandings. The keys to this are to give students:  
  ● Time to practice reading, writing, and math  
  ● Time to experiment  
  ● Encouragement to reflect, to share their ideas and hypotheses with others.  
  ● Respect for their errors and temporary understandings. |
| 13. Challenging | Following all the above principles means that a school is challenging. Lashon students will:  
  ● Set up and conduct their own inquiries  
  ● Keep track of and evaluate their own efforts  
  ● Establish their learning goals  
  ● Monitor their own learning  
  ● Choose their projects rather than just fill in an extra ditto sheet. |

The key classroom structures outlined in the thirteen best practices encourage inclusion of all children regardless of academic ability, language status, or socioeconomic status.

Lashon Academy uses the workshop model to support student achievement for all its students. According to Lucy Calkins, Founder and Director of The Teachers College Reading and Writing Project housed at Teachers College, Columbia University, best-practice teachers are careful to encourage student independence, and it is for that reason we have chosen the workshop model as our instructional vehicle. Our model is based upon the belief that the best way to encourage deep and enduring understandings is through explicit strategy lessons and small group settings. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Students will actively participate in their own learning and engage more fully in higher order thinking skills. It is through the workshop model that we will foster independent learners - motivated to assume responsibility for their learning, establishing learning goals, and monitoring their own learning. Through this independence, students practice, at their own level, the skills and strategies their teacher has modeled. As students gradually assume responsibility for their learning, teachers are able to attend to the needs of individual students.

The workshop model facilitates differentiated and individualized instruction and is highly effective with at-risk populations such as students with disabilities, ELs, socioeconomically disadvantaged students, and students at risk of academic failure. At Lashon Academy, teachers differentiate instruction using ongoing assessments and comprehensive data to identify student needs, tailor instruction, and define flexible small group composition. As teachers differentiate instruction and define flexible small group composition, it is in these small group settings where students’ needs, especially those of ELs and students with disabilities, can be effectively targeted. Lashon Academy believes that learning best occurs when ongoing assessment is a vital part of the educational model. Moreover, national research supports the
The concept of using data-driven decision making as a best practice to improve student achievement.\textsuperscript{32}

A crucial part of Lashon Academy’s mission of academic excellence and rigorous curriculum is based upon the large body of research demonstrating that the study of a foreign language supports academic achievement. According to Armstrong\textsuperscript{33}, Johnson\textsuperscript{34}, and Turnbull\textsuperscript{35}, incorporating an intensive focus on Modern Hebrew in the curriculum will foster positive learning and developmental outcomes in students. These scholars have demonstrated through their research that embedding the study of a language besides English into the school day does not detract from the core subject areas but in fact increases students’ performance across those areas. We believe this distinctive aspect will better prepare our students to be active participants in the global community of today and tomorrow.

**THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(II)**

Student performance and achievement of school-wide, subgroup and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP), as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s annual goals for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals.

**Table 7. LCFF State Priorities**

<table>
<thead>
<tr>
<th>LCFF STATE PRIORITIES</th>
<th>GOAL #1</th>
<th>Related State Priorities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide students with access to: highly qualified teachers; access to Common Core, Next Generation Science Standards, and History and Social Science Standards (collectively, “the standards”) aligned Curriculum &amp; instructional materials; educational technology; in learning environments with facilities are safe, secure, clean, well-maintained and in good repair</td>
<td></td>
<td>☒ 1 ☐ 4 ☒ 7</td>
</tr>
<tr>
<td></td>
<td></td>
<td>☐ 2 ☐ 5 ☒ 8</td>
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<tr>
<td></td>
<td></td>
<td>☐ 3 ☐ 6</td>
</tr>
</tbody>
</table>


Specific Annual Actions to Achieve Goal

- The Custodian of Records verifies teachers credentials, CLAD certifications and ensures LiveScan is completed and documented in employee’s personnel file.
- We will acquire, develop and retain highly qualified teachers to provide a rigorous academic program and attend ongoing Professional Development. In addition, costs for school principal, to facilitate/implement Professional Development, held accountable for instructional and curricular decision-making, conduct classroom observations, hiring/dismissal of staff, meet and develop partnerships with parents; order/approve orders for curricular/instructional materials, etc.
- Provide Professional development opportunities for the Principal and teachers as part of Capacity Building and supporting their roles at the school.
- The Executive Director will oversee to ensure we maintain laptops, provide technical support and ensure updates of all computers for instructional and assessment use. He will also assess schoolwide bandwidth to ensure appropriate implementation of web-based curricular programs and expansion of technology devices and will develop a needs assessment for the purchase of additional technology (hardware/software) & subscriptions to web-based materials.
- We will be purchasing standards-aligned curricular and instructional materials for grades TK-6.
- The Executive Director will conduct regular facilities walkthroughs to ensure that school facilities are suitable for learning; annually, he will also complete a facilities checklist.

Expected Annual Measurable Outcomes

**Outcome #1:** All core subject teachers will be appropriately assigned and credentialed in the subject areas and for the pupils they are teaching.

**Metric/Method for Measuring:** 100% of teachers will be appropriately credentialed and assigned.

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100% of teachers properly certified and assigned.</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
</tr>
<tr>
<td>English Learners</td>
<td>100% of teachers properly certified and assigned.</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>100% of teachers properly certified and</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
<td>100% compliant</td>
</tr>
</tbody>
</table>
Foster Youth * *
Students with Disabilities *
African American Students *
American Indian/Alaska Native Students *
Asian Students *
Filipino Students *
Latino Students
100% of teachers properly certified and assigned.
100% compliant
100% compliant
100% compliant
100% compliant
Native Hawaiian/Pacific Islander Students *
Students of Two or More Races *
White Students
100% of teachers properly certified and assigned.
100% compliant
100% compliant
100% compliant
100% compliant

Outcome #2: All students (including all statistically significant subgroups) will have access to standards-aligned materials and additional materials as outlined in the charter petition.

Metric/Method for Measuring: 100% of students will have access to standards-aligned ELA & Math Curriculum.

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>100% of students have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
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<tr>
<td>English Learners</td>
<td>100% of students have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
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<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
<td>100% of students will have access to standards-aligned ELA &amp; Math Curriculum.</td>
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* Not numerically significant at this time
### Socioecon. Disadv./Low Income Students

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
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**Outcome #3:** School facilities will be clean, safe, and maintained in good repair.

**Metric/Method for Measuring:** Ensure facilities are in good repair as documented in annual Facilities Inspection Tool.
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<tr>
<td>English Learners</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
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<td>Sociocon. Disadv./Low Income Students</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
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<td>Students with Disabilities</td>
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<td>African American Students</td>
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<td>American Indian/Alaska Native Students</td>
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<td>Asian Students</td>
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<td>Filipino Students</td>
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<tr>
<td>Latino Students</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
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<td>Native Hawaiian/Pacific Islander Students</td>
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<tr>
<td>Students of Two or More Races</td>
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<tr>
<td>White Students</td>
<td>&gt; 90% of items compliant or good standing</td>
<td>&gt; 90% of items compliant or good standing</td>
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</table>

**Outcome #4:** Students will have access to technology to encourage learning.

**Metric/Method for Measuring:** Student to Computer ratio: 4:1 (Grades K-2) Student to Computer ratio: 1:1 (Grades 3-6).
<table>
<thead>
<tr>
<th>Category</th>
<th>Recommendation</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>Student: computer ratio of 4:1</td>
<td>Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and 4.</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>Student: computer ratio of 4:1</td>
<td>Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and 4.</td>
</tr>
<tr>
<td>Foster Youth</td>
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<td>Asian Students</td>
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<td>Filipino Students</td>
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</tr>
<tr>
<td>Latino Students</td>
<td>Student: computer ratio of 4:1</td>
<td>Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and 4.</td>
</tr>
</tbody>
</table>
### GOAL #2

Teachers will receive professional development on research-based strategies, CCSS ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.

#### Related State Priorities:

- ☐ 1  ☒ 4  ☐
- ☒ 2  ☐ 5  ☐ 8
- ☐ 3  ☐ 6

#### Local Priorities:

- ☐
- ☐

### Specific Annual Actions to Achieve Goal

#### PROFESSIONAL DEVELOPMENT

- Lashon Academy will provide extensive Professional Development for entire teaching staff and Principal on the following topics:
  - Common Core State Standards ELA/ELD, Math, NGSS
  - NWEA MAP Assessments
  - Data Analysis
  - Portfolio Reviews
  - Writing Rubrics
  - Differentiated Instruction
  - Principles of Learning
- Provide a minimum of 5 days of Summer Professional Development for all teachers & Principal

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Grades 3 and 4</th>
<th>2 and 1:1 for Grades 3 and 4</th>
<th>Grades 3 and 4</th>
<th>2 and 1:1 for Grades 3 and 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Native Hawaiian/Pacific Islander Students</td>
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<tr>
<td>Students of Two or More Races</td>
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<tr>
<td>White Students</td>
<td>Student: computer ratio of 4:1</td>
<td>Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and 4</td>
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<td>Maintain 4:1 Student to computer ratio for grades K-2 and 1:1 for Grades 3 and 4</td>
</tr>
</tbody>
</table>
- Provide a minimum of 4 non-instructional days during the school year to review/analyze data, assess instructional practice, and provide professional development.
- Provide at least 2 days of Professional Development End-of-Year (non-instructional days).
- Costs for Consultants for Professional Development.
- Hebrew teachers will receive professional development from Lashon Hebrew Consultant; includes Hebrew Curriculum and Instructional strategies.
- Provide learning opportunities for teachers, Principal, and Director of Curriculum and Instruction through Conferences such as CCSA, NWEA and other opportunities as requested by teachers.

**ENGLISH LANGUAGE DEVELOPMENT**
- CELDT Coordinator will administer CELDT assessments annually for all ELs.
- Principal and teachers as a PLC will analyze data and discuss student progress and routinely use data to:
  - Monitor the progress of ELs and reclassified students
  - Determine the short and long term needs of ELs
  - Determine specific actions designed to accelerate language acquisition and learning for ELs
  - Embed ELD in ELA
  - Develop annual growth targets for ELs
- Provide EL students with ELD instruction.
- Director of Curriculum and Instruction will reclassify students annually based on school’s reclassification criteria.
- All teachers will provide Integrated ELD (academic language development across all disciplines).

### Expected Annual Measurable Outcomes

**Outcome #1:** Fully implement all state standards in all core subjects, including the CCSS in Math and ELA.

**Metric/Method for Measuring:** 100% of teachers will fully implement state standards in all core subjects, including the CCSS in Math and ELA.

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Outcome #2: Fully implement all state standards in all core subjects, including the CCSS in Math and ELA.

Metric/Method for Measuring: 100% of teachers will implement research-based instructional strategies.
Students with Disabilities | * |   |   |   |   |   |   
African American Students | * |   |   |   |   |   |   
American Indian/Alaska Native Students | * |   |   |   |   |   |   
Asian Students | * |   |   |   |   |   |   
Filipino Students |   | 100% of teachers implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. |   
Latino Students |   |   |   |   |   |   |   
Native Hawaiian/Pacific Islander Students | * |   |   |   |   |   |   
Students of Two or More Races | * |   |   |   |   |   |   
White Students |   | 100% of teachers implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. | 100% of teachers will implement research-based instructional strategies. |   

**Outcome #3:** EL students will advance at least one grade level on the CELDT/ELPAC (or other available external and internal assessments) each year.

**Metric/Method for Measuring:** Will establish growth targets for continuously enrolled EL’s using CELDT Performance.

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<tr>
<td>English Learners</td>
<td>Lashon Academy will establish a baseline on the new ELPAC assessment in the 2017-18 school year.</td>
<td>Achieve similar or higher rate of EL growth on the CELDT/ELPAC each year.</td>
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**Outcome #4:** Develop a Plan to meet growth targets (English Proficiency of EL’s)

**Metric/Method for Measuring:** EL reclassification rate will meet or exceed the District’s reclassification rate.
Outcome #5: Increase numbers of students who are reclassified English Proficient.

Metric/Method for Measuring: Establish reclassification rate and reclassify at higher rates than surrounding schools.

Outcome #1: All students, including all subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Math.

Metric/Method for Measuring: Establish growth targets for Benchmark assessments in ELA & Mathematics
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<tr>
<td>All Students (Schoolwide)</td>
<td>Establish benchmark</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
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<tr>
<td>All Statistically Significant Subgroups: Latino/a, White, English Learner, and Students Qualifying for FRPL All Subgroups</td>
<td>Establish benchmark</td>
<td>School-wide and all significant subgroups will meet or exceed targets for growth in ELA and Math.</td>
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</table>
### African American Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### American Indian/Alaska Native Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### Asian Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### Filipino Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### Latino Students
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### Native Hawaiian/Pacific Islander Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### Students of Two or More Races
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP

### White Students
- **Metric/Method for Measuring:** Establish benchmark
- **Outcome #2:** All students, including all subgroups, will meet or exceed targets for growth in NWEA MAP
### Outcome #3:
Lashon annual state student achievement measure will meet or exceed the growth targets set by the state for schoolwide and all numerically significant subgroups.

**Metric/Method for Measuring:** Establish annual API growth targets.

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<td>All Students (Schoolwide)</td>
<td>Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.</td>
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<tr>
<th>English Learners</th>
<th>Meet or exceed growth target(s) schoolwide and for all numerically significant subgroups.</th>
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<tr>
<th>Socioecon. Disadv./Low Income Students</th>
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**GOAL #4**

Increase resources and services to students, and parents to provide a sense of safety, school connectedness, and increased student motivation.

**Related State Priorities:**

- [ ] 1
- [ ] 4
- [ ] 7
- [ ] 2
- [ x ] 5
- [ ] 3
- [ ] 6

**Local Priorities:**

- [ ]
- [ ]

Specific Annual Actions to Achieve Goal
## PARENT PARTICIPATION/PARTNERSHIPS
At Lashon Academy, we strive to develop cohesive partnerships with parents that supports participation and/or involvement at the school and/or supporting their child’s academic goals:

- Provide “Coffee with the Principal” – to address questions and/or concerns from parents, discuss upcoming schoolwide events, and current issues.
- Administer a parent survey to receive input on relevant topics for parent workshops. Lashon Academy will host at least 2 parent workshops during the school year.
- Provide parent training on PowerSchool parent portal
- Host schoolwide events
- Hire a bilingual Behavior Dean to increase parent partnerships, satisfaction and address needs/concerns.

### PARENT DECISION-MAKING/INPUT
At Lashon Academy, parent-decision-making input takes place in the following ways:

- Host ELAC meetings annually to address the school’s Title III/EL/LTEL Educational Program; address the ELD program and develop methods to support student learning.
- Establish and host School Site Council (SSC) Meetings annually to address the school’s Title I program, and the academic support programs to increase ELA & Math student academic achievement.
- Continue to support parent participation and involvement through the Parent Teacher Organization (PTO).

### SCHOOL CLIMATE
- Implement Character Counts Curricular Program schoolwide. Behavior Dean and Counselor will be in charge of implementation.
- Host monthly schoolwide assemblies to recognize students who exemplify positive character traits and students who exude exemplary behavior.
- Host annual Parent/student orientation, where discussion takes place on the school’s program, expectations, policies & procedures, parent/student handbook, and SARB process/accountability.

### Expected Annual Measurable Outcomes

#### Outcome #1: Provide parents with opportunities for decision-making input in the school’s program.

**Metric/Method for Measuring:** Host ELAC/SSC meetings annually to address the school’s Title III/EL/LTEL Educational Program.

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<td>All Students (Schoolwide)</td>
<td>Host at least 2 SSC/ELAC meetings per year</td>
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<td>English Learners</td>
<td>Host at least 2 SSC/ELAC meetings per year</td>
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Students with Disabilities
African American Students
American Indian/Alaska Native Students
Asian Students
Filipino Students
Latino Students
Native Hawaiian/Pacific Islander Students
Students of Two or More Races
White Students

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<td>All Students (Schoolwide)</td>
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Outcome #2: Increase parent participation in schoolwide programs/events.
**Metric/Method for Measuring:** 90% attendance of parents at school conferences.
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**Outcome #3:** Increase completion rate of annual parent survey in order to increase the amount of actionable parent feedback each year.

**Metric/Method for Measuring:** Administer annual parent surveys to obtain feedback/input.
## English Learners

| 25.4% of parents completed annual survey | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year |

## Socioecon. Disadv./Low Income Students

| 25.4% of parents completed annual survey | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year |

## Foster Youth

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## Students with Disabilities

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## African American Students

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## American Indian/Alaska Native Students

| * |

## Asian Students

| * |

## Filipino Students

| * |

## Latino Students

| 25.4% of parents completed annual survey | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year | Increase completion rate of annual parent survey over the previous year | Host two parent workshops per year |
### Outcome #4: Lashon will maintain a high ADA rate schoolwide and for all statistically significant subgroups.

**Metric/Method for Measuring:** Maintain ADA at or above 95%

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<td>All Students (Schoolwide)</td>
<td>96% attendance</td>
<td>Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.</td>
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<td>Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.</td>
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<td>English Learners</td>
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<td>White Students</td>
<td>96% attendance</td>
<td>Maintain ADA schoolwide and for all statistically significant subgroups at 95% or higher.</td>
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**Outcome #5:** Lashon will limit chronic absenteeism schoolwide (including all statistically significant subgroups).

**Metric/Method for Measuring:** Decrease Chronic Absenteeism Rates

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<tr>
<td>All Students (Schoolwide)</td>
<td>8.6% chronic absenteeism</td>
<td>Chronic absenteeism will decrease from the previous year by .33%</td>
<td>Chronic absenteeism will decrease from the previous year by .33%</td>
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<td>English Learners</td>
<td>8.6% chronic absenteeism</td>
<td>Chronic absenteeism will decrease from the previous year by .33%</td>
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<td>Socioecon. Disadv./Low Income Students</td>
<td>8.6% chronic absenteeism</td>
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Native Hawaiian/Pacific Islander Students  
Students of Two or More Races  
White Students

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<td>Outcome #6: Lashon will minimize suspension or expulsion schoolwide (including all statistically significant subgroups.)</td>
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<td>Metric/Method for Measuring: Maintain suspension rates below 5% and expulsion rates below 1%.</td>
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**APPLICABLE STUDENT GROUPS**

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<td>All Students (Schoolwide)</td>
<td>Suspension rates will be 5% or below and expulsion rates will be 1% or below</td>
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### Suspension and Expulsion Rates

- **Asian Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Filipino Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Latino Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Native Hawaiian/Pacific Islander Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Students of Two or More Races**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **White Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Socioecon. Disadv./Low Income Students**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

- **Foster Youth**
  - Suspension rates will be 5% or below and expulsion rates will be 1% or below.

### Outcome #7: Increase student and teacher satisfaction with school climate.

**Metric/Method for Measuring**: Administer annual teacher and student surveys.

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**How the Goals of the Program Enable Students to Become Self-Motivated, Competent, and Lifelong Learners**

As stated in the Common Core State Standards, schools need “to build a foundation for college and career readiness.” It is our goal at Lashon Academy to graduate students who have the foundational knowledge and skills necessary for high school, college, and career readiness. To do this, we must facilitate lifelong learning, critical thinking, and personal growth in our students. It is with this in mind that we have designed our school and aim to engage our students as active learners in a rigorous academic program to ensure successful student outcomes for all learners, including ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level.

For students to become self-motivated, competent lifelong learners, we plan to devote significant time and effort to reading, writing, mathematics, and social studies. Students will acquire the habits of reading independently and closely, which are essential to their progress in all subject areas and future success. Students will read widely and deeply from a broad range of literature – both fiction and non-fiction. Each classroom will have a comprehensive classroom library. Our classroom libraries will offer a wide range of reading materials so as to expose our students to reading materials from all genres. Through explicit reading instruction, students will gain literary and cultural knowledge, as well as familiarity with text structures and elements. By reading and being read to from texts from many areas, students will build a foundation of knowledge that will make them readers in all content areas.

Students learn to use writing as a way of offering and supporting opinions and demonstrating understanding of what they are studying. They learn to appreciate that a key purpose of writing is to
communicate clearly to an audience, and they will be cognizant of their audience. They will develop the capacity to build knowledge on a subject through research projects and to respond to informational sources. Allowing students to choose subjects for both their reading and writing will engage them directly with the work. We allow them to drive the process of learning by “owning” the material and making decisions about their learning whenever possible.

Lashon recognizes that multicultural understandings are essential in our global community and to this end, our students’ study of the world’s cultures through our Project Based Learning curriculum aligned to the California History-Social Science Content Standards will allow students to explore and come to appreciate the cultures of many nations. Our Service Learning curriculum will help our students become socially responsible and engaged citizens, empathetic to the needs of others. Throughout our curricular choices, students will work collaboratively and respectfully with their peers, preparing them for work as adults. Fundamental to Lashon Academy are the values listed below.

High Expectations and High Standards

At its core, Lashon Academy sets high standards and expects high levels of achievement from all of its students. Lashon Academy believes that setting positive and high expectations and standards for children at the earliest of ages and the establishment of a community that has high expectations and standards for all, are the first and most important steps in guiding all students to success. This experience of success early in life is a foundation for students to be self-motivated, competent, and lifelong learners.

Strong Academic Focus

Lashon Academy is a unique charter school in Van Nuys. Lashon Academy is committed to academic excellence through its unique language integration model that provides learning opportunities for all students, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students, and students achieving below grade level.

It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught “overwhelmingly” in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in “sheltered” classes to help students access the core curriculum.

With this commitment, Lashon Academy appeals to families in the Valley as an option in school choice in the landscape of educational opportunities that are currently available to them within the public system. With Lashon Academy’s longer time on task, parents are given a chance to place their children in an environment that is focused on active learning, academic progress and success.

Diversity, Service Learning and School Climate

Lashon Academy strives to be a learning community that treats children and adults with respect and kindness. Lashon is a place where children value themselves, their cultures, and their diversity of ideas, and they develop compassion and recognize themselves as individuals in a larger global community. As children mature and participate in communal classroom work—especially related to service learning and community service—they are encouraged to developed self-confidence as learners and broaden their ability to see things from varied perspectives and to work with people with viewpoints different from their own.
own. They can then take their places in the world as empowered adults who can make good choices in their lives, make good changes in the world, and work well with others in their occupational and social communities.

Further, children of different socioeconomic and ethnic backgrounds who attend our school will foster a deeper understanding and respect for people different from themselves as they learn, play and develop social bonds with each other and each other’s families. Sociologists point to benefits of “social cohesion” that flow from children interacting together in socioeconomically diverse schools. Social cohesion is the “glue” that holds people together; one aspect of social cohesion is the strength that comes about from shared experiences, identities, and values between those from different backgrounds.

An important component of Lashon’s mission is to infuse students with values of understanding and respect for others. We bring to life these values through an integration of service learning throughout the curriculum, which promotes community and social responsibility. Students learn about the value of improving the world and being responsible members of society by identifying problems in their surroundings and creating and implementing plans that they have developed to address those needs. Student work in service learning involves experiential education based in the curriculum.

In service learning, “experience enhances understanding; understanding leads to more effective action.”36 Developing socially responsible children will enable students to grow into adults who are self-motivated, competent, and lifelong learners. Topics may include the environment, elders, animals in danger, community green spaces, literacy, immigrants, community safety, special needs and disabilities, hunger, and homelessness. Lashon Academy will enlist the participation of business and community members in support of service learning projects.37

INSTRUCTIONAL PROGRAM AND CURRICULUM

Teachers at Lashon Academy use the workshop model to deliver a balanced literacy approach in core subject areas. The workshop model builds capacity in teachers to differentiate instruction in a classroom of heterogeneous learners. Because it facilitates differentiated and individualized instruction, the workshop model is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students.

All Lashon Academy students’ coursework includes Reader’s and Writer’s Workshop, Math, Science and Social Studies/Service Learning, as well as Modern Hebrew.

Curriculum alignment and integration are at the core of Lashon Academy’s instructional program. For example, a Social Studies lesson about our community may lead to a community walk where our students notice an excessive amount of trash. A discussion about this community problem would follow, possibly leading to action in the form of letter writing, researching responsible community services, and students seeking to remedy this situation in other ways.

Curricular and Instructional Materials

The academic program at Lashon is built on the Common Core State Standards. All instructors use CDE-adopted, standards-based curricula for the core academic subjects. Core content area textbooks and other material are outlined within the Instructional Design section.

37 For the safety of students, any volunteers will work with students under the supervision of Lashon Academy staff as per the board-approved policy related to volunteers.
**Comprehensive Course List**

**Table 8. Comprehensive Course List**

<table>
<thead>
<tr>
<th>TK-6 Courses</th>
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</thead>
<tbody>
<tr>
<td>Mathematics</td>
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<tr>
<td>English Language Arts</td>
</tr>
<tr>
<td>Science</td>
</tr>
<tr>
<td>Social Studies/ Service Learning</td>
</tr>
<tr>
<td>Modern Hebrew</td>
</tr>
<tr>
<td>Physical Education</td>
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<tr>
<td>Enrichment</td>
</tr>
</tbody>
</table>

**Instructional Framework / Strategies**

Lashon Academy’s instructional framework provides students with a solid academic foundation in all subject areas. It will incorporate a rigorous curriculum combined with high standards and expectations delivered through data-driven instructional best practices. Following are the key design elements that will be utilized in support of our goals:

- Data-Driven Instruction
- The Workshop Model of Instruction
- The Hebrew Lesson Structure
- Modern Hebrew Integration
- Embedded Professional Development
- Extended Time on Task
- Socioeconomic Diversity

The following describes each of Lashon Academy’s key design elements focusing on how it will support our goals.

**Data-Driven Instruction**

Lashon Academy uses the student information system (SIS) PowerSchool, as well as the NWEA MAP online assessment system. Both systems house student achievement and provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs.

Lashon Academy will embrace a data-driven culture; data will be at the heart of all professional conversations about student work and achievement, as well as around all professional development. Teachers and administrators collect data on a daily basis in multiple forms such as attendance, demographics, student assessment, student enrollment data, etc. PowerSchool and NWEA MAP will house the data, allow staff to view, analyze and report on a real time basis, and track over time the performance of individual students, classrooms of students, subgroups, and all students in Lashon
Academy to tailor instruction to individual, disaggregated or aggregated student needs. It will allow leaders to track growth and student mastery of content standards and make classroom or school modifications as needed. PowerSchool also facilitates communication with parents about the progress of their child through an online parent portal, school report cards, etc.

**Monitoring Progress in Meeting Student Outcomes**

Frequent assessment and analysis of results allows administrators and teachers to track students’ growth and mastery on the state standards and make classroom or school-wide modifications as needed. Transparent analysis of data allows the Board of Education and Lashon Academy to monitor progress in meeting student outcomes. Lashon Academy’s assessment protocol includes standards-based literacy and mathematics assessments for all students in grades TK-6. This is necessary to monitor the progress of our students in building foundational knowledge in reading, writing and mathematics. We then assess whether or not our students will be on track to demonstrate proficiency when they take state-mandated assessments, such as the California Assessment of Student Performance and Progress (CAASPP).

Lashon Academy’s instructional leadership team uses various vehicles to assess the student needs and provide appropriate professional development to address any instructional and curricular gaps. We use a school-based approach to “monitor for results.” This includes a number of elements:

- Fountas and Pinnell reading assessments (refer to the section on Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources) will be conducted 2-3 times per year
- Benchmark Reading Levels from Teachers’ College will monitor closely student growth and achievement toward reaching and exceeding important reading benchmarks
- At the beginning of the school year, a baseline assessment in writing, in the form of an on-demand piece, will be used. These writing samples will be analyzed using the Teachers’ College Continuum of writing samples. This analysis will have implications for planning and conferring during Writers’ Workshop
- Ongoing conferences during Reader’s and Writer’s workshop will enable teachers to acquire data about what students are doing and what they need to do as readers and writers.
- Ongoing formative assessments and daily small group instruction in mathematics will drive planning and differentiation
- Literacy and mathematics assessments within the grades K-6 span

**The Workshop Model of Instruction**

Lashon Academy uses the workshop model of instruction in all the core subjects. The workshop model, especially as used in reading and writing instruction, supports all learners, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students and students achieving below grade level. In the workshop model students gradually assume increasing responsibility for their learning and become competent, independent learners. When students actively participate in their own learning through discussion and collaboration, they engage more fully in higher order skills. The peer learning aspect of these methodologies is highly effective in working with classrooms of heterogeneous students, especially ELs, students with disabilities, socioeconomically disadvantaged students, gifted students, and students achieving below grade level. The workshop model significantly enhances the professional
development program and the quality delivery of instruction since it facilitates the opportunity for teachers to differentiate instruction by using comprehensive and ongoing assessment data (both formal and informal) to identify students’ needs, tailor instruction, and determine flexible small group composition. At Lashon Academy, these strategies are used in all content areas.

The workshop model environment is one in which there is consistency in daily routines, experiences, and interactions with peers. Accountable talk and student sharing are part of the workshop structure. Lessons are conducted in a “meeting area” with close teacher physical presence. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. In the workshop model, daily read-a-louds and shared readings infuse the production of language and provide opportunities for students to listen, watch, and share. The texts involved in these shared readings are chosen to address specific student needs and are repeated daily. These repetitions support students in oral and written language acquisition. The shared reading process is scaffolded\(^{38}\) to guide students to undertake much of the shared reading by the end of the week. Each day’s “word work,” lessons derived directly from the shared readings, address the understanding of language by exploring sounds and meanings in the context of real literature; thus, the function of language is explored. Students will have additional word work from the “Words Their Way” program, by Donald R. Bear, Marcia Invernizzi, Shane Templeton, and Francine Johnston, published by Prentice Hall. This work will be based upon initial and ongoing assessments from the program and will therefore be differentiated based upon these assessment results.

The workshop model supports all learners, particularly ELs, in the three dimensions of language acquisition: the production of language (listening, watching, and sharing), the understanding of language (sounds and meanings), and the function of language (first words, experiences gained through repeated daily routines, experiences and interaction with others). The workshop model environment provides consistency in routines, experiences, and interactions with peers. Accountable Talk and student sharing are part of the instructional structure. Teachers are cognizant of supporting students’ needs before students are sent off to work independently to practice a skill or strategy that has been modeled for them. ELs and other at-risk students will receive additional teacher guidance. Small group instruction will occur daily and will further focus on ELs’ and other special population’ needs including students with disabilities, students achieving below grade level, and socioeconomically disadvantaged student populations.

**Modern Hebrew Instruction**

Lashon Academy’s goal with language instruction is to reinforce the language learners’ ability to function in speaking, listening, reading and writing within the context of content-related tasks.\(^{39}\) Therefore, Modern Hebrew instruction addresses content that mirrors the content being taught in other core academic subject areas. This not only reinforces what students learn in their general studies classes but also increases their vocabulary and fluency using Modern Hebrew to engage with academic content. For example, kindergarten students learning about “my family,” “my school,” and the names of different types

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\(^{38}\) Scaffolding is based on Lev Vygotsky’s theory known as Zone of Proximal Development. The theory states that a teacher introduces a new concept to a student and gives the student all the assistance needed in the beginning of the teaching phase. As lessons continue over time, the teacher assigns new lessons that the student must learn on their own. This is the basic of fundamentals of scaffolding in education. This speaks to the “TO, WITH, and BY” backbone of the workshop model delivered through a mini-lesson. Teacher introduces the concept through modeling (TO), teacher practices with students (WITH), then students work independently practicing what they’ve seen modeled and what they practiced with the teacher (BY).

of clothing and colors will learn Hebrew vocabulary for those topics in their Hebrew class.

As stated previously, research points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate. The American Council on the Teaching of Foreign Languages (ACTFL) identifies three major areas that benefit from language learning: 1. Academic achievement, 2. Cognitive benefits to students, and 3. Attitudes and beliefs about language learning and other cultures. Thus the study of Hebrew will have a positive impact on our students throughout their formal schooling.

**Embedded Professional Development**

A 2000 study by the National Staff Development Council examined the award-winning professional development programs at eight public schools that had made measurable gains in student achievement. The study found that in each of the schools, “the very nature of staff development [had] shifted from isolated learning and the occasional workshop to focused, ongoing organizational learning built on collaborative reflection and joint action.” Specifically, the study found that the schools’ professional development programs were characterized by collaborative structures, diverse and extensive professional learning opportunities, and an emphasis on accountability and student results. Lashon Academy’s professional development model aims to incorporate the philosophy of connected, collaborative, and reflective organization learning.

Lashon Academy’s model of embedded professional development rejects the model of the sole delivery of professional development through discrete workshops and instead embraces the concept that professional development must be infused throughout the school day, every day. At Lashon Academy, embedded professional development means that the Principal and the Director of Curriculum & Instruction work on a daily basis coaching the school’s instructional staff and providing training and guidance in their work with all learners, including special populations of ELs, students with disabilities, and students achieving below and above grade level. This also means that the school has set aside time in the school day and after school hours for teachers to engage in reflective practice, individual planning, and collaboration with their colleagues within and across grade levels. This time is used to develop the staff capacity to successfully utilize the workshop model and proficiency approach so that ALL students will succeed. Teachers and administrators will review student results on formative assessments to determine programmatic weaknesses that need to be addressed.

Our professional development model has had tremendously positive implications for increasing student achievement. There is no question that teacher quality is directly related to student achievement. Lashon Academy’s readers and writers workshop-based instructional model requires high quality teacher training to be effective, and school administration uses an observation system to ensure that teachers implement it effectively. Student achievement data also demonstrates that teachers are effectively implementing the model.

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40 https://www.actfl.org/advocacy/what-the-research-shows#cognitive
42 https://all4ed.org/reports-factsheets/improving-the-distribution-of-teachers-in-low-performing-high-schools/ According to the April 2008 Policy Brief entitled “Improving the Distribution of Teachers in Low-performing High Schools” published by the Alliance for Excellent Education, “Teacher quality is the school factor which makes the greatest impact on student achievement” (Hanushek et al 2005; Ferguson and Ladd 1996; Sanders and Rivers 1996), and consistent exposure to effective teachers can overcome obstacles to learning and even close achievement gaps (Babu and Mendro 2003; Rivkin et al. 2002)
Lashon Academy’s approach to increasing student achievement allows teachers to share observations, provide peer support, coordinate their instruction, engage in data review, class planning, and teambuilding. This commitment supports improved student achievement for all learners especially ELs, students with disabilities, socio economically disadvantaged students, and students achieving below and above grade level.

We have ensured that Lashon Academy’s faculty members are certified/highly qualified and mission-driven. One of the major challenges facing low-performing schools that serve large numbers of low-income and minority students is the inequitable distribution of teachers: research has shown that when it comes to the distribution of the best teachers, low-income and minority students do not get their fair share.\textsuperscript{43} Lashon Academy is committed to hiring quality teachers through a rigorous recruitment and hiring process and a comprehensive professional development program to support the quality delivery of instruction to its students especially ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below and above grade level.

**Extended Time on Task**

Lashon Academy is committed to extending time on task. More time on task to deliver quality academic and enrichment programming will benefit all learners in meeting and exceeding proficiency standards. According to *Restructuring and Extending the School Day*, a report published by the National High School Center, there are benefits to an extended school day.\textsuperscript{44} Citing the Rennie Center for Education Research and Policy, 2003, the National High School Center states that when students are engaged in quality learning activities during an extended school day, their test scores and retention of subject matter improve. The report goes on to say that low income students particularly benefit from an extended school day and year because more often than not those students do not have access to supplemental educational experiences outside of the classroom.

Lashon Academy uses the additional time on task to leverage an already comprehensive and effective academic program to more powerfully impact our students’ academic success. During the extended day, students may receive targeted assistance and intervention in subject areas (i.e. English Language Arts, Math, English Language Development), additional support in Modern Hebrew, or a combination of both. Lashon Academy addresses this extended time as detailed in the Daily Schedule and school calendar section of this petition. In addition, Lashon Academy exceeds California state requirements for instructional minutes and strives for 180 instructional days or will conform to state standards on instructional days.

At Lashon Academy, we have structured our day to provide extended time on task by:

- Providing increased time for ELA and math instruction relative to a traditional district schools
- Immersing students in Modern Hebrew during breakfast and at strategic points during the day, thereby allowing students to apply the target language in a natural setting

\textsuperscript{43} According to a June 2006 article entitled “Teaching Inequality: How Poor and Minority Students are Shortchanged on Teacher Quality” by Heather G. Peske and Kati Haycock published in *Education Trust*, in 2004, with support from the Joyce Foundation, three states (Ohio, Illinois and Wisconsin) and three of their largest school systems (Cleveland, Chicago and Milwaukee) set out to tackle this problem and the data that they collected on teacher distribution and the patterns they identified pointed to large differences between the qualifications of teachers in the highest-poverty and highest-minority schools and teachers serving in schools with few minority and low-income students.

\textsuperscript{44} http://www.centerii.org/handbook/Resources/8_A_Restructuring_School_Day.pdf
Socioeconomic Diversity

We firmly believe that our socioeconomically diverse school will yield student performance outcomes and a decrease in the persistent achievement gaps between low-income children and more affluent children, and between students of different racial and ethnic backgrounds. We believe that having a socioeconomically diverse community will leverage the strengths of the Lashon Academy curriculum and differentiated instructional program. The attendant supports we will have in place including professional development, instructional intervention, and extended time on task, will provide opportunities for students to engage in learning activities and support increased academic achievement. It is important to stress that a socioeconomically diverse school community in and of itself cannot increase student achievement in isolation.45

The involvement of highly educated parents with diverse educational experiences has a positive influence on students in our diverse socioeconomic school setting. Research has found that “through their peers, students are influenced by the families of other students in a school.”46 Lashon Academy will be in a better position than its high-poverty public school counterparts to positively impact the educational achievement levels of underserved children in the community by leveraging its strong academic program with the benefits it will reap from having a socioeconomically diverse community. Research, as described in Housing Policy is School Policy: Economically Integrative Housing Promotes Academic Success in Montgomery County, Maryland, demonstrates the benefit of socioeconomically diverse schools, which include:

- School-based economic integration effects accrued over time
- The academic returns from economic integration diminished as school poverty levels rose
- Children in public housing benefitted academically from attending neighborhood schools47

Lashon Academy will strive to recruit a socioeconomically diverse student population. With a socioeconomically diverse enrollment and the implementation of the Lashon Academy educational program, all students will benefit academically.

Core Subjects, Teaching Methodologies, Textbooks and Other Instructional Resources

How the Curriculum Addresses California Content Standards

The Lashon Academy curriculum and all academic teaching units will be aligned with the Common Core State Standards. The Common Core State Standards will be incorporated into the curriculum maps from which daily lessons are created. Lessons are developed to address students’ strengths and weaknesses relative to the standards as identified on daily, periodic, and annual assessments. In addition, Lashon Academy will purchase curriculum that is state-approved for core subjects and will address the Common Core State Standards.

46 Chubb, John and Moe, Terry, Politics, Markets, and American Schools, (1990)
**English Language Arts**

Lashon Academy will engage in a standards-based rigorous and *balanced* ELA curriculum starting in Transitional Kindergarten/Kindergarten. The priority to develop strong readers, writers, and communicators will be reflected in a daily two-hour block devoted to ELA instruction in Grades TK-6 in addition to continued work on these skills as a matter of course throughout the curriculum. During part of this block, ELs may receive small group instruction (See Serving English Language Learners). The Daily Schedule on the next page highlights the block instruction.

The Teachers College Reading and Writing Project (TCRWP) has developed grade-specific curriculum for reading and writing workshop. This curriculum has been aligned to the Common Core State Standards. Lashon Academy will use this as a resource for developing curriculum and lesson plans. This lesson planning will address individualized and differentiated instruction based on the standards and will provide **ALL** Lashon Academy students the opportunity to succeed and move toward becoming college and career ready. From the earliest grades, composition and writing will be emphasized. We begin the year with a baseline writing assessment in the form of a “free write.” These baseline writing assessments are measured using the TCRWP narrative continuum of writing.

The data from this assessment informs the instructional program in writing. The teaching of writing comes from the Writing Curricular Calendars developed and supported by TCRWP. This year long curriculum is part of a K-8 spiral curriculum. The Teachers College Reader’s and Writer’s Workshop Units of Study will support the Common Core Standards through the modeling of reading skills and strategies. Students will learn to determine importance, draw conclusions, analyze and summarize texts and make inferences. In writing, students will learn about communicating meaning by writing to teach others how to do something, persuading others either through reviews or letter writing and writing to convey their research through “all about” books. Materials and resources will be ordered to support the units of study in reading and writing.

*Words Their Way* is another curricular tool that supplements the TCRWP curriculum that is Lashon Academy’s overarching curriculum for ELA instruction. *Words Their Way*, a series from Pearson, is a research-based curriculum that rests its foundation on those components and methods of instruction that research has shown to be most effective for early literacy development. The components identified by the research are: phonemic awareness, phonics, vocabulary, fluency, and word study. *Words Their Way* provides additional support to ELs, students with disabilities, and all students who are building their early literacy skills.

**Mathematics**

Lashon Academy uses Houghton Mifflin’s *Go Math!* text for Grades TK-6 math instruction. The curriculum, aligned with the Common Core State Standards, is based on scientific research on how children learn mathematics as well as on classroom evidence that validates proven reliability. *Go Math!* supports Lashon Academy’s workshop model, offering effective leveled activities for students of all ability levels so teachers can provide ongoing differentiated instruction. Topic-specific considerations for ELs, students

with disabilities, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom.

Go Math! also allows for the effective integration of technology and other 21st century skills. GoMath!'s online interactive lesson videos, student workbooks, and lesson tutorials are used for every lesson; students can access their work from home or from school. The curriculum also includes an online application that teachers can use to access a variety of online resources. Go Math! allows for the incorporation of literacy standards into mathematics instruction (i.e. writing about math). A systematic scope and sequence of teaching is organized by unit to provide important information about students’ strengths and weaknesses relative to the standards.

Lashon Academy offers a TK-6 math curriculum that builds student competencies over time in the five mathematics strands outlined in the CA State Common Core Learning Standards for Mathematics (Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry). Students will learn to communicate mathematically using numeric, graphical, symbolic, and written means. They will practice and apply basic skills and critical thinking skills to solve mathematical problems, construct valid arguments, and appreciate the applications of mathematics.

Table 9. Sample Grade 1 Math Workshop: Understanding Addition

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Essential Understandings</th>
<th>Common Core Standard</th>
<th>Differentiated Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numbers and the Number Line: The set of real numbers is infinite and ordered. Whole numbers, integers, and fractions are real numbers. Each real number can be associated with a unique point on the number line.</td>
<td>There is a specific order to the set of whole numbers. Zero is a number that tells how many objects there are when there are none.</td>
<td>“What and how students are taught should reflect not only the topics that fall within a certain academic discipline, but also the key ideas that determine how knowledge is organized and generated within that discipline.” (Common Core Standards, p. 3)</td>
<td>English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Read an addition word problem. Pause after each number and have children model it with number cards or counters. Have children say or model the solution.</td>
</tr>
</tbody>
</table>
Social Studies with Integrated Service Learning

The Social Studies program is designed to prepare students to demonstrate mastery on the Common Core History-Social Science Content Standards. The Social Studies curriculum aims to help students to make sense of the world in which they live, make connections between major ideas and their own lives, and see themselves as members of the world community, to understand, appreciate, and respect the commonalities and differences that give the United States character and identity.

Lashon Academy understands that Social Studies is the integrated study of history, geography, economics, government and civics. But most importantly, it is the study of humanity, of all people and events that have affected the world. Our Social Studies curriculum goals are to help students:

- make sense of the world in which they live
- make connections between major ideas and their own lives
- see themselves as members of the world community
- understand, respect and appreciate the commonalities and differences that give the United States character and identity

These goals can only be understood within an appreciation and analysis of the cultural heritage of our world. In a world of global interdependence, it is imperative that American students not only are knowledgeable about U.S. History and the fundamental concepts of our democracy, but are also knowledgeable about Latin American, Middle Eastern, Asian, African, and European history. In doing so, we are creating well-rounded, educated American and global citizens who have the knowledge and skills necessary to place conflicting ideas in context and the wisdom to make good judgments in dealing with the tensions inherent in our local, national and global society.

Through its social studies curriculum, Lashon Academy also seeks to infuse its students with values of mutual understanding and respect for others—an important component of Lashon Academy’s mission. Lashon Academy will bring to life these values for its students through an integration of service learning throughout the curriculum that promotes social responsibility.

Social studies standards are taught through trimester unit projects. Project-based learning creates an opportunity for students to learn content standards through engaging, cross-disciplinary projects that also embed service learning, a hallmark of Lashon Academy’s model. As students learn in social studies about
their place within their larger communities, with their view of community expanding from that of their smaller local community to that of the larger world community, their work in service-learning will take on the form of experiential education. Learning will occur through projects as students work with others to apply what they are learning to community problems and, at the same time, reflect upon their experience as they seek to achieve real objectives for the community and deeper understanding and skills for themselves. In the process, students link personal and social development with academic and cognitive development. In service learning, "experience enhances understanding; understanding leads to more effective action." 50

In general, authentic service-learning experiences have some common characteristics (taken mostly from “Where’s the Learning in Service-Learning”, by J. Eyler and D.E. Giles, Jr. 1999):

- They are positive, meaningful and real to the participants;
- They involve cooperative rather than competitive experiences and thus promote skills associated with teamwork and community involvement and citizenship;
- They address complex problems in complex settings rather than simplified problems in isolation;
- They offer opportunities to engage in problem-solving by requiring participants to gain knowledge of the specific context of their service-learning activity and community challenges, rather than only to draw upon generalized or abstract knowledge such as might come from a textbook. As a result, service-learning offers powerful opportunities to acquire the habits of critical thinking; i.e. the ability to identify the most important questions or issues within a real-world situation; and
- They promote deeper learning because the results are immediate and uncontrived. There are no "right answers" in the back of the book.

Assessment of social studies projects will be based on a rubric.

Below is an example of a service learning project that can be integrated through social studies and linked to science, math and literacy.

**Canned Food Drive:** Before students begin bringing in cans of food, teachers integrate meaningful academic activities related to the food drive in their class curriculum.

- Grade 1 SS Content Standard 1.5 –Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.
- Grade 2 SS Content Standard 2.5 –Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others’ lives.

The materials to be used in social studies and history will include the following:

- original documents and letters to bring students into direct contact with important documents of American and world history;
- field trips to museums, exhibits and other historical sites;
- neighborhood/community walks;
- high quality documentaries that are integrated into classroom instruction; and
- art and literature to convey historical events and figures

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Science

Lashon Academy uses the Full Option Science System (FOSS), a science curriculum that is grounded in the belief that students learn science best through active learning, for grades TK-6. FOSS was selected because it (1) aligns to the Next Generation Science Standards for California Public Schools (NGSS); (2) integrates robust reading and literacy strategies to support mastery of the Common Core ELA standards; and (3) utilizes technology to deliver learning experiences to students.

The aim of Lashon Academy’s science curricula is not only to teach science content, principles, and practices, but also to train students to use inquiry and scientific methods to learn independently and to solve problems. Teachers guide students to collect and record first-hand data, to represent and analyze it. Accordingly, Lashon Academy’s science education programs will be inquiry-based and rooted in “real world” situations and experiences.

Lashon Academy’s science program does the following: 1) Develop students’ science literacy and provide meaningful and engaging learning experiences to enhance students’ intellectual curiosity and build students’ proficiency in science; 2) Teach students how to manipulate scientific tools as they expand their science vocabulary; and 3) Strengthen students’ logical reasoning and critical thinking skills, as well as their abilities to apply scientific methodology and inquiry to make connections between books, and between texts and their own experiences.

Lashon Academy’s science curriculum allows students to build connections that link science to technology and societal impacts. Science, technology and societal issues are strongly connected to community health, population, natural resources, environmental quality, natural and human-induced hazards, and other global challenges. Thus, the study of science in connection with technology and health provide the foundation for understanding these issues.

Modern Hebrew Language

The Modern Hebrew curriculum is based on the American Council on Teaching Foreign Language Guidelines (ACTFL) for K-12 Learners, which are based on and informed by the ACTFL Proficiency Guidelines and the National Standards for Foreign Language Learning. Thematic units of study at three levels of proficiency have been developed by the Director of Curriculum & Instruction with support from Hebrew Public. Teachers use the curriculum provided as a base and supplement with authentic texts, such as Hebrew language picture books. The Hebrew program at Lashon will use these and similar texts selectively in order to accommodate the individual needs and levels of Lashon students and to ensure quality and consistency of the program. Some of the items represent materials that will be used for building early literacy skills, and some for modeling and reinforcing language patterns and vocabulary, as well as for developing reading comprehension skills.

Within the Modern Hebrew classroom, students are leveled by proficiency to allow teachers to provide targeted instruction at their level.

The goal of the Modern Hebrew Language curriculum is to enable all Lashon students to not only learn content, vocabulary, and grammar skills in Modern Hebrew, but more importantly to apply learning in order to meaningfully interact and function in the language. Our focus is not on what the learner knows or has learned about the language, but how the learner can apply his or her knowledge to use Hebrew in everyday settings and in cultural contexts. Our philosophy is echoed in California’s vision for language learning. As noted by the CA State Board of Education and State Superintendent of Public Instruction in the introduction of World Language Content Standards:
“To succeed in the twenty-first century, today’s students need to develop academic knowledge, proficiency in English, and linguistic and cultural literacy in several of the world’s languages and cultures. The ability to communicate in culturally appropriate ways in a variety of settings will ensure success in a technologically driven global economy and increase intercultural understanding and the benefits derived from collaborative international efforts.”

Lashon places a strong emphasis on functioning in Hebrew through daily opportunities for developing and applying critical thinking skills. We adhere to the structural learning hierarchy developed by world-renowned education researcher Benjamin Bloom. Bloom’s Taxonomy is based on the premise that children develop higher-level thinking abilities through progression of increasingly complex stages of learning: knowledge, comprehension, application, analysis, synthesis, and evaluation. Using this structure, learners will engage in experiences that build their language facility to the level of evaluation.

Modern Hebrew Language instruction begins in Transitional Kindergarten/Kindergarten, with initial emphasis on oral communication and pre-literacy elements that introduce young students to the written language. Once transitional kindergarten/Kindergarten learners build basic ability to communicate orally, they begin instruction in reading and writing in a way that is concrete and provides immediate relevancy to their environment. Building a foundation makes the language more meaningful to the learner, as structures gradually become internalized and language acquisition becomes a process that also occurs on a subconscious level. Lashon’s model takes on characteristics of an infant’s language development in which the child learns not through rote memorization or grammatical rules, but through meaningful and comprehensible input. During class, this input is combined with output through either simulated or authentic communicative situations to help students function in Hebrew.

Lashon Academy’s approach as it relates to ELs is consistent with our approach to teaching Hebrew to English proficient students. Hebrew is taught solely in the Modern Hebrew language, all students at Lashon Academy, native English speakers and non-Hebrew ELs alike, will be “Hebrew Learners.” Instructional strategies will be used to support Modern Hebrew language development, such as using visuals and having students act out vocabulary and point to pictures; speaking slowly and using shorter words while using correct Modern Hebrew language phrasing; gesturing, pointing, and showing as much as possible; and reinforcing learning through modeling correct language usage when students make mistakes. Students who are not meeting age- and content-appropriate standards and/or grade-appropriate proficiency levels will be identified through daily and ongoing formative assessments, such as teacher observation, performance tasks, oral discussions, group work, and individual assignments.

In addition, all students engage in a culturally relevant learning environment for which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes. ELs are on a level playing field with other “Hebrew Learners” and can succeed in the acquisition of Hebrew, giving them extra confidence in their language acquisition capacities in general.

While Hebrew Public has provided a broad framework for the instructional model, materials used in the units of study are developed at the school level through a collaborative process between the Director of Curriculum & Instruction and the Modern Hebrew language instructional staff.

How the Instructional Program Will Support Student Development of Technology-Related Skills

Training staff in the effective use of computer-based resources is becoming a major focus of in-service training. Technology is used as a mechanism for speaking, listening, reading and writing. One goal of Lashon’s technology program is enabling students to communicate with students from other Modern
Hebrew programs across the country and internationally, as this will reinforce the practice of functioning in the language and will support students’ development of proficiency levels. Additionally, starting in 3rd grade, the school will implement a 1:1 laptop model so each student has access to technology throughout the school day.

**WASC Accreditation**

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

**Transitional Kindergarten**

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

**Academic Calendar and Schedules**

**Academic Calendar and Schedules**

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

Lashon Academy’s 2016-17 academic calendar can be found below as an example. The 2018-19 academic calendar will be finalized once LAUSD’s 2018-19 academic calendar has been released to ensure reasonable alignment.
Daily Schedule

A sample daily schedule can be found below.

**Table 10. Sample Daily Schedule**

<table>
<thead>
<tr>
<th>Time</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:10-8:30am</td>
<td>Morning Meeting</td>
</tr>
<tr>
<td>8:30-9:20am</td>
<td>Reading Workshop</td>
</tr>
<tr>
<td>9:20-9:40am</td>
<td>Snack/Recess</td>
</tr>
<tr>
<td>9:40-10:10am</td>
<td>ELD/Word Work</td>
</tr>
<tr>
<td>10:10-11:00am</td>
<td>Math</td>
</tr>
<tr>
<td>11:00-11:40am</td>
<td>Writing</td>
</tr>
<tr>
<td>11:40-12:20pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:20-12:40pm</td>
<td>Read Aloud</td>
</tr>
<tr>
<td>12:40-1:40pm</td>
<td>Hebrew</td>
</tr>
<tr>
<td>1:40-2:10pm</td>
<td>Math Small Groups</td>
</tr>
</tbody>
</table>
Instructional Days and Minutes

Lashon Academy exceeds the mandated instructional minutes from California Education Code EC 47612.5 (a), notwithstanding any other provision of law and as a condition of apportionment. For each fiscal year, Lashon Academy shall offer, at a minimum, the following number of minutes of instruction:

(A) To pupils in Transitional Kindergarten/Kindergarten, 36,000 minutes.

(B) To pupils in Grades 1 – 3, inclusive, 50,400 minutes.

(C) To pupils in Grades 4 – 6, inclusive, 54,000 minutes.

Table 11. Instructional Days and Minutes Calculator

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instructional Minutes</th>
<th>Number of Inst. Minutes Above/ Below State Req’t.</th>
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</thead>
<tbody>
<tr>
<td>TK/K</td>
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<td>170</td>
<td>360</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>270</td>
<td>180</td>
<td>36000</td>
<td>83300</td>
<td>27900</td>
</tr>
<tr>
<td>1</td>
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<td>170</td>
<td>360</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>270</td>
<td>180</td>
<td>50400</td>
<td>83300</td>
<td>13500</td>
</tr>
<tr>
<td>2</td>
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<td>170</td>
<td>360</td>
<td>0</td>
<td>0</td>
<td>10</td>
<td>270</td>
<td>180</td>
<td>50400</td>
<td>83300</td>
<td>13500</td>
</tr>
<tr>
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<td>360</td>
<td>0</td>
<td>0</td>
<td>10</td>
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<td>180</td>
<td>50400</td>
<td>83300</td>
<td>13500</td>
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<td>360</td>
<td>0</td>
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<td>10</td>
<td>270</td>
<td>180</td>
<td>54000</td>
<td>83300</td>
<td>9900</td>
</tr>
</tbody>
</table>

Teacher Recruitment

Lashon Academy’s philosophy is that the quality of the teaching staff determines the quality of education offered in the school. The professional expertise and experience of general education and Hebrew staff are integral to student achievement. As such, teacher selection is based on strong academic preparation, professional competence, intellectual maturity, enthusiastic professional attitude, knowledge of instructional or operational practices, and ability to contribute to meeting the expectations set forth in Lashon Academy’s mission and educational goals. Hebrew language teacher selection is based on Hebrew language teaching experience, in-depth knowledge of language acquisition theories and research, demonstrated abilities to implement standards-based instruction in tandem with the proficiency based model of performance, a proven track record of improving student achievement, and high expectations for all students.

In selecting and hiring teachers, Lashon Academy complies with state laws regarding certification. Attention will be paid to the candidate’s academic record and to his/her previous relevant experience and their CLAD certification and experience to ensure their ability to support working with EL students. Critically important will be the selection of a talented, passionate, energetic, and cohesive team of teachers. Among the most important attributes, skills and characteristics Lashon Academy looks for in a successful teacher candidate are the following:

- Understanding of and commitment to Lashon Academy’s mission, goals, educational philosophy, and activities;
• An unwavering belief that all children can achieve excellence;
• Fulfillment of all ESSA “highly qualified” requirements;
• Experience with the workshop model is preferred;
• Appropriate California State certifications, including a multiple-subject credential for general education teachers and an appropriate authorization to teach English Learners;
• Bilingual (English/Hebrew or English/Spanish) a plus;
• Demonstrated and successful record of prior employment in educational environments;
• Knowledge of and experience with diagnostic and benchmark assessments as well as how to analyze data;
• Experience working with diverse populations of students, parents and families;
• Experience working with students at-risk of educational failure;
• Demonstrated success in working in a team-oriented environment;
• A “roll up your sleeves”-approach to work; and
• Commitment to continuous improvement and learning through professional development.

Successful candidates for teaching positions must demonstrate that they are prepared and able to support the educational and developmental needs of a diverse student population. We recognize that what we are asking of teachers in terms of time and commitment is much greater than what would be required of them in traditional public schools. Moreover, successful candidates must have the passion and desire to encourage students and maximize opportunities for students to engage as active learners in their own learning. Lashon Academy’s teachers are expected to fulfill their individual responsibilities and work effectively in concert with administrators and with the other members of the staff as required.

The high quality candidates we attract and hire are individuals who are attracted to our mission-driven school and our unique model of Modern Hebrew language integration. They are individuals who believe that all students have a right to a high quality education. They are individuals who believe in accountability. We retain our high quality teachers because we support, respect, encourage and motivate them and provide them with tremendous opportunities to build their capacities and grow in their professions. They are drawn to the fact that we will give them a voice in our school, and they will have opportunities to shape our school.

The school recruits professional, effective, and qualified personnel to serve in all administrative, instructional, instructional support, and non-instructional support capacities. Lashon Academy publishes all open positions to a broad professional audience to recruit and hire a diverse staff that supports Lashon Academy’s language integrated curriculum. All staff members are expected to be sensitive to the linguistic and cultural needs of students and to expand their understanding of such needs through participation in staff development opportunities.

Lashon Academy recruits through a variety of means that may include advertisements in newspapers and educational journals, relationships with colleges and graduate schools of education, teacher recruitment fairs, website postings (e.g., California Charter School Association, Charter School Development Center, EdJoin, LinkedIn, Craigslist), and email networks. Lashon Academy will attempt to promote diversity in its applicant pool by advertising positions in targeted media (e.g. minority newspapers), networking with minority organizations, and participating in minority recruitment events. Lashon Academy also leverages the relationships and experiences of Board members and supporters to extend its outreach, networking, and teacher and staff recruitment initiatives.

**Process for Staff Selection**

The Principal and Administration work together to identify talented teachers and staff to join the team.
for new positions or as vacancies arise. They perform such duties as recruiting, screening applications, developing interview questions, and participating in the interview committee. Ultimately, the Principal is responsible for selecting school-based staff members, and the Executive Director is responsible for hiring school administrators, as delegated by the Board. The Lashon Academy hiring process will include five phases.

1. **Screening:** Prospective employees will complete an employment application, which will request information related to prior work experience, special skills, and academic credentials and will also provide consent to check references. Lashon Academy will require candidates to attach a résumé to the application and will retain both the application and the résumé in its employee file. In compliance with law and school policy, Lashon Academy will not ask about age, race, sex, religion, disabilities, gender, gender identity, gender expression, physical appearance, political affiliation, national origin, place of birth, length of residence, home ownership, arrest records or minor convictions, military discharge/reserve status, relatives employed by Lashon Academy, spouse, children or family plans, credit history or personal bankruptcy. (Note, while the School will not ask the applicant about arrest records or minor convictions, it will conduct background checks before employment is offered and complete fingerprinting and criminal background clearance before employment commences—see below.)

2. **Interviewing:** Lashon Academy’s interview process will help the Principal or designee determine whether a candidate possesses the necessary skills to be a productive staff member and is prepared and capable of working cooperatively with colleagues, administrators, parents and students. Lashon Academy will develop an interview protocol, a process for checking references, a list of interview questions, and a rubric containing objective criteria. The Principal or designee may elect to pre-screen candidates with a telephone interview to discover whether the candidate has the knowledge and experience required and to ascertain whether the candidate agrees with and can work in a manner consistent with Lashon Academy’s instructional philosophy and culture. Also, at the discretion of the Principal or the Director of Curriculum & Instruction, candidates for teaching positions may be asked to provide a sample lesson and/or portfolio. Typically, the Principal, Director of Curriculum & Instruction, and a current teacher will observe sample lessons from prospective teachers.

3. **Checking References:** Lashon Academy believes that reference checking is an extremely important part of the selection and hiring process. The school therefore has an absolute policy of calling references provided by the employee, as well as contacting former employers.

4. **Offering Employment:** The Principal will offer employment through a job offer letter (conditioned upon a clear tuberculosis test or risk assessment and criminal background clearance) and, in most cases, a telephone call. Lashon Academy’s job offer letter will include at least the following: a) job title or position offered; b) salary, benefits and perks offered; c) instructions to accept or decline the job offer; and d) where appropriate, a statement that the employment will be at-will.

5. **Tuberculosis & Fingerprinting for Criminal Background Screening:** Before employees can begin service at Lashon Academy they must provide evidence of a current negative tuberculosis (TB) determination or risk assessment. In addition, employees must provide fingerprints at a LiveScan service to generate criminal background reports from the California Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI) to Lashon Academy for criminal background review and clearance.
PROFESSIONAL DEVELOPMENT

Professional development is the vehicle through which teachers acquire and/or refine their skills and capacity to implement new practices that will lead to school improvement and increased student achievement. The process of designing and coordinating the professional development program is led by the Principal and the Director of Curriculum & Instruction. These instructional leaders coach the school’s instructional staff and providing training and guidance in their work with all learners, including ELs, students with disabilities, students achieving below grade level, socioeconomically disadvantaged students, and gifted students. As necessary, the Principal and Director of Curriculum & Instruction may engage outside consultants to provide specific training to teachers.

Lashon Academy’s embedded professional development is designed to achieve these goals by integrating professional development activities throughout the workday. At Lashon Academy, teachers learn together. Teachers, with the support and guidance of the school’s instructional leadership, will build capacity within their own professional environment. In the process, as adult learners, teachers will become avid seekers of research and best practices that will help them strengthen their instructional practice and reinforce the shared culture of learning. Just as instruction at Lashon Academy is highly differentiated, so is professional development designed to meet the needs of individual teachers.

Lashon Academy has created the following structures for professional development; all are differentiated depending on the needs of teachers:

- **Each summer**, new and returning teachers receive professional development that prepares teachers to be successful in the new school year, including topics such as: proper implementation of the instructional workshop model, assessment, instructional materials and curriculum, classroom management, intervention/SST processes, and schoolwide systems.

- **Weekly**, all teachers have common grade level planning time during their prep periods and/or after school. This time is used for planning grade-specific lessons, project-based learning, and small group instruction, including student leveling and differentiation strategies. The Director of Curriculum & Instruction supports teachers as a grade level during this time by providing instructional coaching and support with data analysis.

- **Monthly**, the entire instructional staff comes together for professional development that is specific to the schoolwide focus for the year. For example, in the 2016-17 school year, the staff prioritized math instruction. Monthly staff professional development sessions covered topics such as math lesson planning, math small group instruction, and the Common Core math standards.

- **Three times per year**, after NWEA MAP testing, the entire instructional staff comes together for schoolwide data analysis. This time is used to dig in deeply to the data that comes from NWEA MAP, using it to inform instruction for the next trimester.

On an individual basis, teachers may also receive extra professional development support from the Director of Curriculum & Instruction when needed. Teacher and administrators occasionally go off-site for professional development, such as for a particularly relevant conference or training, and occasionally consultants or professional development firms are brought in as well to supplement the professional development that Lashon Academy instructional leaders provide.

As a member of the Hebrew Public network, Lashon Academy instructional leaders have access to educational consultants from Hebrew Public. The network’s support includes curriculum development,
professional development, leadership capacity building, technical assistance, start-up, and other programmatic and grant opportunities. Hebrew Public does not charge fees to schools that receive its services. Hebrew Public hires, at no cost to Lashon Academy, local instructional coaches to go into the school once a week to support the teacher professional development in both general and Hebrew instruction.

Teachers are empowered to make decisions regarding the activities in their lessons, based on their knowledge of instructional tools, language acquisition processes, and their knowledge of their students’ language proficiency level and learning profiles. In order to ensure quality instruction, the school takes the following measures to support teachers:

- **Curricular Support:** The school provides teachers with curricular goals and thematic units to guide them in planning their instruction. Additionally, the school provides supporting resources, such as authentic texts, books, music, various media and visual aids that teachers can employ in the lessons.

- **Professional Development:** Professional development is multi-faceted. Targeted workshops in the summer and throughout the year will be given by language education experts, by Hebrew Public’s Director of Hebrew Educational Services, or through external organizations such as the American Council for Teachers of Foreign Languages (ACTFL) and the Center for Applied Linguistics (CAL). Teachers will also have ongoing supervision and coaching by the school’s Principal or the Director of Curriculum & Instruction, who will both support teachers in areas such as lesson planning, the workshop model, small group instruction, language acquisition and EL strategies, and how to organize the physical learning environment to support the maximization of the learning.

- **Teamwork:** The school builds into the schedule preparation time to encourage and support teamwork, co-planning, and community of practice. Teachers convene weekly to learn from each other, coordinate projects, share ideas, in order to enrich each other’s practice, and to analyze student assessment data to drive instruction and increase student achievement. These meetings are regularly attended and supervised by the Principal or Director of Curriculum & Instruction, in order to oversee, support, and ensure the quality of the work.

- **Curriculum and Instruction Leadership:** The school employs a Director of Curriculum & Instruction. In addition to curriculum development, the role of the school’s Director of Curriculum and Instruction is to provide supervision, professional guidance, and coaching to the faculty through one-on-one, team-level, and whole faculty engagement.

The instructional capacities at Lashon Academy are critical to ensure successful student outcomes for all learners including English Learners, students with disabilities, socio economically disadvantage students, student achieving below grade level and gifted students. Teachers will know what to teach and when to teach it because each teacher and all additional support staff will have the year’s curriculum laid out in a scope and sequence, curriculum map and pacing guide for each content area of the curriculum. These curriculum guiding documents will be initially developed by the Director of Curriculum & Instruction and provided to teachers prior to the start of the school year. These scope and sequences, curriculum maps and pacing calendars, however, will be flexible documents that will continue to be refined during the course of the school year through a collaborative planning process that is responsive to student achievement data.

**Process for Evaluating the Efficacy of the Professional Development Program**

At Lashon Academy, evaluation of the professional development program has one important goal: to
improve the quality of the instructional program by determining its overall effectiveness as measured by student achievement. Formative evaluation is used to modify or improve the professional development program and take place at intervals during the year. Instructional staff members are asked for feedback and comments through surveys and the Monitoring for Results system provide data regarding improvement in student learning toll inform the instructional leaders to make mid-course corrections. Formative evaluation helps ensure that the professional development program meets our teachers’ needs and expectations, is a meaningful experience, and can be translated into action in the classroom. Formative evaluation is an ongoing process and our model of ongoing and embedded professional development allows Lashon Academy to implement these modifications on an almost real-time basis.

Summative evaluation is used to determine the overall effectiveness of the professional development program at the end of the year. Lashon Academy will use two different levels of data to conduct a summative evaluation: teacher practice and student outcomes. The first level of summative evaluation is to assess the changes in teacher practice as a result of participating in the professional development program. At Lashon Academy, through questionnaires, observations, self-assessment instruments, and analysis of teacher evaluation records, the Principal and Director of Curriculum & Instruction will collect data regarding how the professional development program has improved teacher practice. This process involves teachers describing changes in how they think, what they believe, and what they do in the classroom. They describe their own professional growth and evaluate the program in meeting their personal and professional goals.

The second level of summative evaluation is to determine the effect of the professional development process on student learning and performance outcomes. Here, instructional leaders, in collaboration with teachers, analyze student assessment data, including standardized assessments, six-week assessments, and teacher-generated summative and formative assessments. Evaluation of student assessment data is fundamental to determining if the school has met or is making progress towards meeting its annual goals. Based on analysis of both this quantitative and qualitative data, the Principal and Director of Curriculum & Instruction draws conclusions regarding the efficacy of the professional development program and make modifications of the overall program in order to improve teacher practice and student outcomes.

The recommendations to improve overall professional development program effectiveness will be implemented as quickly as reasonably possible. During the subsequent academic year and every year thereafter, Lashon Academy will continue to engage in this formative and summative evaluation process to continually improve the efficacy of Lashon Academy’s professional development program each subsequent year.

**Meeting the Needs of All Students**

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

Lashon Academy’s educational model taken as a whole—quality instruction informed by data, robust staffing, quality professional development and rigorous curriculum—will allow all of the school’s learners to excel academically.

Quality instruction lies at the heart of Lashon Academy’s educational program, and it is the quality of this instruction that will ensure that Lashon Academy’s purposeful curriculum will help *all* students achieve at high levels, including ELs, students with disabilities, students achieving below grade level, socioeconomically disadvantaged students, and gifted students. Both the workshop model and the
Hebrew curriculum proficiency level approach will allow our school to provide our students with a strong academic foundation—as defined in part by their meeting or exceeding state performance standards—and a high degree of Modern Hebrew language proficiency. Because both methodologies are grounded in ongoing student assessment, they allow teachers to individualize instruction to the needs of individual learners so that at all times, students’ needs are being addressed.

As stated, Lashon Academy’s workshop model of instruction is one that supports differentiated instruction in a classroom of heterogeneous children. The differentiated and individualized instruction is highly effective with at-risk populations such as students with disabilities, ELs, and socioeconomically disadvantaged students. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels. Planning is the key to support good instruction.

Teachers will be supported in their capacity to differentiate their lessons to address the needs of all learners, whether that is allowing the accelerated learner to engage in more complex applications of a particular unit of study or supporting language development of the EL student without sacrificing rigorous content in that same unit. Teachers will be expected to produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class. The lesson plans are expected to also indicate how s/he will assess students’ attainment of the goals and objectives of the lessons. Paying particular attention to the large populations of socio-economically disadvantaged and Hispanic/Latino students from the Van Nuys community will be a priority with regard to the selection of instructional materials, instructional strategies and professional development. This includes identifying culturally responsive materials that reflect the experiences of the students the school serves, offering a high quality workshop-based instructional model that has been proven to be effective for diverse learners with all skill levels, and providing professional development for teachers around differentiation and effectively supporting all learners.

The workshop model lesson consists of a mini-lesson, independent work time and a share session. Students will be read aloud stories about concepts in math, science and social studies through literature. In small group instruction, students will revisit these readings to repeat and review the material. These stories will include oral language activities such as picture walks that will allow children to interact by gesture, coloring, writing, and speaking. The model will allow teachers the opportunity to meet with ELs before independent work begins and while they are working either independently or with a peer. The model encourages collaborative activities with student partnerships. Teachers will strategically partner ELs with other students during science, math, and social studies to scaffold ELs further, encourage language role models, and provide additional social and emotional supports. Go Math!, Lashon Academy’s math curriculum, supports the workshop model, offering effective leveled activities for students of all ability levels so teachers can provide ongoing differentiated instruction. Topic-specific considerations for ELs, students with disabilities, at-risk, and advanced students enable the teacher to differentiate for the diverse learners in every classroom. Science and social studies materials are replete with visual learning examples that include drawings, photographs, diagrams and the use of common objects which will help our ELs “connect” abstract concepts to language.

ELs are on a level playing field with other Hebrew Learners and can succeed in the acquisition of Hebrew giving them extra confidence in their language acquisition capacities in general.
Evidence (Research-Based) That the Proposed Instructional Program Has Been Successful With Similar Student Populations And/or Will Be Successful With the Charter’s Targeted Population

As discussed in the section on Instructional Framework, the rationale for implementing the workshop model and the Hebrew curriculum in an integrated environment is based on theory and grounded in research, including that of Lev Vygotsky, Pauline Gibbons, the copious studies commissioned by the American Council on the Teaching of Foreign Languages, the National Staff Development Council, the Alliance for Excellent Education, and more (please see the Instructional Framework section for more information). Lashon Academy’s intentional combination of research-based methodologies has been designed to meet the specific needs of the targeted community. Ongoing monitoring of the instructional program will help ensure student success in the targeted community.

Lashon Academy uses the workshop model of instruction in all the core subjects. The workshop model is based on Howard Gardner’s work and his theory of multiple intelligences and Benjamin Bloom. By changing the paradigm of teacher-centered instruction to a model where students proactively participate through a variety of modalities (Gardner) in the instruction through discussion and collaboration, the workshop model allows students to engage more fully in higher order skills, challenging individuals to engage in the highest levels of thinking: analysis, synthesis and evaluation (Bloom). The workshop model facilitates differentiated and individualized instruction and is highly effective in delivering instruction for all learners, including students at-risk of meeting performance standards such as ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level.

There is a vast amount of research evidence that records the stages all children go through in their early development of speech and language, and the process is remarkably similar for any language.\(^{51}\) \(^{52}\) These three dimensions of language acquisition have significant implications for language learning in the workshop model in the early years of education. The workshop model, especially as utilized in reading and writing instruction, supports all learners, and particularly ELs, in the following three central dimensions of language acquisition:

- The production of language: listening, watching and sharing
- The understanding of language: sounds and meanings
- The function of language: first words, experiences gained through repeated daily routines and experiences and interaction with others.\(^{53}\)

The incorporation of an intensive focus on a foreign language—in Lashon Academy’s case, the study of Modern Hebrew—in the school’s curriculum supports positive evidence-based learning and developmental outcomes in students engaged in foreign language study. There is ample research that points to the advantages children gain when they begin the study of a foreign language at an early age, not the least of which is their development as individuals who are bilingual and bi-literate.

ACTFL presents a large body of research that points to the educational and developmental benefits that flow to students who engage in second language instruction which will have positive impact on our students who are engaging in foreign language study at the start of their formal schooling. (See: HOW LEARNING BEST OCCURS) Lashon Academy’s commitment to implementing the CA World Language Standards, the proficiency based performance model, and language integration will enhance student

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achievement in core academic subjects. The advantages that foreign language programs provide to children are well known. For example, on the website of the American Council on the Teaching of Foreign Languages (ACTFL), http://www.actfl.org/, appear the following evidence-based learning and development outcomes:

- **Language learning supports academic achievement:** Language learning correlates with higher academic achievement on standardized test measures. Language learning is beneficial in the development of students’ reading abilities. There is evidence that language learners transfer skills from one language to another. There is also a correlation between second language learning and increased linguistic awareness, and between language learning and students’ ability to hypothesize in science. There is also a correlation between young children’s second language development and the development of print awareness. There is also a correlation between early language study and higher scores on the SAT and ACT Tests and higher academic performance at the college level.

- **Language learning provides cognitive benefits to students:** There is evidence that early language learning improves cognitive abilities and that bilingualism correlates with increased cognitive development and abilities. There is also a correlation between bilingualism and attention control on cognitive tasks. There is a correlation between bilingualism and intelligence and between bilingualism and meta-linguistic skills, memory skills, problem solving ability and improved verbal and spatial abilities.

Lashon Academy works with its staff to ensure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Lashon Academy is committed to reducing the education gap for all students. Lashon Academy will implement:

- using effective methods and instructional strategies that are based on scientific research to strengthen the core academic program;
- meeting our annual goals under ESSA;
- publicly reporting the school’s academic progress;
- providing extended learning opportunities for students falling behind who need extra help;
- fostering teacher quality; and
- participation in all required assessments.

**INSTRUCTIONAL PROGRAM FOR SPECIAL POPULATIONS**

Professional Development addresses meeting the needs of all students, including special populations such as ELs, students with disabilities, socioeconomically disadvantaged students, students achieving below grade level, and gifted students. In addition to the pre-opening professional development period, Lashon Academy’s embedded professional development throughout the school year provides teachers with time for ongoing training, planning and collaboration. All teachers will be able to utilize real time data to inform instruction. The workshop model allows teachers to provide highly individualized instruction for all students, addressing the needs of ELs, students with disabilities, socioeconomically disadvantaged students, and students achieving below grade level. The workshop model allows the academically advanced student to engage in more complex applications of a particular unit of study or supports language development of the EL student while engaging in rigorous content in that same unit.

Teachers produce lesson plans that show evidence of how s/he has differentiated instruction for special groups of students who may be in his/her class. Teachers develop a Plan of Action (POA) for each student.
based on the data derived from ongoing assessments. POAs are used to develop lesson plans, which will indicate how s/he will assess students’ attainment of the goals and objectives of the lessons. Students whose needs are not being met for whatever reason, are referred to the Student Success Team for further discussion on interventions.

In the California Department of Education guidelines, the SST is “a positive school-wide early identification and early intervention process. Working as a team, the student, parent, teachers, and school administrator identify the student’s strengths and assets upon which an improvement plan can be designed.” A referral to the SST will bring together educational professionals and the student’s parents to brainstorm further needs and other pathways for that student. This ‘think-tank’ meeting will ensure that Lashon Academy is doing everything possible to support all students by bringing together all stakeholders.

A teacher, administrator, parent or guardian can make a request for assistance for a variety of situations, including when students may need an IEP or 504 plan or are otherwise need more support to be successful in the classroom. This request is given to the classroom teacher, special education personnel or principal. The SST, comprised of at least two teachers from that grade level, a member of the administration (Principal or Director of Curriculum & Instruction), consultants and other support staff as appropriate, will meet with the parents/guardians and student in an organized, systematic, problem-solving manner to analyze concerns and develop specific action steps to address them. The SST process begins by clarifying the information and continues with a discussion of the concerns and the modifications and/or interventions that have been tried. The meeting concludes after team members prepare and commit to an action plan and timeline for successful intervention. Following is an outline of the SST process:

**Prior to the SST Meeting**

- Teacher, parent or other staff member completes a referral form.
- An SST packet documenting the student’s strengths, needs and a timeline of interventions is completed. All student achievement data, report cards etc. are gathered at this time.
- A notice from the school that a meeting has been scheduled is sent to parents or guardians.

**During the SST Meeting**

- When team members are present, including parents or guardians meeting will begin.
- A translator is provided if needed.
- Introductions are given.
- Clearly state the purpose of the meeting.
- Review of SST packet and information is shared.
- Review of assessments, student work and other relevant documents (health and behavior records).
- Areas of need are presented and prioritized.
- The team brainstorms strategies for intervention.
- Responsibilities and timelines are assigned and a follow-up meeting is scheduled to discuss

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54 [http://cde.ca.gov/](http://cde.ca.gov/)
progress and outcomes.

**Post-SST Meeting**

- SST meeting notes are copied and originals are placed in cumulative folder, copies are given to appropriate SST team members.
- During follow-up meeting if progress is being made – team continues interventions or program accommodations or modifications. If student is still struggling, interventions may be set in place, and/or a referral to Special Education for further assessment may occur.

**English Learners**

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

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

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

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

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

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

Process for Identifying English Learners (including Reclassification)

Lashon enrolls many students from the neighborhood where the primary home language is not English, with a high percentage of the student body classifying as English Learners. Services provided to ELs begin with identification. When a child matriculates at Lashon Academy (regardless of date of enrollment), we administer the Home Language Survey. Those students whose parents indicate the child’s primary language is other than English on the Home Language Survey, and who have not previously been assessed for English language proficiency in a California public school, are assessed using the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) within 30 days of enrollment. The Director of Curriculum & Instruction will work with the CELDT testing coordinator to use annual CELDT/ELPAC data and CAASPP data, teacher observations, and optional parent input to identify English Learners. Identified students will be placed in one of five categories based on the California English Language Development Standards levels: Beginners, Early Intermediate, Intermediate, Early Advanced, or Advanced. Students who score Early Advanced or Advanced are classified as Initial Fluent English Proficient (IFEP). These students will be monitored to ensure they maintain English proficiency, and any students who appear not to maintain proficiency will be retested and may be reclassified as ELs if indicated by the School’s criteria. Students will be assessed at the beginning of each school year or upon enrollment at the School.

Educational Program for English Language Acquisition

ELs receive ongoing support to become proficient in listening, speaking, reading, and writing in English, and Lashon draws on a large body of information on best literacy practices for serving ELs. All students who are classified as English Learners participate with non-EL students in classroom activities during instructional time. In addition, ELs have specific daily English language instructional time in small groups during the English Language Arts block, through flexible groupings. English language Instruction, taught by a multiple subject credentialed and CLAD authorized teacher, is differentiated according to students’ ELD levels. During these periods, students with similar language support needs can be grouped together for activities such as vocabulary preview/review, teaching of specific language structures, and additional oral language practice.

The school supplements the Reader’s and Writer’s Workshop with Pearson’s Words Their Way series. Words Their Way, a literacy program that is currently used schoolwide, is differentiated into five levels which align well with the five levels of English language development as measured by the CELDT/ELCAP. This curriculum has proven successful with student populations similar to the students served by Lashon Academy. It has proven to be effective in helping students solidify the foundational literacy skills that will allow them to access grade level content.

English Language instruction may include use of the following strategies:

- Manipulatives, such as illustrations, posters, thinking maps, storyboards
- Realia, such as authentic materials and tangible objects
- Visuals, pictures, prints, documents, stories with pictures
- Graphic organizers, such as Venn diagrams, word webs, word walls
- Oral interaction across the classroom, such as role plays, partner conversations, shared reading, cooperative learning

Students not demonstrating adequate English language development or mastery of the standards taught are eligible for intervention support. Although many aspects of effective instruction apply across the board for learners in general, for English learners, effective differentiation is certainly necessary and built into the DNA of the school’s instructional model. It is for this reason that Lashon’s general studies instructional staff are CLAD or BCLAD certified with the appropriate authorizations, thus enabling them to use specific instructional strategies to address the identified needs of the students the school serves. The National Literacy Panel (NLP) concluded that high-quality reading instruction alone is “insufficient to support equal academic success” for ELs and that “simultaneous efforts to increase the scope and sophistication of these students’ oral language proficiency is also required.”

**How the Program Will Meet the New State ELD Standards and Use of the CELDT/ELPAC to Support and Accelerate Student Progress**

As part of the small group instruction, for ELs, teachers use the English Language Development standards to guide their second language students toward mastery of the English Language. These standards are mapped to Lashon’s instructional program. As mentioned in the curriculum section, each student receives an individual Plan of Action (POA) that will include EL goals linked to ELD standards. These goals incorporate the five factors that are known to influence reading success: phonemic awareness, phonics, vocabulary, fluency, and comprehension. When creating assessment tools, teachers incorporate ELD standards whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

At the end of each grading period, CLAD credentialed teachers summarize students’ mastery of standards for their current ELD level by looking at reading, listening, speaking, and written assessment material (where applicable) collected throughout the quarter. Assessments may include publisher-designed end-of-unit and cumulative assessments, classroom-embedded ELL grammar/usage rubrics, decoding and word recognition quizzes, writing prompts, and benchmark assessments. At the end of the quarter teachers also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present assessment evidence to the Director of Curriculum & Instruction, works with teachers to make the final decision regarding progression to the next ELD level.

Lashon Academy teaching staff receives regular professional development to adhere to the California English Language Development (ELD) standards and implement explicit teaching of features in English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage). In fact, the balanced literacy approach not only allows for teachers to spend more time directly supporting EL’s in literacy skill attainment, the approach itself is geared to explicitly teaching these skills to all students. During the literacy block students will experience read alouds and shared readings. These both support the acquisition of language through listening and speaking. Students designated as ELs also receive academic content instruction designed to promote content knowledge. Lashon Academy has adopted California State approved programs to teach core subjects, Language Arts, Math and Social Studies. The Math program, for example, has particular strategies for guided practice for ELs, as well as gifted and struggling students, for teachers to implement in the classroom to engage all learners.
Lashon Academy’s Modern Hebrew Language Integration model put English Learners on the path to becoming multi-lingual while helping all students to acquire English and Modern Hebrew language skills in listening, speaking, reading, and writing, and to proficiently meet grade level ELA standards. Because Lashon Academy is a school with an emphasis on foreign language acquisition, all teachers will be aware of the processes involved with the acquisition of a new language and all students will participate in a culture by which there is an ongoing sense of accomplishment in mastering a language not spoken in their homes.

**Provide Proficiency Levels with Meaningful Access for EL, including Instructional Strategies and Intervention**

The Lashon Academy administration and teaching staff address the seven conditions that make a critical impact upon the academic achievement for California’s English Learners in the following ways:

- **ELs have equitable access to appropriately trained teachers.**

  All Lashon Academy teachers will be Cross-Cultural Language Acquisition Design (CLAD) certified (unless the teacher has a waiver from the California Teaching Credentialing office). These teachers will be able to analyze, with support from the Director of Curriculum & Instruction, relevant data including results on the CELDT/ELPAC exam, CAASPP, language assessments, and informal observations, to develop student-specific Plan of Actions that support each individual student’s academic language acquisition, considering both the English Language Development standards (ELD) and the English Language Arts standards. In addition, Lashon teachers will be prepared to implement Excursions in their English Language Arts block.

- **Teachers of ELs have adequate professional development opportunities to help address the instructional needs of ELs.**

  Lashon Academy provides ongoing professional development to explicitly address the wide variety of instructional strategies required to accompany the English Learner (EL) components of state approved mandated ELA textbooks, the California English Language Development (ELD) standards, Specially Designed Academic Instruction in English (SDAIE) strategies and interpretative and pedagogical implications of the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) for ELs. In addition, because the school is focused on teaching all students a second language (Hebrew and English), all teachers will receive ongoing professional development in language acquisition strategies.

  Teachers participate in pre-opening professional development with at least one-half day devoted to English Language Development and SDAIE strategies and will engage in embedded professional development on a regular basis throughout the school year. Teachers use grade level collaborative planning time to review POAs with assessments and to determine further supports and interventions needed for ELs who are underperforming. ELs that do not demonstrate adequate progress will be supported through additional technology tools, (e.g., books on tape, website links, lending libraries, etc.). Students will be closely monitored through the use of Excursions program, which provides support in developing running records, conducting oral interviews, as well as through the conferring portion of both the reading and writing workshops. Parent outreach workshops to encourage home-school connections are ongoing as an additional language acquisition support. The Director of Curriculum & Instruction and Principal conduct professional development to support teachers with strategies for ELs.

- **Teachers have access to appropriate assessments to measure ELs achievement, gauge their learning needs and be held accountable for their academic progress.**

  Lashon Academy identifies (ELs) through the Home Language Survey and assesses these students utilizing
the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) The purpose of the CELDT/ELPAC is to determine how well each student tested can listen, speak, read, and write English. CELDT/ELPAC scores are used to help determine the level of assistance needed and to ensure the student's placement in an appropriate program or reclassification. Further, since these students spend most of their time in the general education classrooms, they will also be given the periodic assessments in literacy given to all students. All teachers have access to this data on a regular basis. Teachers also generate their own classroom data on student skill attainment in literacy as they would any other student.

Lashon Academy uses the PowerSchool Student Information System (SIS) and the online NWEA MAP assessment system to store and manage data. Lashon Academy engages in a consistent process for the evaluation of its programs and services using disaggregated student performance data for all students, including ELs. Teachers have access to real time data to assess the needs of ELs, monitor and track their progress, inform lesson planning and instructional decisions. The teachers are accountable for student performance. The school administration and the Board use data to measure whether the School is meeting its mission and goals, particularly those related to student achievement.

- **ELs have adequate instructional time to accomplish learning goals.**

Across the state, English Learners are provided no additional classroom instructional time even though they have additional learning tasks, such as acquiring English as well as learning a new culture and its demands. The Lashon Academy instructional framework is designed to provide highly individualized instruction within the workshop model. Teachers will form small groups, in a flexible manner based on student needs, using real time data to address student needs towards mastery of the skills being taught. Small groups of ELs will remain with the teacher for additional instruction and reinforcement following the mini lesson, while other students are working independently or in partnership.

The language integration model is effective in addressing different educational needs within the classroom. The language integration model reduces the student to staff ratio and facilities individualized instruction to identify and address student needs.

- **ELs have equitable access to instructional materials and curriculum.**

Words Their Way and other supporting instructional materials are designed to move ELs to English proficiency as quickly as possible. Lashon Academy’s curriculum is based on individualized instruction, differentiation, and application, as students have multiple opportunities to apply what they learn through formal educational settings. It is essential that English learners access well-articulated, standards-based, grade-level core curriculum instruction in all subjects taught “overwhelmingly” in English with Specially Designed Academic Instruction in English (SDAIE) strategies and primary language support as needed. Primary language support can be used as appropriate to further motivate, clarify, direct, support and explain. SDAIE is an approach to teaching grade-level content using English as the medium of instruction with special strategies and techniques in “sheltered” classes to help students access the core curriculum. For example, strategies such as presenting information in multiple ways, modeling, bridging, and building students’ schema are used to increase comprehensible input for ELs in the general education classroom.

All classrooms have leveled libraries filled with many genres of authentic literature- both fiction and non-fiction books.

- **ELs have equitable access to adequate facilities.**

Lashon Academy provides equitable access to adequate facilities to support the academic achievement of all students, including, English Learners (ELs). The school will ensure that every child has access to all school activities, programs and curricular supports. Lashon Academy complies with applicable law.
regarding communicating with parents in their native language. Parents whose English proficiency is limited will receive notices and information from Lashon Academy in their native language in compliance with applicable law so that they are partners in the education of their children and informed about school events, school based activities, extra-curricular activities, important dates, class trips etc.

- ELs attend schools and classrooms that support high educational standards for success.

Ultimately, Lashon Academy aims to have all students, including ELs, to become self-motivated, competent, lifelong learners, embedded with the desire and prepared to thrive throughout their lives as citizens connected to their local, national and global communities.

Process and Specific Criteria for Reclassification and Process for Monitoring Progress of EL and Reclassified (RFEP) Students

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

1. Assessment of language proficiency using an objective assessment instrument including, but not limited to, the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) as follows:
   
   For EL students in grades TK - 2:
   - 1-The student has an Annual CELDT/ELPAC overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
   - 2-The student is judged successful based on marks of 3 or 4 in English Language Arts on the Report Card.
   - 3-The student scores proficient or advanced on all ELA benchmark skills assessed
   - 4-The parent has been consulted and agrees that the student is eligible for Reclassification.

   For EL students in grades 3 through 6:
   - 1-The student has an Annual CELDT/ELPAC overall performance level of 4 or 5 with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing.
   - 2-The student is judged successful based on marks of 3 or 4 in English Language Arts on the Report Card.
   - 3-The student scores Nearly Met Standards, Met Standards, or Exceeded Standards on the ELA SBAC assessment and Nearly Met Standards or higher on all ELA benchmark skills assessed
   - 4-The parent has been consulted and agrees that the student is eligible for Reclassification.

2. 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 using quantitative data to evaluate the pupil’s curriculum mastery,

3. 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 school district’s reclassification procedure including seeking their opinion and
consultation during the reclassification process

4. 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.

Lashon Academy 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.

**Process for Monitoring Progress and Supports for Long Term EL (LTEls)**

Lashon currently does not have a high number of LTEls. To the degree that there are LTEls at Lashon, Lashon tracks and monitors the student performance of students currently classified as ELs, including LTEls. LTEls will receive dedicated ELD instruction to develop vocabulary and language. LTEls will benefit from the SDAIE strategies that are in use in all general education classrooms, as well as more intensive small group instruction in ELD. Their progress will be closely monitored with the goal of supporting them in being reclassified as soon as they are ready. As at-risk students, LTEls will be put into the SST process to ensure that there is a comprehensive, coordinated approach to supporting them toward English proficiency and academic success.

If a student is an LTEl, that student and parent will be notified of their LTEl status and made aware of the risks associated with LTEl status, as well as any barriers to reclassification.

LTEls will be reclassified once they meet Lashon Academy’s reclassification criteria as described in the section above, “Process and Specific Criteria for Reclassification and Process for Monitoring Progress of EL and Reclassified (RFEP) Students.” After LTEls have been Redesignated as Fluent English Proficient (RFEP), they will continue to be monitored for two years to ensure adequate progress.

**Gifted and Talented Students and Students Achieving Above Grade Level**

Students are deemed academically advanced when they are exceeding proficiency standards. High-achieving students will be identified by the Lashon Academy ongoing assessment process, including formal, informal, and scoring “Exceeds Proficiency” on the CAASPP assessment; students transferring from other schools may also have been previously identified as Gifted, and Lashon Academy will determine who those students are via CALPADS. Once identified, students will be provided with opportunities throughout the regular school day as suggested by the California State Board of Education Standards for Programs for the Gifted and Talented. Advanced students will also be the subject of the SST, and teachers will engage in conversations around strategies to continue to accelerate advanced students.

Gifted learners have the ability to absorb abstract concepts, organize them and apply them. In a classroom setting these students tend to have extra time on their hands because they finish their work rather quickly. Our teachers will use this extra time to help these students develop their creativity by allowing them to explore a special area of interest related to a topic being studied or read about. To address children that have been identified as gifted, our teachers:
• Create an independent project or activity.
• Involve these students in academic competitions whether school based or community based.
• Plan “vertical enrichment” activities. Designing assignments or projects that go above and beyond what is covered in the regular classroom begin careful not to give gifted students “more of the same.”
• Encourage students to become “experts” rather than just “giving” them information teachers will act as “facilitators.”
• Let Bloom’s Taxonomy become the guide – focusing on the upper three levels – analysis, synthesis, and evaluation

Through the construct of the workshop model, which promotes highly individualized instruction, teachers will be able to accelerate the learning for advanced students. The model supports teachers in teaching to the individual child as opposed to teaching to the middle where the needs of children at the top and bottom of the continuum are left unmet. The model requires that teachers are attuned to what ongoing student assessment is telling them about each child or their class as a whole, so that targeted intervention can take place in the guided portion and individual conferencing portions of the model or lessons can be re-addressed if class-wide data reflects that need. This data-driven component is essential in ensuring that all students achieve at high levels.

Students may also be advanced in their proficiency of the Modern Hebrew language as determined by the Modern Hebrew language assessment, which will place them at the higher end of the language acquisition process than their peers. Like the workshop model, the Proficiency Approach supports the acceleration of students who demonstrate advanced skills in the Modern Hebrew language. Ongoing and precise evaluation of the learner’s progress provides the teacher with a clear picture of the learner’s strengths (as well as those weak areas) that need to be addressed. Thus, Hebrew instructors are able to effectively move all students, including advanced students, to higher sub-categories within each main level accelerating students’ acquisition of the Modern Hebrew language.

During independent work time scheduled in the workshop model, teachers may engage advanced students on an individualized research project that requires their developing internet research capacities in order to obtain and read more advanced treatments of a specific subject matter. Lashon Academy will also encourage advanced students to develop service-learning projects based on individualized interests that exceed classroom requirements. Opportunities for leadership and mentoring in academics, service learning and other areas of abilities and interest will also be fostered.

**Students Achieving Below Grade Level**

Students with academic challenges who are achieving below grade level are identified through teacher observation, their course performance and multiple methods as outlined in Element 3 - Method by Which Student Outcomes will be Measured, including: California standards-based textbooks assessments and CAASPP standardized testing (defined as Standard Not Met or Standard Nearly Met). Parents will be notified during parent conferences in the Fall or Spring, or when deemed necessary, once a student has been assessed and the student has not responded successfully to the supports offered by the classroom teacher. During this conference the classroom teacher and parent can invite the Director of Curriculum & Instruction, if needed, to discuss possible interventions and supports beyond classroom instruction. Other factors, including behavioral issues, teacher recommendations, etc., may designate a student as struggling even when his or her assessments may indicate that he or she is not in need of academic interventions.

Based on the data from student assessments, Lashon Academy implements reading and math
intervention strategies to address identified areas of weakness of each struggling student (see chart below for possible interventions). Intrinsic to the workshop model is differentiated instruction through ongoing student assessment so it naturally addresses the needs of struggling students. Small group instruction, conferring, and scaffolding are all components of our comprehensive package.

Lashon Academy recognizes that the key deciding factor to affect student growth and achievement is the teacher. A teacher must be well-prepared and trained to effectively address the needs of all students. Our ongoing embedded professional development will address these needs. Our workshop model of instruction through its differentiation will be a daily support. However, in 2002, McREL researchers synthesized the following six classroom strategies as most effective in raising low achieving or at-risk of failure. We will study these and apply them as needed. The table below summarizes these strategies: Whole-Class Instruction, Cognitively oriented instruction, small-group instruction, tutoring, peer tutoring, and Computer-assisted Instruction (CAI).
**Table 12. Classroom Strategies For Raising Low Achieving or At-Risk Students**

<table>
<thead>
<tr>
<th>Category</th>
<th>Description</th>
<th>What Research Suggests</th>
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| Whole-class Instruction         | The teacher delivers a lesson to a classroom of students all at one time, using constructivist or behaviorist interventions. | ● The desired outcome should guide the strategy choice.  
 ● Constructivist strategies are not superior to behaviorist strategies or vice versa.  
 ● The most effective approach is a combination. |
| Cognitively oriented Instruction| The teacher uses cognitive or “hot-to” strategies (e.g., teaching steps to solve a math problem) or meta-cognitive strategies (e.g., planning, monitoring, revising, etc.) | ● Reading Instruction-meta-cognitive strategies (such as coding text) might be best.  
 ● Writing Instruction-a combination of cognitive (drafting) and a meta-cognitive strategy (self-assessment) might be best.  
 ● Mathematics Instruction-a meta-cognitive strategy (comparison to similar problems and solutions) followed by opportunities to test patterns might be best. |
| Small-group Instruction         | The teacher divides the classroom into small (mixed or like ability) groups of students for instruction, differentiation, or cooperative learning. (Our workshop model addresses this strategy on a daily basis.) | ● Mixed-ability grouping can be an effective strategy.  
 ● A teacher must be well-prepared and trained to effectively use mixed-ability grouping.  
 ● Like grouping can also have a positive effect. |
| Tutoring                        | Personal, intense interaction between a tutor and tutee.                    | ● Tutoring programs should have a strong diagnostic and prescriptive element.  
 ● Once trained, individuals of various ages and levels of education can be effective tutors.  
 ● Tutoring sessions should be evaluated on a continual basis. |
| Peer Tutoring                   | Students (paired randomly or by test scores) tutor one another and/or support each other’s learning. | ● Peer tutoring can be effective with at-risk students, particularly at the basic skills level.  
 ● Teachers should carefully instruct and monitor students when they use peer tutoring programs.  
 ● Peer tutoring sessions should be highly structured. |
| Computer-assisted Instruction (CAI) | Students work on software packages ranging from word processing to skill practice to programming. | ● CAI is probably more effective in math than reading or writing.  
 ● The teacher’s role is significant. |
Socioeconomically Disadvantaged Students

Lashon Academy recognizes that the target population and neighborhoods we serve face many challenges as a community, and some of the children within the community may lack support that many families and communities take for granted. Our SST will be responsible for identifying students and families who might need additional resources or support, including referrals to community social service organizations. As detailed extensively herein, we believe that all students can learn and succeed and that disadvantaged students are entirely capable of academic excellence. As described, the Lashon Academy educational program has been designed to meet the individual needs of all learners. The workshop model is designed for small group and individual instruction. The core curriculum, as well as school field trips and other enriching activities, expose disadvantaged students to learning and enrichment opportunities they might otherwise not have. Additionally, children will borrow books from the classroom libraries to read at home and a computer will be available for community access.

Our emphasis on a school community and the responsibility we have to one another within that community will extend to the parents and families of our students as well. At Lashon Academy, early identification of students’ needs will be a priority; the assessment profile and home language survey will help identify these students early in the school year. Once needs are identified, they will be addressed within the classroom and through meetings with parents. Lashon Academy will communicate with parents in the predominant languages of the Van Nuys community. Parents whose English proficiency is limited will receive notices and information from Lashon Academy in their native language so that they are informed of school events, school based activities, extra-curricular activities, important dates, class trips, etc.

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

Modified Consent Decree Requirements

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

- End of Year Suspension
District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

- **Statewide Assessment Data**

  The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

- **Graduation roster from all charter schools with 12th grade students with disabilities**

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

Lashon Academy currently participates in LAUSD’s Option 2 regarding the provision and funding of special
education services consistent with the requirements of the LAUSD SELPA Local Plan for Special Education. Lashon Academy reserves the right to operate as its own LEA for purposes of provision and funding of special education services. If the Lashon Academy Board of Directors believes participation in another SELPA would be in the best interest of Lashon Academy students, Lashon Academy will follow proper notification procedures to LAUSD’s SELPA and will establish a Memorandum of Understanding (MOU) with another SELPA.

Lashon Academy’s instructional model promotes individualized instruction and small group instruction and is appropriate for meeting the needs of all children, including student with disabilities. Lashon Academy is committed to educating each student who qualifies for special education eligibility, to the maximum extent appropriate, in the least restrictive environment. Thus, Lashon Academy maintains a full inclusion model regarding the education of students with disabilities. Full inclusion involves bringing the necessary support services to the student regardless of disability or severity, rather than moving the student to the services, and requires only that the student will benefit from being in the class (rather than having to keep up with the other students).

Students with disabilities in Lashon Academy, when appropriate, receive their adapted curriculum work, and other therapies such as speech-language therapy and occupational therapy, within the general education classroom. Special educators and therapists will come to the general education classroom, when appropriate, to provide services to small groups of general education students and students with disabilities. A special education teacher, para-professional or aide may sit with them to help implement the goals of their IEPs. "Full inclusion" maintains that the social interactions with general education students are vitally important and that special services can be provided most effectively in the context of the regular classroom. For students with disabilities, this setting provides the opportunity to model the behaviors and actions of others. For general education students, this setting fosters an appreciation and respect for the fact that everyone has unique characteristics and abilities, and helps them develop feelings of empowerment and self-control.

A series of building blocks support all the student support services offered to students at Lashon Academy. These building blocks include the following: accurate and thorough evaluation involved and committed instructional staff, dedicated parents and professionals, and an understanding that every student, regardless of ability, is an individual and an important member of the Lashon Academy community. These building blocks form the foundation upon which Lashon Academy’s program of student supports rests. Although many more features may be added to the program, a foundation that lacks any of these building blocks would fall short of the program’s expectations.

Special education inclusion signifies the participation of students with disabilities in regular education classrooms and provision of support services to these students. The main objective of inclusion education at Lashon Academy is that all students, regardless of their strengths and their weaknesses in any area, become part of the Lashon Academy community. As a member of the school community, every student develops a feeling of belonging with other students, teachers, and support staff. An advantage of special education inclusion at Lashon Academy is that both disabled and non-disabled students are brought together in an environment of togetherness. Children learn to accept individual differences in inclusion education, and this leads to the development of new friendly relationships.

The special education teacher(s) will work collaboratively with general education teachers in order to address the needs of students with disabilities. At the beginning of each school year, and as new students with IEPs enroll in the school, general education teachers will receive an “IEP Snapshot” that lists the classroom supports, accommodations, and modifications that each student with an IEP needs to be
successful in the general education classroom. The special education and credentialed general education teachers will work together to implement different teaching strategies, effectively differentiate classroom instruction and coursework, and modify assignments to accommodate individual students with disabilities. Adaptations and accommodations made within the class will be provided for individual students, and in some circumstances, for the entire class. The workshop model supports the needs of special populations of students such as students with disabilities as guided instruction provides small groups and individual students with opportunities for the teacher to engage in remedial instruction, while independent study time is offered to those students who need less support.

The School’s Outreach Efforts to Recruit Students With Disabilities

Lashon Academy’s percentage of students with disabilities that it serves mirrors that of LAUSD. Lashon Academy makes efforts in its student recruitment process to ensure that the school will attract comparable enrollment of students with disabilities as compared to District schools. Recruitment efforts towards this special population of students and their families include:

- Print advertisements that include specific information about the Special Education program;
- During open-house informational sessions that are held in the community will address parents of students with disabilities and provide assistance if needed — if the need for a special informational session is needed, Lashon Academy will coordinate with necessary staff to hold an orientation for students with disabilities;
- Agendas will be posted on the school website or in public, especially with regards to meetings addressing Lashon’s special education program;
- Parents will be notified about community meetings and school information nights, and staff members will be on hand and prepared to address concerns; and
- One-on-one meetings between the Principal with any parents of students with disabilities who express interest in learning more about how Lashon Academy can meet the particular needs of their child.

Processes for Special Education

Lashon Academy complies with all applicable federal law, including IDEA and section 504 of the Rehabilitation Act of 1973, for identifying and serving students with disabilities. Lashon Academy complies with the processes described in LAUSD's Special Education Policies and Procedures Manual for special education assessments, eventual determinations, and IEP meetings.

Description of a Typical Day

From a student’s perspective:

8:10 am — The Principal and teachers meet us at the entrance to the school and welcome us. On Mondays, we line up together to have a morning assembly. The rest of the week we line up at 8:00 am and then enter the classroom and get ready for our morning meeting. We unpack our things, making sure to remove our snack, homework folders and journals. We are especially careful to unpack our “book baggies” that contain our independent reading books, our “reach books” and our “just for fun” reading books.
My teacher Ms. Hernandez has prepared for the day. The Principal and teachers often speak to parents while we get ready for the day. We gather on the carpet making sure to take our assigned rug spots. This is called our meeting area. We check to see that our “turn ‘n talk” partners are here. We can’t wait to share our reading during partner reading time.

While in the meeting area, I glance up at the calendar to make sure that the calendar monitor has correctly inserted the correct date. It’s my job to fill in the blanks for “yesterday was, today is and tomorrow will be.” At the beginning of the year we did this as a class but we all know it now and we take turns to do this independently.

While we are waiting for Ms. Hernandez, we are reading the morning message she has written to us. It tells us information about the day and often asks specific questions for us to think about. We read silently or with our rug partners. Sometimes we take the marker and write on the message to answer or guess at something.

There are a lot of charts in the room to help us figure out words and to help us find ways to understand what we read. All year Ms. Hernandez has been adding more charts. Some of us even have these charts, mini-style, in our reading folders. Ms. Hernandez also gives us bookmarks with information from the charts to help us while we are reading. If we really are stuck we can ask our partners for help or we can use “post-its” to remind ourselves where we were having trouble. As a matter of fact, we use a lot of “post-its” during reading for a lot of different things.

Ms. Hernandez comes to the carpet and reviews the morning message and also our schedule for the day. Ms. Hernandez shows us the poem for the week. It is on big chart paper. It is our shared reading and we get a new poem at the beginning of each week.

We do poetry each morning and our word work is explored through these poems. Lots of times we add words to our word wall from the poems.

Each of us has a poetry journal where we get a copy of the poem to take home and read again. I already have 20 poems in my journal and I enjoy going back to my favorite poems to re-read them again. Sometimes I read to my mom. She says I’m getting so good at reading aloud in a smooth voice. This is part of my homework each night. We also do word sorts from our “Words Their Way” folders. We don’t all have the same word work here. Often we continue our word work at home.

**8:15 a.m.—Reading Workshop begins.** Ms. Hernandez begins her mini-lesson. She usually models a reading skill or strategy she wants us to use when we go and read independently.

Ms. Hernandez uses great storybooks, and we really enjoy listening to her read aloud and modeling to us what she does as a reader. Sometimes the book is fiction and sometimes it is non-fiction.

We always practice the reading skill or strategy together at the carpet before we go off and apply what we have learned to our own leveled books.

Before we are sent to work independently we look at the grouping chart to see when our guided reading group will be working with Ms. Hernandez.

When Ms. Hernandez is finished with her groups, she confers with us about our reading. She comes over to each of us, usually 2 times per week, and talks about what we are doing as readers. She writes down
information in her books about us. I think she uses that to form the guided reading groups and also to help her remember for the next conference.

We read independently either by ourselves or with a partner for at least half an hour. Usually at about 9:10, we come back to the carpet. Our teacher asks some of us to share our reading experiences with the class. Often our Principal or Director of Curriculum joins us to listen to our sharing.

9:15 a.m.—We begin our Writer’s Workshop. We’ve been working on our “All About Books.” My book is all about caring for cats. Some of my classmates are writing about soccer, or “All About Dogs.” Two kids are even writing an “All About Our School” book. Our teacher says we are all experts in something and can share that with others. I can’t wait to read the other books.

Once again, Ms. Hernandez begins with a mini-lesson. She’s been writing her own book titled, “All about Taking Care of a Baby.” That’s because she had a baby just a few months ago.

Today’s lesson is about how to organize our books. We talked about how books work. I never paid attention to that before, but now I know that some books are time-order, some are kinds of, some are question and answer, and some are compare and contrast books. Ms. Hernandez has been reading a lot of these to us so we can get the idea of how our books should be written. Ms. Hernandez’s book is time-order, but mine doesn’t fit that so I’m going to use the question and answer way to organize my book.

We go to our tables to work on our writing. Today is when we get to use our laptops to work on our writing. Ms. Hernandez keeps a few of us at the carpet to make sure we understand the task. She always asks us to remain at the carpet if we are not sure of what to do.

After that Ms. Hernandez brings a group to a table to work on writing with her. Just like in reading workshop, in writing workshop we conference with her too.

Ms. Hernandez writes in a book about us and helps us with our writing. She uses this to plan for future lessons to help us improve our writing.

10:00 a.m.—We stop and come back to the carpet to share things about our writing. At 10:10 we have a quick snack and get ready for Hebrew.

10:15 a.m.—Hebrew begins with Mr. Yaron. He speaks only Hebrew throughout the hour lesson. He uses a lot of gestures, pictures, objects and games to help us understand what he is saying. We warm up by interacting with our classmates, usually in pairs, using only Hebrew. This is a wonderful way to put all we know in Hebrew into practice with real-life communication about our friends and ourselves. We then sing a song in Hebrew. Sometimes we even dance. We’ve learned how to have a conversation with each other, and we also do calendar work in Hebrew. We practice that with the teachers and also with our partners.

11:15 a.m.—We have lunch and recess. When it is time for recess, teachers take turns supervising us.

12:00 p.m.—Time for math! We have been working on number sentences. We meet Ms. Hernandez at the carpet for a math mini-lesson. We return to our tables and work with problems practicing what we’ve seen modeled at the carpet. Ms. Hernandez keeps a group at the carpet to review.

1:00 p.m.—During social studies we learn about our community. While on a neighborhood walk, we noticed a lot of stray cats and decided to help our community address this. When we return to the
classroom, we learn more about homeless animals and animals in shelters. We decide to contact the local American Society for the Prevention of Cruelty to Animals (ASPCA), tell them about our service learning program, and ask if we can take action to help these animals in need. Tomorrow, we’ll have science during this block. We are studying life cycles and learned about frogs and butterflies. As a matter of fact, we have some butterfly larva that we are watching. We each keep our own journal on what we observe.

2:00 p.m. — I spend the next thirty minutes in a small group at a table with some of my friends and our teacher. Today we learn that you can change the meaning of a word by adding some letters at the beginning of the word, like “re-“ or “un-“. We practice that skill, and our teacher checks at the end of the block to see if we understand.

2:30 p.m. — Next, I join a different small group for our intervention block. I have been having a hard time with something that we’re learning in math, but I know that my brain is growing every time I work with my teacher and a few classmates on this skill.

3:00 p.m. — Before we leave for the day, I get to quiet my mind and reflect on the day in our mindfulness session.

3:10 p.m. — We receive our homework folders that contain math review sheets, a butterfly vocabulary sheet in English and a different worksheet about butterflies in Hebrew. We all take home our poetry journals, reading logs, word sorts, science journals and of course our book bags. We are dismissed.
Element 2 – Measurable Pupil Outcomes & Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

Measurable Goals of the Educational Program

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

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

Standardized Testing

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

Please see Element 1, Section 10, The Requirements Of California Education Code § 47605(B)(5)(A)(ii).
METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

ANTICIPATED SKILLS AND KNOWLEDGE OUTCOMES FOR STUDENTS

Lashon Academy students at all grade levels and in all subject areas will strive for, and demonstrate, mastery of the California State Board of Education Content Standards in addition to school-specific subject area standards. The school will assess and demonstrate skills and knowledge outcomes through a combination of state standardized testing (CAASPP, CELDT/ELPAC), well established evidence-based assessments that are commercially available, and internally developed assessments that address both state standards and key elements of the Lashon mission.

English Language Arts

Lashon Academy students will demonstrate proficiency in the California Common Core Standards for English Language Arts, Literacy in History/Social Studies, Science, and Technical Subjects. This will include:

- Essential skills associated with key ideas and details, craft and structure, and the integration of knowledge and ideas in all areas of the Reading Standards, including those addressing both Literature, Informational Text;
- Foundational Skills as outlined in the Standards from initial concepts of print and phonological awareness to phonics, word recognition, and fluency;
- Proficiency in all areas of the Writing Standards, including Text Types and Purposes, Production and Distribution of Writing, Research to Build and Present Knowledge, and (beginning in grade 2) a high level of skill across the range of different types of writing and writing tasks;
- All areas of the Speaking and Listening Standards;
- Language Standards, including conventions of Standard English, vocabulary and usage, and a knowledge of language that enables them to communicate clearly in both conversation and writing.

Teachers at Lashon Academy will teach curriculum that is aligned to the Common Core State Standards. This will ensure that students in grades 3 through 6 will meet proficiency on the Smarter Balanced Assessments for the core subjects. Students will show progress in reading as demonstrated by their performance on the Fountas & Pinnell Benchmark Assessments (F&P) administered three times over the course of the year (fall, winter, spring). Each time the assessment is administered, the F&P system provides information to:

- Determine three reading levels for each student: Benchmark Independent, Benchmark Instructional, and Recommended Placement
- Group students for reading instruction
- Select texts that will be productive for a student’s instruction
- Identify students who need intervention and extra help

Administered throughout the school year, F&P documents student progress across a school year and across grade levels. Students will also show progress on a nationally-normalized assessment, e.g., NWEA MAP.
Modern Hebrew Language

Lashon Academy students will demonstrate mastery of CA World Language Standards through steady progress in the acquisition of speaking, listening, reading and writing skills in Modern Hebrew as measured in accordance with the American Council on the Teaching of Foreign Languages (ACTFL) guidelines for these four language skills. Students will demonstrate their growing oral competency through oral proficiency interviews that employ the ACTFL Rating Scale, which distinguishes major ranges and sublevels of language proficiency. Assessments will also be aligned with the World Language Content Standards for California Public Schools and will demonstrate grade-appropriate growth in Stages I – IV of all areas—Content, Communications, Cultures, Structures, and Settings.

Students will demonstrate their growing proficiency both during explicit Hebrew instruction, as well as during other academic and non-academic activities. For example, the incorporation of the history of Israel and culture of Israel into enrichment areas will provide an opportunity for students to demonstrate their growing language ability in the context of learning history concepts and content. Students will also demonstrate their growing proficiency by using Hebrew during transitional periods and recess.

As noted throughout the petition, Lashon Academy views the process and outcomes of the Modern Hebrew language program in terms of what students can do with the language, versus the traditional approach, which in the past has emphasized learning about the language, its grammar and vocabulary, without attention to meaningful functioning and communication in Hebrew. Instructional goals are defined in terms of language proficiency levels, and show the progression in expectations of student performance at different stages of learning. Outcome goals are measured against those expectations and benchmarks. Expected student outcomes are listed by grade level below. Since there is no California Standardized test for Hebrew, students will demonstrate proficiency as measured by program assessments and internal assessments, as well as nationally normed oral proficiency exams.

Student Achievement Targets and Accountability for Student Progress

Ultimate accountability for student progress falls to the Principal of the school; however, there are specific individual roles for the Director of Curriculum & Instruction and classroom teachers that will ensure that instruction and assessment are well aligned and instructional staff are focused on their students’ progress. The Director of Curriculum & Instruction, working with the Principal, will review teacher-developed tests and other classroom-based tools used to measure students’ mastery of covered material to ensure that they are rigorous and aligned to the learning standards. The Director of Curriculum & Instruction will be responsible for standardized testing.

Teachers will be responsible for utilizing assessment data that indicates student progress on an ongoing basis and adjusting their instruction and planning based on the assessment results. Teacher evaluations will incorporate assessment data that indicate levels of student growth and achievement in their classroom.

Methods For Assessing Student Outcomes

Lashon Academy will employ diagnostic, formative, and summative assessments to closely track student progress in all subject areas and to drive instruction. These assessments will include state-mandated tests, commercially available norm-referenced and benchmark assessments, and internally developed formative, interim, and summative assessments that are consistent with the school’s instructional design and mission. A combination of PowerSchool (Lashon Academy’s student information system) and the
online NWEA MAP system will be used to house the data and to provide users (particularly administrators and teachers) with the capability to view, analyze and report on a real time basis the performance of (1) individual students, (2) classrooms of students and (3) all students in the school. Such feedback enables teachers to tailor instruction to individual, disaggregated or aggregate student needs. Data will be at the heart of all professional conversations about student work and achievement as well as around all professional development. Teachers and administrators will be collecting data on a daily basis in multiple forms such as attendance, demographics, student assessment, student enrollment data etc. Lashon Academy will administer all mandated California State assessments as required by law. Lashon Academy will also administer school driven assessments including a standardized assessment, teacher generated assessments and unit tests, as well as an assessment series measuring Hebrew acquisition by its students. The purpose of each assessment is described below.

Assessment in English Language Arts

Fountas & Pinnell Benchmark Assessment System

The Fountas & Pinnell Benchmark Assessment System is a formative reading assessment comprised of 58 high-quality, original titles divided evenly between fiction and nonfiction. The assessment measures decoding, fluency, vocabulary, and comprehension skills for students K-8. This assessment tool allows teachers, literacy specialists, and others to determine students’ developmental reading levels for the purpose of informing instruction and documenting reading progress.

The Fountas & Pinnell texts were demonstrated to be both reliable and valid measures for assessing students’ reading levels. In fact, there is a strong relationship between the reading accuracy rates of Fountas & Pinnell Benchmark Assessment System 1 fiction and nonfiction books and the accuracy rates of the texts used for assessments in Reading Recovery (convergent validity) with correlations of .94 (fiction) and .93 (nonfiction). This is an important finding because the Reading Recovery Text Level Assessment, like Fountas & Pinnell, assesses decoding, fluency, vocabulary, and comprehension. Further, Reading Recovery was recognized by the U.S. Department of Education as an effective and scientifically based reading program. These reinforce the validity of the Fountas & Pinnell.

Teachers will administer Fountas & Pinnell three times per year. After each administration of Fountas & Pinnell, Lashon Academy conducts a rigorous analysis of the results, including schoolwide results, grade level results, and results by subgroup. Based upon these analyses, teachers will create a POA (Plan of Action) for each of their students. These analyses will enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students will be grouped by need rather than by reading level.

NWEA MAP Assessment System – ELA

In addition to the Fountas & Pinnell assessment system, Lashon Academy also uses the NWEA MAP assessment for grades TK-6 as a beginning-of-year diagnostic assessment, end-of-year summative assessment, and one formative assessment in between. NWEA MAP is nationally-normed, allowing Lashon Academy to measure students’ performance in English Language Arts compared to those of their peers nationwide, and it provides valid, reliable projections for how students will perform on the CAASPP assessment in grades 3-6. As an online, adaptive assessment, it helps teachers develop individualized learning plans for students of all levels, and it informs effective differentiation of instruction and leveled
groupings. NWEA MAP is accompanied by an online platform that offers robust analytics, including the ability to view performance by individual student, grade level, or schoolwide on a particular skill or strand.

**California English Language Development Test/ English Language Proficiency Assessments for California (CELDT/ELPAC)**

To assess potential English Language Learners identified through a Home Language Survey, Lashon Academy will utilize the California English Language Development Test (CELDT) or English Language Proficiency Assessments for California (ELPAC) upon student entry unless their CELDT/ELPAC record is available from their previous California public school, and then annually as required. This will enable the school to assess both the placement and the progress of English learners.

Additionally, as required by Section 3302 of Title III of the ESEA (20 United States Code Section 7012), if Lashon Academy receives Title III funds, the school will, not later than 30 days after the beginning of the school year or within two weeks of the child being enrolled in a language instruction program after the beginning of the school year, inform parents or guardians of the reasons for the identification of their child as an EL and that the child is in need of placement in a language instruction program.

Students who achieve the State “English Proficient” standard (i.e., an overall score of “early advanced” or “advanced” with no score below “intermediate” in listening/speaking (grade K and up) and reading/writing (grades 2 and up) will be considered for Redesignated as Fluent English Proficient (RFEP) according to criteria determined by the Lashon Academy Board that will include SBAC performance in ELA, teacher evaluations, and parent consultation.

**Assessment in Mathematics**

**Go Math!**

*Go Math!* is structured to provide regular opportunities for assessment. It is this frequent monitoring that allows teachers to provide differentiated instruction that responds to the needs of individual students. Teachers are able to use the data generated from the curriculum’s diagnostic assessment, formative unit assessments, and end-of-year summative assessments both to provide the appropriate interventions and small group instruction, as well as to measure growth over time. *Go Math!* also provides specific resources, including an assessment workbook and performance tasks, that prepare students for the type of assessment they will experience when they take the CAASPP assessment.

**NWEA MAP Assessment System - Math**

In addition to the Fountas & Pinnell assessment system, Lashon Academy also uses the NWEA MAP assessment for grades TK-6 as a beginning-of-year diagnostic assessment, end-of-year summative assessment, and one formative assessment in between. NWEA MAP is nationally-normed, allowing Lashon Academy to measure students’ performance in mathematics compared to those of their peers nationwide, and it provides valid, reliable projections for how students will perform on the CAASPP assessment in grades 3-6. As an online, adaptive assessment, it helps teachers develop individualized learning plans for students of all levels, and it informs effective differentiation of instruction and leveled groupings. NWEA MAP is accompanied by an online platform that offers robust analytics, including the ability to view performance by individual student, grade level, or schoolwide on a particular skill or strand.
Assessment in Social Studies

In Lashon Academy’s project-based learning model for social studies, all students engage in cross-disciplinary projects that incorporate CA Social Science-History standards, English Language Arts standards, as well as service learning. Social studies projects are assessed using rubrics that are developed internally and align to the standards being taught. Rubrics, and the grading of rubrics, are normed across each grade level so teachers can calibrate on their grading. Students complete one full project per trimester.

Assessment in Science

Lashon Academy uses the Full Option Science System (FOSS), a science curriculum that is grounded in the belief that students learn science best through active learning, for grades TK-6. FOSS was selected because it (1) aligns to the Next Generation Science Standards for California Public Schools (NGSS); (2) integrates robust reading and literacy strategies to support mastery of the Common Core ELA standards; and (3) utilizes technology to deliver learning experiences to students. FOSS kits come with corresponding assessments, as well as an online portal (FOSSMap) for tracking student progress. FOSSMap, the FOSS assessment system online computer program, provides an easy way for teachers to record evidence about student progress for each part of every investigation. Additionally, students complete an assessment at the end of every unit of study, and they are assessed on an ongoing basis through their science journals.

Assessment in Modern Hebrew

Achievement in Modern Hebrew is assessed primarily through end-of-unit assessments in all language skills (reading, writing, listening, and speaking), and it pertains to the specific topics and content, including vocabulary, expressions, sentence structures, communicative tasks, cultural and universal information, that were studied in each thematic unit. Each student participates in a short oral assessment and a reading or listening assessment, which includes an authentic or semi-authentic text with comprehension questions. Proficiency is assessed informally, on an ongoing (daily) basis, and at the end of each unit as a summative assessment.

In addition to end-of-unit assessments, the following are also used to measure proficiency in Modern Hebrew:

- **OPI (Oral Proficiency Interview)**—Administered at the end of Grades 2 and 5
- **STAMP (online, adaptive assessment)** —Administered at the end of Grade 4

Student performance on each of these assessments is measured in accordance with the American Council on the Teaching of Foreign Language (ACTFL) Proficiency guidelines for reading, writing, speaking and listening.

The most prevalent type of assessment which is formative in nature focuses on student progress on both a weekly and daily basis. Examples of formative assessments include observations, performance tasks, interviews, and writing prompts. Many of these are scored using rubrics. Formative assessments determine the learning and lesson goals for the upcoming immediate period of time. This type of assessment occurs daily through interactions with students in all four of the language skills (reading, writing, listening and speaking).
Assessment in Physical Education

The primary goal of the California Fitness Test (CFT) is to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity. A Lashon Academy teacher will administer the California Fitness Test (CFT) to students in the fifth grade each year in the testing window of February through May. The test will include measures in the following six required categories: Aerobic Capacity, Body Composition, Abdominal Strength and Endurance, Trunk Extensor Strength and Flexibility, Upper Body Strength and Endurance, and Flexibility.

Assessment Schedule

The following table summarizes the various assessments described above and provides a general schedule for administration.

Table 13. List of Assessments and When Administered

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Purpose</th>
<th>Grades Administered</th>
<th>When Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP Smarter Balanced State Assessment in ELA and Math</td>
<td>Identify students’ ability to meet or exceed grade level standards in reading, reading comprehension and writing.</td>
<td>3-6</td>
<td>Spring</td>
</tr>
<tr>
<td>CAASPP Assessment in Science</td>
<td>Identify students’ ability to meet or exceed grade level standards in science.</td>
<td>5</td>
<td>Spring</td>
</tr>
</tbody>
</table>
| California English Language Development Test (CELDT/ELPAC) | Required state test for English language proficiency that must be given to students whose primary language is other than English. The CELDT/ELPAC purpose:  
  - Identify students with limited English proficiency.  
  - Determine the level of English language proficiency of those students.  
  - Assess the progress of limited English-proficient students in acquiring the skills of listening, speaking, reading, and writing in | TK-6                 | CELDT/ELPAC will be given to all students whose home language is not English within 30 calendar days after they enroll for the first time in a California public school. LEAs also are required to administer the CELDT/ELPAC annually to identify ELs until they are RFEP during the annual assessment window from July 1 through October |

55 SBAC dates are determined by testing coordinator to occur during a 25-day window. Title 5. Education. § 855. Testing Period.
<table>
<thead>
<tr>
<th>Test Description</th>
<th>Grade</th>
<th>Timing</th>
</tr>
</thead>
<tbody>
<tr>
<td>NWEA MAP – English and Mathematics</td>
<td>TK-6</td>
<td>Fall, winter, and spring</td>
</tr>
<tr>
<td>Adaptive online assessment used to estimate the general developmental level of students; also to identify each student's areas of strength/weaknesses in subject areas and achievement information to monitor year-to-year developmental changes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fountas &amp; Pinnell Benchmark Assessments – English Language Arts</td>
<td>TK-6</td>
<td>Fall, winter, and spring</td>
</tr>
<tr>
<td>Literacy assessment used to determine three reading levels for each student: benchmark independent, benchmark instructional, and recommended placement; also used to group students for reading instruction, plan efficient and effective instruction (purposeful), and identify students who need intervention and help to document student progress across a school year.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>End of Unit Assessments - Hebrew</td>
<td>TK-6</td>
<td>Fall, winter, and spring</td>
</tr>
<tr>
<td>Used to assess student skill level in listening, speaking, reading, and writing Modern Hebrew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPI¹ (Oral Proficiency Interview) - Hebrew</td>
<td>2 and 5</td>
<td>Late Spring</td>
</tr>
<tr>
<td>Used to allow students to demonstrate their precise proficiency level of Hebrew performance in oral fluency, grammar, vocabulary and listening comprehension based on the ACTFL guidelines.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Standards-based Measurement of Proficiency (STAMP) - Hebrew</td>
<td>4</td>
<td>Mid-year</td>
</tr>
<tr>
<td>Used to measure proficiency in Hebrew.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Curricular Unit Assessments – Science, Math</td>
<td>TK-6</td>
<td>Curricular unit assessments are determined by the length of the unit and vary in length. Teachers will follow the scope</td>
</tr>
</tbody>
</table>
and sequence of
the programs.

<table>
<thead>
<tr>
<th>Project-Based Rubrics – Social Studies and Service Learning</th>
<th>Rubric incorporating social studies, and literacy standards and service learning concepts</th>
<th>TK-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Physical Fitness Test</td>
<td>Used to help students start life-long habits of regular physical activity to promote a level of fitness that offers a degree of defense against diseases that come from inactivity.</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>During the February-May window</td>
</tr>
</tbody>
</table>

**USE OF ASSESSMENT DATA TO INFORM INSTRUCTION**

Lashon Academy is a data-driven culture where student assessment results from a variety of assessments will be at the heart of all professional conversations about student work, achievement and professional development. Teachers analyze benchmark and assessment data to monitor student achievement, determine student strengths and needs, and share successful strategies and techniques. Teachers use this data to guide their instructional planning for the upcoming week, identify re-teach standards, and to revise lessons to incorporate the re-teach standards. School-wide, the benchmark and assessment data will be used to identify areas of growth, informing professional development.

Lashon Academy’s instructional methodology, including the workshop model, will allow our school to:

- meet our mission of producing students with a strong academic foundation;
- meet or exceed state performance standards;
- develop students’ Modern Hebrew language proficiency.

Both the workshop model and methodologies informed by the standards and proficiency based model are grounded in ongoing student assessment. They allow teachers to individualize instruction to the needs of individual learners so that at all times, every student’s needs are being addressed. For instance in ELA, teachers will administer the Fountas & Pinnell Benchmark Assessment three times per year. They will collaborate to analyze results focusing on the cueing systems a student is or is not using. They will also focus on the “word work” necessary to additionally support a student’s reading progress.

Based upon these analyses, teachers create a Plan of Action (POA) for each of their students. These analyses enable teachers to set individual student goals, for the six-week cycle, to teach the skills, strategies and “word work” the assessments have identified. Teachers will form their guided reading and guided writing groupings based upon these analyses as well. Students are grouped by need rather than by reading level allowing teachers to address identified gaps in student knowledge immediately and in a focused way allowing students to make steady progress towards grade level process. This process is replicated in all core subjects using subject-specific formative and summative assessments.

The system of ongoing formative assessments tracks the learning of state benchmarks, performance indicators and key ideas throughout each school year and from year to year. These assessments will allow teachers to identify students in need of remediation in specific skill areas and provide the appropriate academic support necessary for mastery of the content and skills and success on California standardized tests and beyond.

The standardized test in use—NWEA MAP, Fountas & Pinnell Benchmark Assessment System, and the
California mandated assessments—are research-based and reliable and valid measures of student performance and achievement. Supporting these measures will be unit tests based on specific curricula and texts in each subject area. Teacher-generated tests will be used to assess student learning on specific areas of the curriculum.

Teacher-generated assessments will include both formative and summative assessments. Grade level teachers will collaborate and create tests based upon the goals for each of the units of study during the embedded professional development time (see daily schedule and school calendar above). Item analyses will be conducted to determine necessary re-teaching. Formative assessments deliver information during the instructional process before the summative assessment and are a critical component of the school’s use of data to drive instruction. Both teachers and students use formative assessment results to make decisions about what actions to take to promote further learning. Formative assessment, or assessment for learning, supports learning in two ways:

- Teachers can adapt instruction on the basis of evidence, making changes and improvements that will yield benefits to student learning.
- Students can use evidence of their current progress to actively manage and adjust their own learning.

Assessment results are tracked from year to year. An analysis of the results for a given student, class, or grade level will enable school leadership to determine where the problems lie and make curricular and instructional adjustments as needed. Teachers will create assessment binders to house all assessments. The results of these assessments will be entered throughout the year on “Monitoring for Results” sheets. Teachers will share these binders with parents during conferences and will keep parents informed about student progress by making the Monitoring for Results sheets available at the school and online via PowerSchool and the online NWEA MAP system. Student progress is then tracked throughout the year. Upon graduating to the next grade these results are shared through class reorganization meetings.

Lashon Academy’s assessment program will provide the data to determine student achievement by individual student or aggregated by class, grade and school. Based on this information, Lashon Academy’s teachers will be trained as part of Professional Learning Communities to identify instructional practices that are successful and those that need to be improved. Areas of teacher improvement that are revealed through this analysis will be addressed in each teacher’s professional development plan. Consultations will occur between the teacher and administration regarding improvement of teacher pedagogy. Lashon Academy’s commitment to using data to drive instruction is further demonstrated by its inclusion of “effectiveness of use of student assessment data” as a criterion in teacher evaluation.

**Schoolwide Monitoring of Student Achievement**

The Principal in collaboration with the Director of Curriculum & Instruction provides to the Board of Directors a detailed report on student achievement that forms the basis of changes to the program and any needed school improvements. This report will include aggregated and disaggregate results of CAASPP tests, Fountas & Pinnell, standardized benchmark assessments, school level assessments, and other student data. The Principal will present the prioritized needs and any corrective actions to the Board. The Principal will also provide the Board with the School Accountability Report Card as soon as it is available. The Board of Directors will review all reports and request additional information as needed and will respond to the Principal with any observations and findings. An analysis of the principal’s leadership of the educational program grounded in available student performance data and other evidence will be a major aspect of the Principal’s performance evaluation. Ultimately, the Board of Directors will be
responsible for keeping or releasing the Principal from his or her position if his or her performance is found to undermine or deter the educational progress of Lashon students.

**How Assessment Data Will be Communicated to Parents/Guardians**

Ongoing communication regarding student performance is an essential element of the Lashon Academy program. Communication between teachers, students, and parents is multi-faceted. All families are asked to participate in formal school communications structures, such as regular report cards that summarize student progress, as well as conferences throughout the year to discuss student academic and non-academic growth. All families receive school communications, like newsletters and calls, as well. Families may also choose to take advantage of other less formal communications opportunities too, like attending school events and workshops and interacting with their children’s teachers at drop-off and dismissal.

Parents will be encouraged to attend an orientation prior to the start of the school year in order to learn more about Lashon’s educational philosophy and methodology. All parents will receive detailed information about the Proficiency Approach and how it shows student performance; they are encouraged to attend a parent workshop to learn more about the Proficiency Approach. They can ask specific questions to further their understanding of the standards and proficiency-based instructional model. On a regular basis, teachers provide parents with feedback about their child’s progress in Hebrew. As part of this feedback, the Director of Curriculum & Instruction supports teachers in showing parents how to help students outside the classroom, regardless of the language spoken in the home. Students’ internal assessment results across all subject areas (from assignments, tests, etc.) will be available online to parents via the school’s student information system.

The school provides interim progress reports in between reports cards to notify parents of any difficulties their students are facing. These reports are an invitation to a further dialogue between parents and teachers. Parents will be provided with additional opportunities to communicate feedback on the school’s language learning model. Annual parent surveys will be conducted to measure the levels of parent participation and satisfaction with all aspects of Lashon’s educational program. The School Accountability Report Card will be developed and published annually. The significance of a particular assessment result is not always readily apparent, so informal communication directly between parents and teachers will be encouraged.

Lashon Academy currently uses an online application called Living Tree to communicate and collaborate securely with families; the app has proven to be effective so far, and the Charter School intends to continue using it as long as it remains effective in supporting parent engagement and communication.

**Lashon Academy Grading Policy**

Lashon Academy believes that clear, comprehensive feedback is essential for student growth and achievement—and to keep parents well informed about their children’s growth. Grades at Lashon Academy will be an accurate indication of a student’s demonstrated level of skills, knowledge, and actual performance, based on assessments that are aligned with the Lashon Academy charter and state standards. All grades will be supported by both quantitative and qualitative assessment data.

Grade formats are appropriate to the grade level—the goal is that they be intelligible to both students and their parents. Teacher narratives will be included in the Hebrew section of the progress reports; these will place students’ learning in a personalized context and provide descriptive detail that objective assessment data lacks. When a student’s work and grades indicate a need for additional support or remediation, the school will develop a plan of action (POA) to address the necessary steps, including
additional in-class support or afterschool tutoring.

Table 14. Sample Grading Rubric for TK-4

<table>
<thead>
<tr>
<th>Grade</th>
<th>Meaning</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not Met</td>
<td>Has not demonstrated a basic level of mastery with the content</td>
</tr>
<tr>
<td>2</td>
<td>Nearly Met</td>
<td>Consistently demonstrating basic competency with the content</td>
</tr>
<tr>
<td>3</td>
<td>Met</td>
<td>Consistently demonstrating proficiency with the content</td>
</tr>
<tr>
<td>4</td>
<td>Exceeding</td>
<td>Consistently demonstrating advanced levels of mastery with the content</td>
</tr>
</tbody>
</table>
Element 4 – Governance

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

General Provisions

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

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

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

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

Legal and Policy Compliance

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

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

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

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

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

**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

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

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

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

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

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

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

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

Notification of the District

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

Student Records

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in
Parent Engagement

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

Federal Program Compliance

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

Governance Structure and Decision-Making Process

As provided for in the California Corporations Code, a Board of Directors governs Lashon Academy. The Board members have a legal fiduciary responsibility for the wellbeing of Lashon Academy. The Board of Directors of Lashon Academy is the School’s oversight and policy-making body. Appropriate Board decisions include hiring the Executive Director, setting the budget, determining the strategic plan, formulating major policy, overseeing the school’s compliance with relevant laws and regulations, and raising funds to support the growth of the school. The Board of Directors may delegate certain responsibilities and duties to the Executive Director or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board of Directors; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the Charter School.

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

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

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

The Board appoints the Executive Director of Lashon Academy. The Executive Director is responsible for hiring and overseeing a Principal who is responsible for implementation of the Charter School’s academic programs and for the operational management of the Charter School.

**MAINTAINING ACTIVE AND EFFECTIVE CONTROL OF LASHON ACADEMY**

The Board uses data to ensure objectivity when looking at school performance. The Board will establish a data-driven process for evaluating the Executive Director and a data-driven framework for the Executive Director to use when evaluating the Charter School’s administrative and instructional staff. Student achievement data—along with data from interviews and classroom observations—is analyzed to determine whether individual student, classroom and school-wide targets are being met and how effective the leadership and instructional staff are in helping students achieve academically.

The use of data by the Board improves the quality of its decisions. Student assessment and achievement data is collected, managed, and stored in a secure data warehouse that provides online access to data and presents data in comprehensive and understandable reports. In addition, school management prepares reports and/or make Board presentations on a regular basis regarding a variety of data, including assessment results, attendance/disciplinary information, and relevant personnel-related data such as daily teacher attendance rates and teacher certification rates. As described in Element 1, Lashon Academy uses PowerSchool and the online NWEA MAP system to store and manage data. Through Hebrew Public and its Network schools, Lashon Academy can compare student achievement data at Lashon Academy to student achievement data at other Hebrew Public network schools across the nation. Note that Lashon Academy is an affiliate school of Hebrew Public; it is not directly managed by the Hebrew Public organization but does receive support from Hebrew Public in Modern Hebrew language instruction. There is no legal relationship between Hebrew Public and Lashon Academy.

The Board uses data to: (1) establish priorities; (2) measure whether the School is meeting its mission and goals, particularly those related to student achievement; (3) evaluate the effectiveness of Lashon Academy’s policies and programs; (4) identify new issues or challenges; (5) diagnose problems and revisit proposed or enacted solutions; (6) hold the Executive Director, instructional staff and other administrators, as well as the Board itself, accountable for results; (7) “de-personalize” decisions; and (8) make informed budget decisions.
Board Duties and Responsibilities

The Board of Directors is responsible for establishing broad policies and overseeing high-level decisions that affect Lashon Academy. The Board is fully responsible for the operation and fiscal affairs of Lashon Academy. The Board’s responsibilities include, but are not limited to, the following:

- overseeing implementation of Lashon Academy’s mission and vision;
- setting strategic direction;
- hiring, firing, overseeing, evaluating, and supporting the Executive Director;
- adopting policies to ensure that Lashon Academy is run effectively, legally, and ethically, including establishing fiscal controls for purchasing, expenditures, checkbook reconciliation, etc.;
- adopting policies and approving other documents as required by state or federal law, especially pertaining to categorical funds;
- approving and monitoring the implementation of the fiscal, legal, student achievement and governmental functions of Lashon Academy;
- approving and monitoring Lashon Academy’s annual budget and budget revisions.
- monitoring Lashon Academy’s operational budget and finances for long-term viability;
- ensuring that adequate funds are secured for the operating and capital needs of Lashon Academy, including raising funds;
- increasing public awareness of Lashon Academy in the community and bringing the views of the community to Lashon Academy;
- ensuring compliance with the Brown Act and other laws applicable to a California public charter school;
- selecting and contracting with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- receiving the annual performance report and annual independent fiscal audit and directing their transmittal to entities designated in Ed. Code § 47605 (m); and
- approving and executing all other responsibilities provided for in the California Corporations Code, Lashon Academy’s Articles of Incorporation and corporate bylaws, and this charter, as necessary to ensure the proper operation of Lashon Academy.

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

- be in writing;
- specify the entity designated;
- describe in specific terms the authority of the Board of Directors being delegated, any conditions on the delegated authority or its exercise, and the beginning and ending dates of the delegation; and
- require an affirmative vote of a majority of Board members.
Selecting Members of the Board of Directors

As delineated in the Lashon Academy bylaws, the Board will consist of no less than three (3) and no more than seven (7), unless changed by amendments to the bylaws. All directors shall be elected by the existing Board members. Board membership will not include current staff, interested parties (i.e., anyone who would gain financial benefit from decisions made by the Board), consultants to Lashon Academy, or relatives of employees or members on the Board.

Board members’ terms are 3 years unless otherwise removed from office in accordance with Lashon Academy’s bylaws. As the need arises, the Board will fill vacant or additional seats with individuals who have experience in areas such as finance, accounting, real estate, elementary education, fundraising, community and public relations, marketing, business and strategic planning, legal and human resources, and not-for-profit governance.

The Board is cognizant of the need it will have throughout the life of the school to continue to draw new members to the board to fill open seats as well as to plan for board member succession. It is critical that the Board collectively have the requisite experience and a network to help the school prosper. The Board will look for individuals who bring the experience and expertise needed by using the following plan:

1. **Engage in Ongoing Board Development.** The Board will continuously engage in prospecting, contacting, recruiting, orienting, supporting, training, and evaluating potential and existing board members. (See “Board Training” below.)

2. **Link Board Recruitment to the School’s Charter and Strategic Planning process.** It is important to match board recruitment and development activities with the new requirements and demands called for by the school’s charter and strategic plan. The Board will periodically review the mission, vision, goals and strategies, and consider any new skills, knowledge, personal contacts and other attributes future board directors will need to possess in order for the Board to do its part in advancing the school plan.

3. **Focus Recruiting Priorities.** The Board will periodically review the school’s strategic plan, the performance requirements of the Charter, as well as the profile of current Board’s attributes, in order to identify any gap between the skills and knowledge needed on the Board, and what Board directors currently possess. Based on this analysis, the Board may establish recruiting priorities for future Board recruitment.

4. **Determine Strategies to Build Board Diversity.** An issue for any charter school board is achieving diversity in its composition. The Board will make diversity a priority for the organization. As a means of fulfilling its mission of making this a school of the community, the Board will ensure that community stakeholders are represented on the Board.

The public trusts Lashon Academy Board members to manage public monies and donated funds to fulfill the organization’s mission. Prohibiting individuals with financial ties to the school from serving on the Board will enable Board members to exercise their three overarching duties as members of the nonprofit organization’s Board of Directors:

- **Duty of Care** when providing programmatic and fiduciary oversight of all aspects of Lashon Academy;
- **Duty of Loyalty** to the best interests of the school, not to personal gain; and
- **Duty of Obedience** to the organization’s mission.
Board Training and Planning

The Board of Directors and key staff will participate in annual training on their responsibilities under the Brown Act, applicable conflicts of interest laws, including the Political Reform Act and the anti self-dealing provisions of the California Corporations Code, and the roles and responsibilities of the Board. The Board may select experts such as charter law firms or other experts to provide this training. Lashon Academy also intends to send Board members and appropriate staff members to regional and state conferences for development on a broad array of topics to support their continuous development as school leaders.

Board Fiscal Planning

To aid Board planning, the Principal or designee informs the Board quarterly about student achievement. Lashon Academy contracts with a back office fiscal service provider and will continue to do so as long as it is financially viable for the Charter School. The fiscal service provider will provide quarterly informational updates to the Board on Lashon Academy fiscal matters such as required reports, cash-flow status, balance sheet statements, deferral and payment schedules, audit findings, grants offered by the Department of Education and others, and charter finance in general. If at any time Lashon Academy has not contracted with a back office fiscal service provider, then Lashon Academy will hire a Business Manager to provide required reports and fiscal updates to the Board each quarter.

Brown Act Compliance

Lashon Academy complies with the Brown Act. The requirements of the Brown Act include, but are not limited to, the matters referenced below.

Meeting Frequency & Noticing by Type of Meeting

The Board of Directors conduct open meetings at least quarterly during the school year. One meeting each year is designated the Annual Meeting for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. All notices and activities will be in accordance with the provisions of the Brown Act. Agenda will be posted for public viewing at least 72 continuous hours prior to a regular meeting and at least 24 continuous hours prior to a special meeting. Posting will occur at least one hour prior to an emergency meeting and as soon as possible after directors are informed for a dire emergency meeting, as these rare occasions are defined in the Brown Act (Government Code § 54956.5). All board actions will be recorded by the board secretary in the minutes and retained in the public access board binder in the front office.

Closed Sessions

Closed sessions shall be noticed on posted agenda and actions taken in closed sessions shall be announced reported out of closed session in open meetings as required by the Brown Act. Closed sessions will only be conducted in the manner and for the purposes permissible per the Brown Act.

Location of Board Meetings

The Board holds all meetings at the Lashon Academy site, unless otherwise noted in agenda, and holds all
meetings at locations within the jurisdictional boundaries of the Los Angeles Unified School District except in limited circumstances, (Government Code §§ 54954(b) - (e)), and in places accessible to all, with no fee (Government Code § 54961(a)).

**Parent Involvement & Consultation**

Lashon Academy encourages parents to be involved in all aspects of the school. Parents are encouraged (but never required) to attend board meetings, volunteer at the school site, and participate in Lashon Academy’s parent organization, School Site Council (SSC), and English Learner Advisory Committee (ELAC). Through these parent organizations, parents make their voices heard on broad issues or concerns. Lashon Academy encourages parents, students, teachers, other staff, and other stakeholders to attend, listen, and comment on Lashon Academy’s educational program at Board meetings. Meeting agendas are posted on the Lashon Academy website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code (§ 54954.3(a)). Lashon Academy parents, teachers, and other staff will be consulted in the development of the Charter School’s annual LCAP update.

Parents and guardians are encouraged to communicate with their children’s teachers about their children’s learning program. The Office Manager is the primary point of contact for questions and referrals to other school personnel. Lashon Academy provides a list of activities for parents on Lashon Academy’s website and in the *Parent and Student Handbook* distributed each year. Programs, events and opportunities for parent involvement (such as board meetings, conferences, and school events) will be posted in other places available to parents, such as in posts on Lashon Academy’s online school-home communications platform, LivingTree, on the school calendar, in student classrooms, or in the school lobby.

Before the start of the school year, parents/guardians will be encouraged to a) attend an orientation; and b) review Lashon Academy’s Parent Handbook, which outlines the Lashon philosophy, program and outcomes, and expectations for families. The Handbook encourages (but does not require) parents/guardians to meet the following expectations:

- Work with their student(s) at home with homework, projects, to the fullest extent possible.
- Maintain communication with their child’s teachers.
- Ensure that their child attends school consistently and on time.
- Enroll their child in academic enrichment programs (after school programs, summer school, etc.), if the school deems it necessary.
- Attend at least two parent events during the school year.
- Volunteer at the school (assisting in the classroom, serving meals for free and reduced breakfast and lunch program, assisting in the office, attending field trips and other school activities)
Responsibilities of Executive-Level Employees

Executive Director

The Executive Director will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Lashon Academy Board of Directors to set organizational goals and allocation of resources to accomplish those goals. The Board evaluates his/her work annually.

The duties of the Executive Director include:

- Lead the development of organizational goals consistent with Lashon Academy's priorities, mission, and values
- Represent the organization externally, including with Lashon Academy’s authorizer, the media, and the greater charter community
- Ensure that Lashon Academy operates in a manner that is operationally, financially, and legally sound
- Review activity reports and financial statements to determine progress and status in attaining objectives, and revise objectives and plans in accordance with evolving conditions
- Develop operating policies and oversee Lashon Academy’s operations to ensure operational efficiency and quality
• Oversee Lashon Academy’s school nutrition program
• Present reports to the Board of Directors and complete other duties as assigned by the Board of Directors
• Develop annual budget for approval by the Board of Directors
• Work with the Board of Directors to ensure that Lashon Academy follows proper audit procedures annually; resolve any audit findings
• Develop the organization’s management team, recruiting, hiring, firing, and managing school administrators
• Evaluate and professionally develop school administrators
• Build and sustain a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs
• Engage external legal counsel as needed

Director of Curriculum & Instruction

• Oversees the language integration program at Lashon Academy
• Creates a timetable for internal and state-mandated external assessments and supervises its implementation
• Measures the success of all education programs at the school using California content standards, the Proficiency Approach, and the ACFTL standards for foreign language learning
• Analyzes assessment data to track English Learners’ English language mastery
• Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
• Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
• Coordinates assessment, observation and evaluation of teachers with the Principal
• Supports the Principal to do the following:
  o Enhances teachers’ understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
  • Analyzes student assessment data to guide improved student achievement
  • Leads faculty development of curriculum and instructional strategies
  • Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
  • Evaluates faculty and staff
  • Oversees credentialing paperwork and the monitoring process
• Works collaboratively with teachers
  • To assist with curriculum development
• To develop and implement the integration of service learning into the curriculum

Principal: Requirements and Qualifications

• Attends to issues that concern Lashon Academy as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school’s mission
• Oversees Special Education Program implementation and compliance
• Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
• Ensures the administrative success of all school programs and compliance with the school’s approved charter, Board policies, appropriate governmental statues, its authorizer’s regulations and all other applicable governmental laws and regulations
• Fosters the achievement of all Lashon Academy students and the continual renewal of its charter by its authorizer
• Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
• Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
• Oversees implementation of parent outreach and student recruitment
• Ensures student and staff safety by creating a safe, orderly learning environment and managing student behavior
• Leads the hiring process with the support of the Director of Curriculum & Instruction and makes all staffing decisions, with the exception of school administrators
• With support from the Director of Curriculum & Instruction, does the following:
  o Enhances teachers’ understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
  o Oversees the compliant administration of all required standardized tests
  o Analyzes formative and summative student assessment data to guide improved student achievement
  o Leads faculty development of curriculum and instructional strategies
  o Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
  o Evaluates faculty and staff
  o Oversees credentialing paperwork and the monitoring process
  o Enforces student discipline policy
  o Receives complaints and grievances and responds appropriately to address or resolve the concerns
Element 5 – Employee Qualifications

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

Equal Employment Opportunity

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

ESEA/ESSA and Credentialing Requirements

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

Lashon Academy believes that all of its employees play a key role in creating a successful learning environment. The School recruits professional, effective, and qualified personnel to serve in administrative, instructional, instructional support, and non-instructional support capacities.

JOB DESCRIPTIONS

Executive Director

The Executive Director will set the vision and mission of the organization and develop the strategic plan to advance the mission. S/he works closely with the Lashon Academy Board of Directors to set organizational goals and allocation of resources to accomplish those goals. The Board evaluates his/her work annually.

The duties of the Executive Director include:

- Lead the development of organizational goals consistent with Lashon Academy's priorities, mission, and values
- Represent the organization externally, including with Lashon Academy’s authorizer, the media, and the greater charter community
- Ensure that Lashon Academy operates in a manner that is operationally, financially, and legally sound
• Review activity reports and financial statements to determine progress and status in attaining objectives, and revise objectives and plans in accordance with evolving conditions
• Develop operating policies and oversee Lashon Academy’s operations to ensure operational efficiency and quality
• Oversee Lashon Academy’s school nutrition program
• Present reports to the Board of Directors and complete other duties as assigned by the Board of Directors
• Develop annual budget for approval by the Board of Directors
• Work with the Board of Directors to ensure that Lashon Academy follows proper audit procedures annually; resolve any audit findings
• Develop the organization’s management team, recruiting, hiring, firing, and managing school administrators
• Evaluate and professionally develop school administrators
• Build and sustain a fundraising network using professional contacts, foundation relationships, and coordinating, writing, and submitting proposals to state, federal, or other philanthropic grant programs
• Engage external legal counsel as needed

Principal

• Attends to issues that concern Lashon Academy as a whole; ensures that the school is meeting its mission and vision by facilitating communication and building consensus among teachers, staff, families, the Board, and the authorizer in support of the school’s mission
• Oversees Special Education Program implementation and compliance
• Develops a larger vision for the future direction of the school while overseeing its day-to-day operations
• Ensures the administrative success of all school programs and compliance with the school’s approved charter, Board policies, appropriate governmental statues, its authorizer’s regulations and all other applicable governmental laws and regulations
• Fosters the achievement of all Lashon Academy students and the continual renewal of its charter by its authorizer
• Communicates the vision of the school to the general public by representing the school to parents, community leaders and the media
• Maintains overall responsibility for the public relations, marketing and communication between the School and its key stakeholders
• Oversees implementation of parent outreach and student recruitment
• Ensures student and staff safety by creating a safe, orderly learning environment and managing student behavior
• Leads the hiring process with the support of the Director of Curriculum & Instruction and makes
all staffing decisions, with the exception of school administrators

- With support from the Director of Curriculum & Instruction, does the following:
  - Enhances teachers’ understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
  - Oversees the compliant administration of all required standardized tests
  - Analyzes formative and summative student assessment data to guide improved student achievement
  - Leads faculty development of curriculum and instructional strategies
  - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
  - Evaluates faculty and staff
  - Oversees credentialing paperwork and the monitoring process
  - Enforces student discipline policy
  - Receives complaints and grievances and responds appropriately to address or resolve the concerns

**Director of Curriculum & Instruction**

- Oversees the language integration program at Lashon Academy
- Creates a timetable for internal and state-mandated external assessments and supervises its implementation
- Measures the success of all education programs at the school using California content standards, the Proficiency Approach, and the ACFTL standards for foreign language learning
- Analyzes assessment data to track English Learners’ English language mastery
- Coordinates with Special Education teachers regarding instruction of children with special needs and oversees implementation of services for students with special needs
- Coordinates with outside professional developers and other consultants in the development and implementation of the school curriculum
- Coordinates assessment, observation and evaluation of teachers with the Principal
- Supports the Principal to do the following:
  - Enhances teachers’ understanding and instruction of California frameworks and content standards to facilitate meeting student achievement targets and to further the mission of Lashon Academy
  - Analyzes student assessment data to guide improved student achievement
  - Leads faculty development of curriculum and instructional strategies
  - Designs a staff development plan which is data-driven and consistent with fostering measurable student outcomes
• Evaluates faculty and staff
• Oversees credentialing paperwork and the monitoring process
• Works collaboratively with teachers
  • To assist with curriculum development
  • To develop and implement the integration of service learning into the curriculum

**Teachers, Grades TK-6**

• Ensure that all students in their classes are achieving at high levels
• Develop effective, standards-aligned lessons that support student learning and achievement of school academic objectives and benchmarks, and state learning standards
• Plan purposefully to provide students with opportunities for constructing meaning and developing understandings of new concepts
• Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
• Administer, collect and analyze qualitative and quantitative data gathered from a variety of assessments of each student
• Reflect regularly on data from student assessments alone and with colleagues, administration, or students’ families in order to inform his or her work, modify practices and increase student achievement
• Work collaboratively with Director of Curriculum & Instruction
  • To assist with curriculum development
  • To develop and implement the integration of service learning into the curriculum
• Collaborate with special education teachers to design and execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
• Build relationships with families of Lashon Academy students through frequent communication about students’ progress and ways that families can support their children’s learning
• Create a classroom community that maintains the school’s high academic and social expectations for students
• Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
• Operate according to the professional standards of the school, as defined in the school’s policies and Employee Handbook

**Paraprofessionals**

• Assist teacher in ensuring that all students in the classes are achieving at high levels in the Modern Hebrew language curriculum
• Provide students with opportunities for constructing meaning and developing understandings of new concepts
• Use developmentally appropriate and rigorous curricula and instructional materials and present students with new ideas and concepts through a variety of strategies that inspire and guide them to explore, express and uncover new ideas
• Administer a variety of assessments of each student
• Collaborate with general education credentialed teachers, specialists and other colleagues in implementing lessons that integrate Modern Hebrew language into other content areas and classroom routines when appropriate, in order to promote the acquisition of the Modern Hebrew language as well as to improve student achievement
• Collaborate with special education teachers to execute individualized instructional plans for students with special needs in order to ensure they achieve academically at high levels and are fully included in the Lashon Academy community
• Build relationships with families of Lashon Academy students through frequent communication about students’ progress and ways that families can support their children’s learning
• Create a classroom community that maintains the school’s high academic and social expectations for students
• Actively work to improve his or her own practice, to acquire and enhance the skills and knowledge necessary for excellent instruction and to increase his or her effectiveness in the classroom and in the school community
• Operate according to the professional standards of the school, as defined in the school’s policies and Employee Handbook

Office Manager

• Establish and maintain an organized front and back office at the school
• Oversee school safety and security procedures, including drills
• Attend to student health and welfare as needed
• Receive, greet and refer people contacting or visiting the office to appropriate persons or information
• Serve as the primary point of contact for questions and referrals to other school personnel
• Oversee the collection and maintenance of all student records
• Follow school procedures for student and staff attendance keeping and record keeping; prepare and maintain employee and student attendance records as required
• Manage personnel-related records and activities, including monitoring records for tuberculosis screening and credential expiration dates
• Maintain Lashon Academy human resource packets, including the following information
  • Prerequisites for hiring
  • New hire packet
  • Separation and/or dismissal procedures
  • Public and confidential information stored in main employment files
• Confidential medical information in a separate medical file
• Confidential employment eligibility information in a separate I-9 file
• Maintain and ensure proper use of confidential files, which may include student, personnel and payroll records
• Maintain records required by the Ralph M. Brown Act
• Maintain inventory record; orders and distributes supplies as required
• Manage maintenance of office equipment (e.g., scanners, printers, computers, and facsimile machines), including interacting with suppliers and service engineers and monitoring equipment contract fulfillment
• Maintain up-to-date copies of all school supplier contracts, contact lists for staff and committee members and records of all domain names owned by school ensuring that registrations are up-to-date
• Ensure that school calendar is kept up-to-date
• Perform routine clerical duties such as
  • Posting data, filing, maintaining filing systems, proofreading, copying data and operating office machines and equipment
  • Distributing papers and information packs for all meetings organized by school staff
  • Receiving, sorting and distributing incoming mail;
  • Preparing outgoing mail, including large mailings when required
• Perform specialized secretarial duties designed to relieve supervisors of clerical detail

Clerk

• Perform a variety of general clerical work in connection with maintaining and verifying manual, machine, or computer prepared financial and statistical records and reports
• Assistant in the preparation of fiscally related reports and records
• Act as a receptionist; route and process intra-district and United States mail
• Assemble, tabulate, check, and file accounting related data
• Process documents including invoices, purchase orders, warrants, and inventory records
• Post to fiscal and financial records
• Post to subsidiary ledgers; assist in preparing financial statements
• Review and balance reports
• Perform mathematical calculations; may receive money and maintain records of cash receipts
• Account for and prepares bank deposit documents; may prepare warrants and warrant registers
• Type requisitions and other related documents; maintains fiscal and financial related records and files
• Perform general clerical duties, including sorting, filing, duplicating, answering the telephone and maintaining the voice mail system, and responding to informational inquiries
• Greet employees and members of the general public and assists them by providing directions to offices and persons from whom they may receive assistance
• Take and transmit messages; may sort, collate, and distribute materials
• Post to records and develop files
• Maintains simple records pertaining to postal meter charges
• May type lists, bulletins, reports, and routine correspondence; performs other related duties as required.

Contracted Services

Lashon Academy contracts for fiscal services, budgeting assistance, accounting, and payroll services from a back office fiscal service company and will continue to do so as long as it is financially viable for the Charter School. Lashon Academy may also outsource technology support, food service, and if applicable, special education related services, and custodial service.

QUALIFICATIONS, REQUIREMENTS, AND CREDENTIALS

Lashon Academy employees meet all requirements for employment set forth in provisions of law that are applicable to charter schools. Additional desired qualifications are described below. All roles must demonstrate:

• Understanding of and commitment to the mission, goals, educational philosophy and activities of Lashon, as described in the school’s charter
• Criminal background clearance following FBI/DOJ background check
• Tuberculosis (TB) test or risk assessment clearance
• Commitment to continuous improvement and learning through professional development

Teachers, Grades TK-6: Requirements and Qualifications

• A Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to have
• Fulfillment of all “highly qualified teacher” requirements as that term is defined under ESSA and further defined by California State regulations implementing the ESSA requirements, unless such requirements are deemed by the federal or state government not to apply to charter schools
• CLAD or BCLAD certification with appropriate authorizations
• Bachelor’s degree
• Three years’ experience as a teacher in an elementary school or in another relevant educational positions (e.g. Teach for America) preferred
• Knowledge of the workshop model
• Demonstrated and successful record of prior employment in an educational environment
• Knowledge of, and experience with, assessments and relevant technologies
• Demonstrated willingness to be held accountable for student results
• Commitment to continuous improvement and learning through professional development
• Knowledge of child development
• Experience working collaboratively
• Commitment to team-teaching in a foreign language integration education program
• Desirable:
  • Experience working with diverse populations of students, parents and families
  • Experience working with students at-risk of educational failure

Principal: Requirements and Qualifications

• An educational vision that is consistent with the school's mission and educational program.
• Familiarity with and commitment to implementing a language integration (Modern Hebrew) program
• Five years’ experience in an educational or related organizational setting either as a principal, assistant principal, head of school, or as an executive director or CEO of a midsize not-for-profit organization
• Strong knowledge of leadership principles and practices gained through work experience and formal education
• Recruiting and supervising skills and experience
• Exceptional speaking and writing skills
• Exceptional knowledge of elementary curriculum and instructional practices
• Strong business and operations knowledge and skills
• Exceptional interpersonal and motivational skills
• Decision-making confidence
• Excellent time management and organizational skills
• Facility with computer technology and data analysis experience
• Desirable:
  • Experience in a school serving at-risk and diverse populations
  • Charter school experience
  • California Administrative Services Credential

Director of Curriculum & Instruction: Requirements and Qualifications

• Experience implementing, managing and evaluating an educational program and specific experience in assessing the effectiveness of a comprehensive academic program
• Experience overseeing and developing teachers
• Teaching credential and five years teaching experience
• Knowledge of standardized testing procedures, such as notifying parents, safeguarding test materials, and training teachers on test administration
• Desirable:
  • Knowledge of language integration, Common Core State Standards, and the Readers and
Writers Workshop model
• Master’s degree
• California Administrative Services Credential or Doctoral degree in Education
• Charter school experience

Paraprofessionals: Requirements and Qualifications
• High school diploma or the equivalent, and
• Two years of college (48 units), or
• Associates’ degree (or higher); or
• Passing score on a local assessment of knowledge and skills in assisting in instruction.

Office Manager: Requirements and Qualifications
• Experience working with elementary age children
• Training, experience or education equivalent to two years of college
• Strong communications skills
• Successful record of prior employment in an administrative or secretarial capacity in an educational environment
• An excellent record of dependability
• Evidence of word processing, record keeping and other office skills
• Knowledge of and experience with relevant technologies

Clerk: Requirements and Qualifications
• Knowledge of basic methods, practices, and terminology used in fiscal and financial record management; accounting/bookkeeping procedures; accounting principles and data processing ledger systems; operation of office equipment; financial and fiscally related report preparation, and formal modern office practices and procedures; correct English usage, spelling, grammar, and punctuation.
• Ability to effectively and efficiently perform general accounting and clerical functions;
• make arithmetical calculations with speed and accuracy;
• effectively operate standard business machines and equipment; deal with members of the public and education community in a tactful and courteous manner; understand and carry out oral and written directions; establish and maintain cooperative working relationships.
• Education and experience equivalent to the completion of the twelfth grade. Can be supplemented by course work or training in accounting or bookkeeping.
• One year college level accounting or business course work desirable.
• One year of experience in financial, statistical, or fiscal record-keeping
• Licenses and/or Certificates: Possession of a valid California Driver's license may be required.
Element 6 – Health and Safety Procedures

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

\textbf{Health, Safety and Emergency Preparedness Plan}

Charter School shall comply with all applicable federal, state, and local requirements related to school and student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all District health, safety, and emergency procedures and requirements applicable to District facilities and related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

\textbf{Family Educational Rights and Privacy Act (FERPA)}

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

\textbf{Criminal Background Clearances and Fingerprinting}
Charter School shall comply with all requirements of Education Code sections 44237 and 45125.1. Charter School shall designate and maintain at all times at least one Custodian of Records duly authorized by the California Department of Justice.

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**Immunization and Health Screening Requirements**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

**Safe Place to Learn Act**

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

**Suicide Prevention Policy**

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.
CUSTODIAN OF RECORDS

The Executive Director and the Director of Curriculum & Instruction will serve as the Custodians of Records for Lashon Academy.

HOW THE SCHOOL WILL SUPPORT AND PROMOTE THE HEALTH AND WELLNESS OF ITS STUDENTS

Lashon Academy is committed to the optimal development of every student. The Charter School believes that for students to have the opportunity to achieve personal, academic, developmental and social success, it is necessary to create positive, safe and health-promoting learning environments at every level, in every setting, throughout the school year.

Research shows that two components, good nutrition and physical activity, before, during, and after the school day, are strongly correlated with positive student outcomes. For example, student participation in the U.S. Department of Agriculture’s (USDA) School Breakfast Program is associated with higher grades and standardized test scores, lower absenteeism and better performance on cognitive tasks. Conversely, less-than-adequate consumption of specific foods including fruits, vegetables and dairy products, is associated with lower grades among students. In addition, students who are physically active through active transport to and from school, recess, physical activity breaks, high-

quality physical education and extracurricular activities – do better academically.  

Lashon Academy has and will maintain a School Wellness Policy that outlines the Charter School’s approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students that attend the school have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available throughout the school campus – have accordance with Federal and state nutrition standards;
- Students receive quality nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during and after school;
- Schools engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the school in creating continuity between school and other settings for students and staff to practice lifelong healthy habits; and

The school establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives.


Element 7 – Means to Achieve Racial and Ethnic Balance

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

Court-ordered Integration

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

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

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

Outreach Efforts

Lashon Academy is committed to serving a racially, ethnically, and socioeconomically diverse student population. In addition to offering a high quality elementary school that provides an innovative language acquisition program, Lashon Academy appeals to a diverse student population by engaging in the outreach efforts listed below. Lashon Academy is committed to educating the community about its academic program and the benefits it offers to the diverse racial, ethnic, and socioeconomic population of Van Nuys and its surrounding communities.

Each year, Lashon Academy will develop a calendar of outreach events and recruit a group of parents and volunteers to staff each event (the “Outreach Team”). To ensure a systematic approach, the community outreach plan considers geography (“Where?”), the value of varied communication modes and information delivery methods (“How?”) and the importance of consistent and frequent outreach efforts (“When?”) to attain racial and ethnic balance at Lashon Academy that is reflective of residents in LAUSD. Outreach efforts use the language of the community in Van Nuys and its surrounding neighborhoods in Los Angeles. The school’s outreach team will ensure that their outreach efforts place a special emphasis on locations, communities, and events serving primarily students and families of color. This will include activities such as:

- Holding community outreach meetings in public spaces that serve diverse students, such as preschools, Boys and Girls Clubs, YMCAs, housing projects, and churches and other houses of worship
- Handing out flyers and speaking to families at community events targeted at diverse populations, such as Halloween festivals, Christmas Posadas, Fiestas Patrias, farmers markets, and community block parties
• Distributing flyers in multiple languages to local community organizations and businesses that serve diverse students and families (such as libraries, religious gathering places, family centers, local grocery stores, and panaderías)
• Encouraging and incentivizing current students and families, especially minority families, to spread the word to their friends, neighbors, and extended family members that Lashon Academy is enrolling
• Maintaining a website for easy online access to the school’s admissions information for prospective parents; the website will be available in English, Spanish, Hebrew, Farsi, and Russian
• Maintaining a Facebook page to spread the word about the school, and running Facebook sponsored ads to target minority families with school-age students during student recruitment season
• Using mapping data to identify communities with a high density of school-age children of color and sending mailers to every home in those targeted communities
• Asking community leaders, such as neighborhood council members, city council members, and other local elected officials, to include enrollment information for Lashon Academy in their newsletters and on their own Facebook pages
• Considering paid advertising in local Spanish-language media and/or radio ads and reaching out to local media outlets to try for earned media
• Holding an Open House for prospective students and families recruited from all of the sources above to visit the school and meet the staff

Lashon Academy holds community meetings that are open to the general public and equips parents to make informed decisions about enrolling their children at the school. Interested families will be invited to provide their contact information, including names, addresses, telephone numbers, and email addresses. Spanish- and Hebrew-speaking representatives assist non-English speaking parents of prospective students. Should the need arise, other non-English languages will be similarly accommodated. Meeting locations are easily accessible and frequented by families of all backgrounds. Lashon Academy provides opportunities for meetings with prospective students and their parents in Spanish, Hebrew, and English.

The Lashon Academy website (http://www.lashonacademy.org/) provides detailed information about the school’s instructional model and contact information for parents seeking more information. The site also provides contact information to representatives of Lashon Academy who are fluent in English, Spanish, and Hebrew.

Element 8 – Admission Requirements

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

Documentation of Admissions and Enrollment Processes

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

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

**Non-Discrimination**

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

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

**RECRUITING ACADEMICALLY LOW-ACHIEVING, SOCIOECONOMICALLY DISADVANTAGED STUDENTS, AND STUDENTS WITH DISABILITIES**

Lashon Academy is a public school offering an educational program and learning conditions that are likely to appeal to families for many reasons. The outreach strategies described in Element 7 are used to promote ethnic and socioeconomic diversity at the school. Outreach focuses extra marketing attention on community locations serving census tracts populated with a large percentage of socioeconomically disadvantaged families and served by LAUSD schools with schoolwide Title I status. In all meetings to describe the school's program, the team conducting outreach notes school and program features likely to create a supportive and successful learning environment for all students, including students achieving below grade level, socioeconomically disadvantaged students, and students with disabilities.

**ADMISSIONS PREFERENCES**

Lashon Academy makes every effort to recruit students of various racial and ethnic groups. Lashon Academy conducts orientation meetings year-round to inform interested parents and students on what
the school has to offer. The Board has adopted a process that is compliant with the Charter Schools Act. Parents who choose to send their children to Lashon Academy are asked to complete a Lottery Form to participate in the lottery. Lashon Academy Board policy includes the following:

- Students already enrolled are exempt from lotteries. Once a student is admitted to the school, he or she may remain in attendance through subsequent grades.
- LAUSD residents, siblings of students already admitted to or attending Lashon Academy, and children of staff members (as long as this preference category does not exceed 10% of total enrollment) will be given preference in the lottery.
- Lashon Academy will employ a single, weighted lottery with higher weighting for students in the preference categories above.

The following categories of prospective students receive preference in the lottery:

1. **LAUSD Residents:** All students in the lottery living in the Los Angeles Unified School District boundaries will receive preference over students living outside the LAUSD boundaries.
2. **Siblings:** Siblings of students already enrolled at Lashon Academy or accepted via the lottery will receive preference over students who are not siblings of students already enrolled or accepted to Lashon Academy.
3. **Children of Staff:** Children of staff members shall receive preference in the lottery, unless the number admitted by this exemption would exceed 10 percent of total enrollment at Lashon Academy.

**IMPLEMENTATION OF RANDOM PUBLIC LOTTERY**

If Lashon Academy receives a number of applications from potential students exceeding the number of spaces available within any grade level, the school will conduct a random public lottery, using the following rules and procedures, which will be communicated to the community at least 30 days prior to holding the lottery:

- **Method to Communicate Lottery Rules:** The school will describe the lottery process rules and procedures in English, Spanish, and Hebrew on the school’s website, in flyers distributed at community meetings about admission to the school, and in presentations to groups and conversations with families who have expressed interest in admission. The school will communicate the lottery rules and procedures by U.S. postal service or to email accounts at the request of interested parties.
- **Open Enrollment Timeline:** During an open enrollment period from November to February each school year, interested parties will complete a Lottery Form with the name, grade, and contact information of their students in order to participate in the lottery, if one is needed.
- **Open Enrollment Assistance:** Information will be available in English, Spanish, and Hebrew. School staff or volunteers will help any interested party with language or literacy barriers or physical disability to complete a pre-enrollment application.
- **Lottery Timeline:** The lottery will take place following the end of the November-February open enrollment period. The lottery date and time will be communicated to all families who entered the lottery so they may attend if they choose to.
- **Lottery Location to Allow Observation:** The lottery will take place on the school’s campus in a facility large enough to allow all interested parties to observe the drawing, or at another public location.
venue near the school large enough to accommodate all interested parties.

- **Lottery Date and Time to Enable Attendance:** The lottery will take place on a weekday evening or other time when most interested parties who wish to attend may do so, but their attendance is not required.

**Lottery Procedures**

- **Notice of Available Spaces:** Prior to conducting the lottery, all interested parties will be told verbally how many openings are available in the school in the different grades served by the school.

- **Drawing Description:** The single lottery shall include drawing names from pools of ballots.

- **Conducting the Drawing:** A disinterested third party shall draw student names until all names for each grade level are drawn. Lashon Academy may choose to use a reputable, valid online system for managing the lottery, such as SchoolMint.

- **Determining Waiting List:** Those individuals whose names are drawn after all spaces have been filled will be placed on a waiting list in the order drawn, except if the preferences described above require otherwise.

- **Enrollment Offer Notice and Timeline to Respond:** Families that entered the lottery shall be informed in writing of their students’ selection or placement on a wait list. Families with students drawn for admission shall have seven (7) calendar days from the date of the letter to respond to the offer of enrollment by completing the enrollment process. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of drawn students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.

- **Promotion From Waiting List and Timeline to Respond:** Potential students on the waiting list shall provide contact information for the School to use in the event space becomes available. Families promoted off the waiting list shall be informed in writing and shall have seven (7) calendar days from the date of the letter to respond to the offer of enrollment by completing the enrollment process. In addition, the school shall attempt on at least two separate occasions to contact the parents/guardians of promoted students by telephone. Families not responding within the 7-day period will forfeit their offer of enrollment for that school year.

- **Waiting List Expiration:** The waiting list will expire at the end of each school year. Interested parties not previously admitted must reapply during subsequent open enrollment periods.
Element 9 – Annual Financial Audits

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

In addition:

- P1, first week of January
- P2, first week of April

i. Instructional Calendar – annually five weeks prior to first day of instruction
j. Other reports as requested by the District

Annual Independent Fiscal Audit

An annual independent fiscal audit of the books and records of Lashon Academy is conducted as required in Ed. Code §47605(b)(5)(I) to review the school’s internal controls and verify the accuracy of the school's financial statements and attendance and enrollment accounting practices. To the extent required under applicable federal law, the audit scope will be expanded to include items and processes specified in applicable Office of Management and Budget Circulars.

The Lashon Academy Board selects an independent auditor and will be responsible for overseeing the independent audit. At a minimum, the auditor will be a Certified Public Accountant, have knowledge of
the Audit Guide for Charter Schools, have educational institution audit experience, and appear on the State Controller’s Certified Public Accountants Directory Service (CPADS) published list as qualified to perform K-12 Local Education Agency audits. The audit will follow Generally Accepted Auditing Standards (GAAS) to the extent these are in accord with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s Guide.

Audit Information Plans and Systems

Lashon Academy gathers, prepares, and organizes documents, materials, and other information as requested by the independent auditor. The auditor will complete the annual audit within four months of the close of the fiscal year. The Executive Director of Lashon Academy will transmit a copy of its annual independent financial audit report for the preceding fiscal year to LAUSD, the Los Angeles County Board of Education (LACOE), the State Controller, and the California Department of Education (CDE) by December 15 of each year.

Resolving Audit Exceptions

The Lashon Academy Board of Directors receives and reviews the audit report, considers any audit exceptions or deficiencies, and develops a plan to resolve them in conference with the auditor to the satisfaction of the auditing agency and LAUSD.

Audit exceptions and deficiencies shall be resolved within reasonable timelines as prescribed by LAUSD. If there are any exceptions and deficiencies, Lashon Academy will work in concert with its back-office support provider such as ExED or EdTec to address any audit findings and/or resolve any audit exceptions and will submit a report to LAUSD proposing how any exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for resolution. The independent fiscal audit of Lashon Academy is a public record that will be available to the public upon request.
Element 10 – Suspension and Expulsion Procedures

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

**General Provisions**

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

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

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

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

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

**Students with Disabilities**

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

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

A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
B. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**Notification of the District**

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

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

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

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

Rehabilitation Plans
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.
Readmission

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

Reinstatement

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

Gun-Free Schools Act

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

SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Discipline is an important component of a safe, respectful, and welcoming school environment where students can learn and teachers can devote their time to teaching. Lashon Academy has a clear set of discipline policies, including a pupil suspension and expulsion policy (collectively, our “discipline policies”) and applies thoughtful responses to student misconduct in order to provide this environment. The purpose of our disciplinary policies is to ensure the rights of each student to attend school in a safe, positive, and productive learning environment. All Lashon Academy discipline policies will comply and be consistent with the District’s Discipline Foundation Policy. All discipline plans are founded on: teaching school rules and social-emotional skills; reinforcing appropriate student behavior; and using effective classroom management and positive behavior support strategies by providing early intervention for misconduct and appropriate use of consequences. Lashon Academy understands that building strong character traits will aid students in growing into socially responsible citizens. Therefore, the Charter School focuses on the following qualities from the Character Strength Building Program: joyfulness, forgiveness, determination, respect, creativity, honesty, confidence, unity, cooperation, and patience.

Students who are seen obeying school rules and demonstrating the character strengths are eligible to receive incentives, including the following, which promote the positive behaviors that support students’ learning:

Trimester Awards

- Citizenship Award: is given in recognition of excellence in behavior and respect for Lashon Academy and our community. This student consistently demonstrates qualities of a good citizen and is consistently thinking and acting responsible. These students must earn at least a 3.75 GPA in the areas of work and study habits on trimester grading periods, and have a teacher recommendation.
- Perfect Attendance Award: is given to any student who was not absent, never tardy, and did not leave early during the trimester.
• Most Improved Award: is given to students who have shown significant improvement in any academic area as determined by the classroom teacher.
• Academic Award: is given to students who have shown academic excellence with at least a 3.75 or above GPA in all core academic standards.

Positive Reinforcement
Each individual classroom will adopt a system to increase appropriate behavior in the classroom. The Behavior Dean will monitor the school data to evaluate the efficacy and fidelity of each system in every classroom.

Character Tickets
Teachers and other school personnel will give students a Character Tickets when they are caught making good choices. Students will be recognized in the classroom and during Schoolwide morning assemblies.

Lashon Academy employs a full-time Counselor to support students’ social-emotional needs. The Counselor also builds teachers’ capacity to address behaviors in the classroom by leading workshops on responsive classroom techniques, implementing professional development related to student behavior and alternatives to suspension, and conducting classroom observations to evaluate schoolwide implementation of positive behavior strategies.

Tiered System of Consequences
When students violate Lashon Academy’s discipline policies, teachers are trained to respond using the school’s tiered system of consequences:

• Level I: a student/teacher conference and contact, by telephone, with the parent(s) or guardian(s) informing them of what happened
• Level II: a student/teacher conference with the parent(s) or guardians(s). At this meeting, an agreement between the student, behavior dean and teacher is developed (i.e., behavioral contract).
• Level III: a conference with the parent(s) or guardian(s), student, teacher, and school administrator. If the administrator deems it appropriate, Level III conferences may result in a suspension.

To preserve and protect this safe and welcoming environment, Lashon Academy applies exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or California law. For non-emergency student misconduct, we will favor behavior interventions other than exclusionary discipline as a means to teach appropriate behavior and use progressive disciplinary approaches as needed.

Involving Stakeholders (Staff, Parents, Students, Legal Counsel)
The Lashon Academy Board developed a detailed pupil suspension and expulsion policy and set of procedures with the input of school staff, parents, and legal counsel that will provide students with due process rights when the school considers suspension or expulsion. Stakeholder groups will be trained on policy and procedures through parent meetings, staff meetings, and classroom activities. Federal and state law describing the process that must be adhered to when disciplining students, including court decisions, and extensive laws governing discipline of students with disabilities, will control the design of
the policy and procedures. The Principal and Board members will be well versed in these policy and process requirements through workshops and trainings in order to implement the policy and procedures in accordance with the law.

The adopted suspension and expulsion policy, including the offenses that may result in suspension or expulsion, are cognizant of federal and state protections for students, such as First Amendment rights. Prior to enacting any “zero tolerance” provisions, Lashon Academy will consult with legal counsel to determine the limiting factors for such provisions.

The suspension and expulsion policy addresses disciplinary problems when a student’s behavior is a danger to other students or staff, or after a school’s less severe disciplinary practices (designed to be corrective) have proven ineffective and the student presents a substantial and ongoing disruption to the school’s operations. When a student violates this policy, it may be necessary to suspend or expel the student from regular classroom instruction in order to promote learning and protect the safety and well being of all students and staff.

LOCATION OF OFFENSE
A student may be suspended or expelled for any of the acts enumerated in this section, related to school activity or school attendance, that occur at any of the following times:

- While on school grounds
- While going to or coming from school
- During the lunch period, whether on or off campus
- During, or while going to or coming from, a school-sponsored activity

REASONS FOR EXPULSION
Lashon Academy chooses to apply the list of mandatory and discretionary expellable offenses contained in the California Education Code § 48900 to this charter school.

Mandatory Suspension and Recommendation for Expulsion

The Principal impose mandatory immediate suspension and the recommendation for expulsion of students who commit any of the five offenses below, as listed in Ed. Code § 48915 (c):

- Possess, sell, or otherwise furnish a firearm
- Brandish a knife at another person
- Sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive
- Unlawful possession of any controlled substance listed in Chapter 2 (§ 11053 et seq.) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis

In compliance with the Federal Gun-Free Schools Act of 1994, Lashon Academy will impose an expulsion of at least one calendar year of expulsion for any student bringing a firearm to school and will refer the student to law enforcement. The list above aligns to and fulfills this federal mandate.
Discretionary Recommendation for Expulsion

For the five offenses below, as listed in Ed. Code § 48915 (a), the Principal may recommend expulsion or may find that "expulsion is inappropriate due to the particular circumstance." These significant but discretionary offenses include:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Robbery or extortion
- Assault or battery, as defined in Penal Code § 240 and § 242, on any school employee

The Board's decision to expel a student because of one of these offenses will be based on one of the following findings:

- Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
- Due to the nature of the act, the presence of the pupil causes continuing danger to the physical safety of the pupil or others

Grounds for Suspension and Expulsion

The following list of offenses could result in suspension and/or expulsion at Lashon Academy. At Lashon Academy, if the Principal determines that a student has committed any of the acts listed below, the Principal may suspend the student and, further, may recommend the student for expulsion. Offenses that could lead to suspension or expulsion depending on severity or number of occurrences are as follows:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence on another person, except in self-defense
- Destroyed, stole, or attempted to steal school property or private property worth $25.00 or more
- Engaged in bullying, hazing, intimidating, or harassing a pupil or school personnel, including but not limited to electronic acts and verbal or written sexual harassment
- Engaged in acts of vandalism, including but not limited to graffiti or spitting.
- Engaged in habitual profanity or committed an obscene act

Due Process at Lashon Academy

1. Adopt Policies: The Lashon Academy Board will review, adopt, and periodically revise a student discipline policy and a suspension and expulsion policy at open meetings where parents, staff and other community members may observe and offer comments.

2. Inform Students, Parents & Guardians: The discipline policy will clearly describe student behavioral expectations and disciplinary consequences. The Principal shall ensure that students and their parents or guardians receive written notice of all discipline policies and procedures upon enrollment. The notice shall state that copies are also available on request at Lashon Academy's main office. The school will prepare copies in English, Spanish, and Hebrew and in other languages if required to serve the school’s enrolled families.
3. **Report Violation:** Students who observe or have knowledge of any planned or actual violation of the discipline policy, or students who are victims of any planned or actual violation of the discipline policy, should immediately report the incident to a teacher, staff member or the Principal. A teacher or staff member who observes or has knowledge of any planned or actual violation or who is the victim of any planned or actual violation shall immediately report the violation to the Principal.

4. **Investigate Violation:** The Principal shall expeditiously investigate the occurrence, collect evidence, and take statements, then determine whether the incident merits suspension or expulsion. This investigation may include conducting a lawful search of a student’s person and/or personal effects (e.g. backpack, purse, etc.) if a school official has reasonable suspicion that the student has violated or is violating either the law or the Charter School’s rules and policies. This includes, but is not limited to, possession of illegal, unauthorized or contraband materials. Articulable facts must support a school official’s reasonable suspicion that a search is justified, and the scope of the search shall be reasonably related to the objectives of the search and not excessively intrusive in light of the age and sex of the pupil and the nature of the infraction. In no case shall a strip search be conducted by school officials, and any search of a student and/or their personal effects shall be conducted in the presence of another adult witness whenever possible.

**Suspension Procedures**

1. **Informal Conference:** Unless a student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal will conduct an informal conference with the student and parent/guardian before deciding to suspend the student. At this conference, the Principal will orally inform the student of what the student is accused of doing and the basis of the accusation. The student will be given the opportunity to present informal proof and the student’s side of the story before the Principal decides whether to suspend the student. If the Principal determines that an emergency situation exists, the Principal may suspend the student prior to the informal conference. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If the Principal suspends a student without the informal conference, both the student and the parent or guardian will have the right to a conference within five (5) school days, or at the parent’s or guardian’s earliest opportunity. The Principal or designee shall make a reasonable effort to contact the parent/guardian by email or phone.

2. **Duration of Suspension:** The Principal determines the appropriate length of the suspension, up to five (5) consecutive school days. When suspensions do not include a recommendation for expulsion, they shall not exceed twenty (20) school days in any school year in accordance with Education Code 48903. (If the suspension also includes a recommendation for expulsion, then additional steps apply. See “Expulsion Procedures” below.)

3. **Contact Parent or Guardian:** At the time of the suspension decision, a Lashon Academy Principal or designee will make a reasonable effort to contact the parent or guardian by telephone or electronic message to inform him or her of the suspension and the reasons for the suspension. If the suspension is to begin that school day and Lashon Academy cannot reach a parent or guardian to arrange for supervision of a suspended student, then the school will hold the suspended student in an isolated but supervised manner at the school, unless hospitalized or detained in a correctional facility, until the close of that school day. During all suspensions, the Principal, working with the student’s classroom teacher, will ensure that the students and their families receive classroom materials and
current assignments to be completed at home during the term of the suspension (homework and class work missed). All work will be graded by the teacher and feedback will be provided in a timely manner. Students will be given an opportunity to make up all missed assignments and assessments.

4. **Written Notice of Suspension**: The Principal will send written notice of the suspension either in person or via mail within one (1) school day to the parent or guardian and to the student. A copy of this notice will be placed in the student’s cumulative file at Lashon Academy. The notice of suspension will state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice shall state the date and time when the student shall return to school. The notice will also state that the student has the right to present his/her case before the Principal decides whether to suspend the student, unless this right is waived. Additionally, the notice will state that if the Principal has suspended a student without the informal conference, both the student and the parent or guardian have the right to a conference within five (5) school days, or at the parent’s or guardian’s earliest opportunity.

5. **Behavior Contract**: The Principal may require the student and the student’s parent or guardian to sign a contract that states the conditions that the student is expected to meet while enrolled at Lashon Academy. The behavior contract will not exceed or be different from grounds for suspension and expulsion listed in this charter petition. If the behavior contract is broken by the student, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances. The school will keep the signed contract and give a copy to the parent or guardian and to the student.

6. **Right to Appeal Suspension**: The student’s parent or guardian may appeal the suspension decision within five (5) school days of Lashon Academy sending the Notice of Suspension to the student and parent or guardian. If no appeal is requested the decision is final and accepted.

7. **Written Appeal of Suspension**: If the student’s parent or guardian requests an appeal, it must be in writing, signed by the parent or guardian, directed to the Principal, and received by the Lashon Academy front office by 4:00 pm of the fifth school day. Parents or guardians may compose their appeal requests in their home language.

8. **Suspension Appeal Process**: The Principal will attempt to resolve the appeal with a written response within ten (10) school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or the student’s parent or guardian may appeal in writing, e.g. hand delivery or via mail, to the Executive Director of Lashon Academy within five (5) school days of the date of the Principal’s written response. The Executive Director will review the appeal, and, if necessary, hold a hearing to learn more about the incident that resulted in suspension. The Executive Director will make the final determination of any suspension appeal. An appeal does not halt a student’s suspension. If the suspension is overturned, the suspension will be removed from the student’s record, and any remaining days will not have to be served.

**IN-SCHOOL SUSPENSION PROCEDURES**

Lashon Academy may implement in-school suspension as an alternative to suspension at the discretion of the Principal. The Principal may choose to require in-school suspension for the same grounds for out-of-school suspensions.
EXPULSION PROCEDURES

1. **Expulsion Recommendation:** After the Principal investigates an incident, determines the offense should result in a suspension, and initiates the procedures to suspend the student as outlined above, the Principal may also decide to recommend, or be required to recommend, expulsion. The Principal shall submit a written recommendation to the Administrative Panel who is responsible for making a determination regarding the expulsion. The Administrative Panel shall consist of at least three to five members who are impartial teachers or administrators who have not taught the student.

2. **Extension of Suspension Pending Expulsion:** If the Principal wants to consider extending a student’s suspension pending an expulsion decision, the Principal will invite the student and the student’s parent or guardian to a meeting held within five (5) school days of the student’s suspension to discuss extending the suspension.

   The purpose of the meeting will be to discuss the extension of the suspension and may be conducted as part of the initial suspension meeting with the parent or guardian after the suspension. At this meeting, the participants (administrator, student, parent/guardian) will discuss the offense and its repercussions. If the student has committed an offense that requires a mandatory expulsion recommendation, this will be discussed at the meeting so that all parties understand why the Principal must recommend expulsion.

   Suspensions may be extended by 10 days while pending an expulsion hearing. Students will have meaningful access to their academic work during the term of the suspension so as to not fall behind.

3. **Authority to Expel:** A student may be expelled based on the determination of the Administrative Panel following a hearing before the Panel.

4. **Timely Scheduling of Expulsion Hearing:** The Lashon Academy Administrative Panel will schedule an expulsion hearing within 30 school days of the date the Principal recommended expulsion.

5. **Letter Regarding Expulsion Hearing:** The Principal will send an email or certified letter to the student and the student’s parent or guardian regarding the expulsion hearing. The school will send this letter to the address reflected in the pupil’s student file at least ten (10) calendar days before the date of the hearing.

   The letter shall notify the student and the student’s parent or guardian of the following:

   - the date, time and place of the expulsion hearing;
   - the student’s right to postpone the expulsion hearing, if requested by the student and the student’s parent or guardian in writing, for a period of time not to exceed 30 calendar days;
   - the Administrative Panel’s discretion to grant any further extension of time requested by the student and the student’s parent or guardian in writing.
   - a statement of the facts, charge(s) and offense(s) upon which the proposed expulsion is based;
   - a copy of Lashon Academy’s disciplinary policy relating to the alleged violation;
   - notice of the obligation for the student and the parent or guardian to provide information about the student’s status at Lashon Academy to any other school district or school to which the student seeks enrollment;
• the opportunity for the student and the student’s parent or guardian to appear at the expulsion hearing in person and to employ and be represented by legal counsel or an advocate at the expulsion hearing;
• the right of the student and the student’s parent or guardian, legal counsel or advocate to inspect and obtain copies of all documents to be used at the expulsion hearing;
• the opportunity of the student and the student’s parent or guardian, legal counsel or advocate to confront and question witnesses who testify at the expulsion hearing (unless revealing the name of a student witness or requiring that the student testify could subject the student to risk, in which case statements and reports of such students may be relied on in lieu of live testimony and student names do not have to be revealed);
• the opportunity of the student and the student’s parent or guardian, counsel or advocate to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witness testimony.

6. **Lashon Academy Record of Expulsion:** Lashon Academy shall maintain documents that may be used at the hearing and make them available for review by the student and the student’s parent or guardian. These papers may include, but are not limited to, the following: a record of the student’s attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by the Principal; a statement of the facts surrounding the case made by witnesses; a law enforcement agency’s report; and any other relevant matter.

7. **Expulsion Hearing:** The Lashon Academy Administrative Panel will conduct the expulsion hearing in closed session unless the student or the student’s parent or guardian requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting. The expulsion hearing shall be confidential. A record of the hearing shall be made and may be maintained in a manner that permits a complete written transcription of the proceedings to be made.

8. **Evidence & Testimony:** While the technical rules of evidence do not apply to expulsion hearings, parties may provide the kind of evidence on which reasonable persons could rely in the conduct of serious affairs. The Principal’s recommendation to expel must be supported by substantial evidence that the student committed an expellable offense.

The Administrative Panel will base its findings of fact solely on evidence produced at the hearing. Hearsay evidence is admissible, but the Administrative Panel will not base a decision to expel solely on hearsay evidence. The Administrative Panel may admit sworn declarations as testimony from witnesses who the Board determines may be subject to an unreasonable risk of physical or psychological harm if their identities were disclosed or if they testified in person at the hearing.

If, due to a written request by the expelled pupil, the Administrative Panel holds the expulsion hearing at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, then a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

9. **Expulsion Decision:** The Administrative Panel shall make its decision within ten (10) school days following the conclusion of the expulsion hearing, unless the student or parent/guardian has requested in writing that the decision be postponed.
10. **Decision Not to Expel**: If the Administrative Panel decides not to expel, then the student shall be reinstated and permitted to return to classroom programs. Decisions not to recommend expulsion or not to expel shall be final.

11. **Decision to Expel**: If the Administrative Panel makes a determination that the student committed an expellable offense, the student shall be immediately expelled unless the parent or guardian timely submits a written appeal to the Lashon Academy Board. The Principal shall send a written notice of the decision to expel via mail to the student and the student’s parent or guardian within five (5) school days. The notice shall include the following:
   - notice of the specific offense(s) committed by the student;
   - the Administrative Panel’s findings of fact;
   - the student’s rehabilitation plan;
   - the process for readmission;
   - notice of the right to submit a written appeal and request for reconsideration to the school’s Board of Directors within 10 school days;
   - notice that the decision of the Lashon Academy Board of Directors shall be final; and
   - notice of the student’s and parent or guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status within the charter school.

12. **Request for Appeal**: The student or student’s parent or guardian may submit a written appeal (in English or native language) and request for reconsideration to the Lashon Academy Board of Directors within ten (10) days of the Administrative Panel’s decision via hand delivery or mail.

13. **Appeal Procedure**: Reconsideration will be posted and conducted in compliance with the Brown Act. The Board of Directors shall hear the appeal in a closed session. Reconsidered decisions of the Lashon Academy Board shall be completed within 15 school days or 30 calendar days of the submission of the appeal, whichever first occurs, and shall be final.

14. **Notification of Expulsion to the District**: The Principal shall send written notice of the decision to expel to the student’s district of residence and the Los Angeles County Office of Education. This notice shall include the student’s name and the specific expellable offense committed by the student.

15. **Continuing Education**: The school will facilitate assisting the parent in seeking alternative education programs, including but not limited to their school district of residence.

16. **Rehabilitation Plan**: The rehabilitation plan to which the pupil is assigned may provide for the involvement of the student’s parent or guardian in his or her child’s education in ways that are specified in the rehabilitation program. A parent or guardian’s refusal to participate in the rehabilitation program shall be considered in the Board’s determination as to whether the student has satisfactorily completed the rehabilitation program. If the student satisfactorily completes the rehabilitation program, then the expulsion will be expunged from the student’s record.

17. **Records**: Lashon Academy will maintain records of all student suspensions and expulsions at the Charter School site and make such records available for LAUSD’s review upon request.
Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Retirement Benefits for All Staff Members

All Lashon Academy employees will be covered by both components of the Federal Insurance Contribution Act (FICA), i.e., Social security and Medicare. Lashon Academy will not participate in the State Teachers Retirement System (STRS) or the Public Employees Retirement System (PERS).

To maximize its ability to attract qualified staff, Lashon Academy will periodically evaluate the feasibility and appeal to candidates of other offerings, such as 403(b) plans, Flexible Spending Accounts (FSA), and Health Saving Accounts (HSA).

Lashon Academy will make all employer contributions as required by federal social security, Medicare, workers’ compensation insurance, unemployment insurance, and any other payroll obligations of an employer.
Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time. As a school of choice, Lashon Academy does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process through such publications as the District’s School Choices brochure.
Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14 – Mandatory Dispute Resolution

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

General Provisions

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, \textit{\textquoteleft\textquoteleft}Dispute\textquoteright\textquoteright\) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

Proposition 39 Disputes

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. \textit{\textquoteleft\textquoteleft}Proposition 39\textquoteright\textquoteright\), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

\begin{center}
\textbf{Director} \\
Charter Schools Division \\
Los Angeles Unified School District \\
333 South Beaudry Avenue, 20\textsuperscript{th} Floor \\
Los Angeles, California 90017
\end{center}
2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**Non-Proposition 39 Disputes**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Lashon Academy
644 N Fuller Ave Suite 220
Los Angeles CA 90036

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the
date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by any remedy available under the law.
Element 15 – Charter School Closure Procedures

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

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

Closure Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

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

1. **The LAUSD Charter Schools Division (CSD).** Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. **Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action.** Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. **Los Angeles County Office of Education (LACOE).** Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. **The Special Education Local Plan Area (SELPA) in which Charter School participates.** Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. **The retirement systems in which Charter School’s employees participate.** Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. **The California Department of Education (CDE).** Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. **Any school district that may be responsible for providing education services to the former students of Charter School.** Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. **All Charter School employees and vendors within 72 hours of the Closure Action.** Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. **The effective date of the closure of Charter School**
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

**Records Retention and Transfer**

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School’s process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

**Financial Close-Out**

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School’s governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:
1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to
seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**Closure Agent**

In the event of a Closure Action, the Executive Director will serve as the Closure Agent and work closely with the Board of Directors and Principals to ensure that the procedures described above are properly followed.
Additional Provisions

**Facilities**

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

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-Location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities
Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement.
and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

**Minimum Payments or Charges to be Paid to District Arising From the Facilities:**

(i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

(ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

**Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.

(i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

**Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility if Charter School is co-locating or sharing the LAUSD facility with another user.

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

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

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

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

Insurance

Insurance Requirements

No coverage shall be provided to Charter School by the District under any of the District’s self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.
It shall be Charter School’s responsibility, not the District’s, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers’ Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers’ Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.

3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

6. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

7. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by
endorsement in the Commercial General Liability or the Errors and Omissions Policy.

8. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

9. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

Fiscal Matters

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

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

**Audit and Inspection of Records**

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

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

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

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

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

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

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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

ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

Lashon Academy (also referred to herein “Lashon” and “Charter School”) shall:

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

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

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

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

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

- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)

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

- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

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

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

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

**Academic Calendar and Schedules**

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

**Mathematics Placement**

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

**Transitional Kindergarten**

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

**High School Exit Examination**

Charter School shall comply with all applicable requirements of Education Code sections 60850 – 60859, including but not limited to the requirements of sections 60851.6 and 60852.3.

**WASC Accreditation**

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

**English Learners**

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

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

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

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

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

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

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

Students with Disabilities

Federal Law Compliance

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

Special Education Program

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

Modified Consent Decree Requirements

As part of fulfilling the District’s obligations under the MCD, student level data requests from District-operated and Charter-operated charter schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

• End of Year Suspension
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, date of suspension, number of days suspended, and reason for suspension.

• Statewide Assessment Data
  The standard file including District ID.

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

• CBEDS
● All Students enrolled as of December 1 of each school year
  District ID, SSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

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

● Monthly SESAC and Suspension data

● Graduation roster from all charter schools with 12th grade students with disabilities

The MCD requires charter schools to implement the District’s integrated student information system, which is currently referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS directly or interface with MiSiS via a web based Application Programming Interface (API) in compliance with the requirements of the MCD and applicable timelines. Upon charter school full utilization of MiSiS either directly or via a web based API, the list of required data above will automatically be captured within MiSiS.

**ELEMENT 2 – MEASURABLE PUPIL OUTCOMES & ELEMENT 3 – METHOD BY WHICH PUPIL PROGRESS TOWARD OUTCOMES WILL BE MEASURED**

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

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

**Measurable Goals of the Educational Program**

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

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

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

ELEMENT 4 – GOVERNANCE

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

General Provisions

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

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

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

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

Legal and Policy Compliance

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

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

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

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

**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

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

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

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

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

**Responding to Inquiries**

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

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

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

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

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

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

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

ELEMENT 5 — EMPLOYEE QUALIFICATIONS

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

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

ESEA/ESSA and Credentialing Requirements
Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA,
also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional
employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed
in accordance with applicable state requirements for certificated employment, including but not limited
to the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all
teacher credentials and make them readily available for inspection.

ELEMENT 6 — HEALTH AND SAFETY PROCEDURES

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

Health, Safety and Emergency Preparedness Plan
Charter School shall comply with all applicable federal, state, and local requirements related to school and
student health, safety, and emergency preparedness.

If Charter School occupies and/or operates on a District facility, Charter School shall comply with all
District health, safety, and emergency procedures and requirements applicable to District facilities and
related operations, and shall be subject to inspection by the District’s Facilities Services Division, Office of
Environmental Health and Safety, and other District offices in the same manner as other LAUSD campuses.

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-
specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited
to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate
onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for
protecting student health and safety during off-campus school-sponsored activities, including but not
limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

Charter School shall comply with the requirements of Education Code section 49475, with respect to any athletic program (as defined in Education Code § 49475) offered by or on behalf of Charter School.

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

**Family Educational Rights and Privacy Act (FERPA)**

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

**Criminal Background Clearances and Fingerprinting**

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

**Immunization and Health Screening Requirements**

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Safe Place to Learn Act

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

Suicide Prevention Policy

If Charter School serves students in grades 7-12, Charter School shall comply with the requirements of AB 2246 (2016), codified in Education Code section 215, including but not limited to the requirement that the school’s pupil suicide prevention policy shall be developed in consultation with school and community stakeholders, school-employed mental health professionals, and suicide prevention experts. Charter School shall provide the CSD with a copy of its pupil suicide prevention policy for review upon request.

ELEMENT 7 – MEANS TO ACHIEVE 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).)

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

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

The District receives neither average daily attendance allocations nor Court-ordered Integration Program cost reimbursements for charter school students. The District may receive the Targeted Instructional Improvement Block Grant (TIIBG) for its Court-ordered Integration Program. The District retains sole discretion over the allocation of TIIBG funding, where available, and cannot guarantee the availability of this funding.
ELEMENT 8 – ADMISSION REQUIREMENTS

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

Documentation of Admissions and Enrollment Processes

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

Homeless and Foster Youth

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

Charter School shall comply with all applicable federal and state laws regarding homeless and foster youth, including but not limited to the provisions of AB 379 (2015) and Chapter 5.5 (commencing with Section 48850) of Part 27 of Division 4 of Title 2 of the Education Code, as amended from time to time. Charter School shall extend its uniform complaint procedure to complaints filed pursuant to the applicable provisions of AB 379.

Non-Discrimination

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

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

ELEMENT 9 – ANNUAL FINANCIAL AUDITS

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

Charter School shall provide for an annual audit that shall be conducted in compliance with applicable state and federal laws, including but not limited to the requirements of Education Code sections 47605(b)(5)(I) and 41020 as they may be amended from time to time. Charter School shall ensure compliance with the requirements of section 41020(f)(2), which makes it unlawful, absent an Education Audits Appeal Panel waiver, for a public accounting firm to provide audit services to a local educational agency if the lead audit partner, or coordinating audit partner, having primary responsibility for the audit, or the audit partner responsible for reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

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

**ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES**

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

**General Provisions**

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

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

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

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

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

**Students with Disabilities**

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

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

C. Was the misconduct caused by, or directly and substantially related to the student’s disability?
D. Was the misconduct a direct result of the Charter School’s failure to implement Section 504?

**Notification of the District**

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

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

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

d. Was the misconduct a direct result of Charter School’s failure to implement Section 504 Plan?

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

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

Rehabilitation Plans
Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

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

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

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

**ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS**

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

**ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES**

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

**ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES**

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

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

**General Provisions**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**Proposition 39 Disputes**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 et seq. (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017
2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

**Non-Proposition 39 Disputes**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:
1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Director/Principal
Lashon Academy
644 N Fuller Ave Suite 220
Los Angeles CA 90036

2) A written response ("Written Response") shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the
date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, then the parties agree to resolve the Dispute by any remedy available under the law.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

Revocation of the Charter

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

Closure Action

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

Closure Procedures

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action.
School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School’s employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These
reports should be submitted as soon as possible after the Closure Action, but no later than the required
deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture,
equipment, supplies, and other assets provided to Charter School by or on behalf of the
District. The District discloses that the California Education Code sets forth the requirements for
the disposition of the District’s personal property and Charter School shall bear responsibility and
liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions
set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of
the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final
Expenditure Reports and Final Performance Reports, as appropriate.

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

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

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. Make final federal tax payments (employee taxes, etc.)

c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School’s authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

**ADDITIONAL PROVISIONS**

**FACILITIES**

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

**District-Owned Facilities**

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date
stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education’s approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District’s Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole
cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance
services and payment for such in the use agreement.

(iv) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD’s property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

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

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

**Insurance**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. **Commercial General Liability**, including **Fire Legal Liability**, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School’s insurance shall be primary despite any conflicting provisions in Charter School’s policy. Coverage shall be maintained with no **Self-Insured Retention** above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code, adequate to protect Charter School from claims that may arise from its operations pursuant to the **Workers' Compensation Act** (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include **Employers Liability** coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be $1,000,000 per occurrence/$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

10. Cyber Liability insurance coverage with minimum limits of $500,000 per occurrence and $500,000 general aggregate.

11. Professional Educators Errors and Omissions liability coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

12. Sexual Molestation and Abuse coverage with minimum limits of $5,000,000 per occurrence and $5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

13. Employment Practices Legal Liability coverage with limits of $5,000,000 per occurrence and $5,000,000 general aggregate.

14. Excess/Umbrella Liability insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

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

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

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

Hold Harmless/Indemnification Provision

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

Fiscal Matters

District Oversight Costs

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

Cash Reserves

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

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

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

Audit and Inspection of Records

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

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:
Compliance with terms and conditions prescribed in the Charter agreement,
Internal controls, both financial and operational in nature,
The accuracy, recording and/or reporting of Charter School’s financial information,
Charter School’s debt structure,
Governance policies, procedures and history,
The recording and reporting of attendance data,
Charter School’s enrollment process,
Compliance with safety plans and procedures, and
Compliance with applicable grant requirements.

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

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

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

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

Firstly, thank you so much for all your hard work and always being available it is much appreciated. Please find attached revised charter (it is revised based on your previous version of your charter as we started working on this right when I left LAUSD and I did not have your revised charter back). If you need me to update the one you sent me today please let me know.

Here are some changes we have addressed:

1. The 34% on page 10 is the district's 3rd grade ELA proficiency (from this report), so it's not an average of schools or Valerio - it's all third graders in LAUSD, which is what it says.
2. We added “From fall to Spring” on the data part.
3. We have added bullet points in element 7 as requested
4. We have included all the DRL besides the issues listed below.

Here is where we are at regarding DRL:

1) Special Education - we have removed language that holds Lashon Academy to participating in LAUSD's SELPA and following LAUSD-specific procedures like using Welligent, using the LAUSD special education handbook, etc. We would like to maintain flexibility to opt into another SELPA if LAUSD's SELPA becomes cost prohibitive or not in the best interest of our students.

2) Dispute Resolution - in the event of a dispute that cannot be resolved by mediation, we would like to exercise our right to use the legal system rather than go to arbitration. We feel this is fair and appropriate.
If the above Language change does not work for the district we ask the district to recommend any language (adding onto the DRL) that can address these 2 issues that we feel are lawful and best for our students (we worked and figured out Crawford Law and now everyone is happy...1 down 2 to go©). We very much would like to partner with LAUSD and work together however we want to ensure we are doing what is best for our students.

Regarding the EL to RFEP count (reclassification):

Below is a summary explaining the EL to RFEP counts in the recent Fall 1 submissions:

- In Sept 2015- Lashon Academy reclassified students based on the 15-16 CELDT scores and their 14-15 academics.
- The students who were not reclassified were certified as EL on census day 2015 (10/7/15).
- Based on this practice these students were not eligible for reclassification for the remainder of the 15-16 school year. These same students were administered the CELDT in the fall of 2016.
- As of census day these CELDT scores were not yet received, so these students were certified as EL again.
- Later in October the scores were received.
- The scores along with the 15-16 academics were considered when identifying candidates for reclassification.
- On 11/1/2016 the eligible students were officially reclassified.
- Due to the timing of these reclassifications 0 students were part of the 15-16 EL to 16-17 RFEP count.
- The students reclassified on 11/1/2016 will count towards the 16-17 EL to 17-18 RFEP count.

The images below are show the number of students reported as EL during the Fall 1 submissions for 14-15, 15-16, & 16-17. The attachments provide a list of students certified with each of these submissions. These list show the ELA status for each student. The details described above could be verified using the images
below and the attachments provided.
### Non-Charter Schools

<table>
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<th>School Code</th>
<th>School Name</th>
<th>Total Enrollment</th>
<th>Free &amp; Reduced Meal Program: 181/182</th>
<th>Foster</th>
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<th>Migrant Program:1/5</th>
<th>Direct Certification</th>
<th>Unduplicated Eligible Free/Reduced Meal Counts</th>
<th>EL Funding Eligible (2)</th>
<th>Total Unduplicated FR/EL Eligible Count (3)</th>
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### Charter School(s)

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This report includes students with Primary and Short Term enrollment in grade levels K-12, 02 and 06 only. Students enrolled in Adult Education Schools are not included in this report. Students with multiple qualifying records as of Fall 1 Census Day are counted only once. A student with qualifying records in more than one LEA as of Census Day is counted in each LEA.

(1) Homeless counts are based on Education Program record with an Education Program Membership Code 191 (Homeless).

(2) EL Funding Eligible English Learners are students with an English Language Acquisition Status of EL on Fall 1 Census Day.

(3) Total Unduplicated FR/EL Eligible Count will always equal enrollment count for Juvenile Court schools.

---

The data on this report is filtered by the user selections that appear on the last page of this report.
Please feel free to call or email me anytime as we want to work together to ensure another successful 5 years. I am sure that through working together and finding solutions that will work for both parties will only strengthen our relationship.

Thanks

Josh
EXHIBIT D
O6) While the school has a well-developed school climate and student discipline system in place that is aligned with the principles of the Discipline Foundation Policy and School Climate Bill of Rights, CSD staff attendance at the March 15, 2017 board meeting provided evidence of the school’s Board of Directors discussion with staff about their concerns with the current 3.4% suspension rate. In addition, based on a review of the 2016-2017 Parent Student Handbook, the school continues to indicate “disrupted school activities” as an enumerated act for suspension. School leaders acknowledge the need to correct this in future publications.
Lashon Academy Charter School

Parent and Student Handbook
2017 - 2018 School Year
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LASHON ACADEMY CHARTER SCHOOL

Lashon Academy strongly encourages all parents and students to review the Lashon Academy Charter approved by the Los Angeles Unified School District (LAUSD). The charter describes in great detail the promises the School has made to be an excellent school that serves students well, in exchange for the authority to operate independently from LAUSD, and how Lashon Academy will meet students’ learning needs.

MISSION

The Lashon Academy mission is to prepare culturally diverse K-6 grade students to be self-directed learners and responsible global citizens, by fostering academic excellence, utilizing research-based instructional approaches in a multi-lingual and service learning integrated environment.

VISION

The Lashon Academy vision is to create a school where children of all backgrounds and abilities together will learn, achieve and become productive members of the world community. In a workshop environment, infused with Modern Hebrew, students will demonstrate proficiency in English and Modern Hebrew, and will be actively engaged in local and global service learning.

We Believe:

- That education is powerful, learning is lifelong, and multicultural understanding is essential to thrive in our global community;
- That all children can achieve;
- The development of proficiency in multiple languages enhances students’ cognitive development and academic achievement; and
- That the capacity to communicate and live successfully within culturally diverse environments and the commitment to serving one’s community are critical to the development of tomorrow’s leaders.

Our Values:

Lashon Academy places a high value on academic excellence, communication in multiple languages, and community service. We emphasize respect for all people and guide our students towards mutual understanding and respect for others. Through service learning, all students are instilled with a sense of their social responsibility and efficacy.
At Lashon Academy, we accept the charge to help every student of our school achieve at their highest capacity in academics and to grow as citizens in a multicultural society. Lashon Academy realizes its mission by creating an environment of achievement, respect and accountability.

**SCHOOL CONTACT INFORMATION**

Lashon Academy is a public charter school of excellence serving students in Transitional Kindergarten through 3rd grade, and growing one grade each year to teach students in Transitional Kindergarten through 6th grade. Enrollment in our school is open to all students who reside in California. No tuition is charged for enrollment.

Lashon Academy
7477 Kester Ave.
Van Nuys, CA 91405
818-514-4566
www.lashonacademy.org
info@lashonacademy.org

<table>
<thead>
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<tr>
<td>Rebecca Brotman</td>
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<td>302</td>
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<tr>
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<td>Cassidy LaFee</td>
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<td><a href="mailto:clafee@lashonacademy.org">clafee@lashonacademy.org</a></td>
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<td>Erica Rzucidlo</td>
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<tr>
<td>Gallila Waintraub</td>
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<td>Roni Ashkenazy</td>
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<td>363</td>
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<td>Lizeth Barraza</td>
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**SCHOOL GOVERNANCE**

**BOARD OF DIRECTORS**

The Board of Directors ("Board") of Lashon Academy is the School’s oversight and policy-making body. The Board members have a legal fiduciary responsibility for the wellbeing of Lashon Academy.

Appropriate Board decisions include setting the budget, determining the strategic plan, formulating major policy, overseeing the school’s compliance with relevant laws and regulations and raising funds to support the growth of the school. The Board of Directors may delegate certain responsibilities and duties to the School’s Principal or other staff, under the following conditions: (a) that the school staff will operate with oversight from the Board; and (b) that the Board is ultimately and finally responsible and accountable for the actions of any person to whom responsibility has been delegated and for any and all obligations, programs and policies of the school.

The Board appoints the Principal who is responsible, under the authority of and with oversight by the Board, for implementation of the school’s academic programs and for the operational management of the school. The Principal reports directly to the Board.
NOTICE OF BOARD OF DIRECTORS MEETINGS

Lashon Academy will comply with the Brown Act to ensure that the public has open access to information and decision-making regarding the School's policies, procedures and performance, and equal opportunities to hear, discuss and influence Board of Director decisions in an open forum.

The Board will conduct open meetings at least quarterly during the school year. One meeting each year will be designated the Annual Meeting for the purpose of organization and the appointment of officers.

All meeting notices and Board activities will be in accordance with the provisions of the Brown Act. Agenda will be posted for public viewing at the School and at any other meeting location as follows:

<table>
<thead>
<tr>
<th>Type of Meeting</th>
<th>Time Prior to Meeting</th>
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<tbody>
<tr>
<td>Regular Meetings</td>
<td>At least 72 continuous hours prior to meeting</td>
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<tr>
<td>Special Meetings</td>
<td>At least 24 continuous hours prior to meeting</td>
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<tr>
<td>Emergency Meetings</td>
<td>At least hour prior to meeting</td>
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<tr>
<td>Dire Emergency Meetings</td>
<td>As soon as possible after directors are informed of the need for meeting</td>
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Tentative Board Meeting Schedule

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<tr>
<th>Date</th>
<th>Time</th>
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<tr>
<td>8/23/17</td>
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<tr>
<td>9/13/17</td>
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<td>10/18/17</td>
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<tr>
<td>6/13/18</td>
<td>5:30 pm</td>
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LOCATION OF BOARD MEETINGS

The Board will hold all meetings at the Lashon Academy site, unless otherwise noted in agenda and will hold all meetings at locations within the jurisdictional boundaries of the Los Angeles Unified School District except in limited circumstances, (Government Code §§ 54954(b)- (e)), and in places accessible to all, with no fee (Government Code § 54961(a)).
CLOSED SESSIONS

Posted agenda will list any closed session topics and the Board will announce any actions taken in closed sessions in open meetings immediately following closed sessions as required by the Brown Act. The Board will only conduct closed sessions in the manner and for the purposes permitted and described in the Brown Act. In general, the permitted purposes of closed sessions are as follows:

Personnel -- To discuss the appointment, employment, performance evaluation, discipline, complaints about or dismissal of a specific employee or potential employee (Government Code § 54957), unless the employee requests a public meeting on any charge or complaint. Closed sessions are not allowed for discussing the following: general employment; independent contractors not functioning as employees; salaries; the performance of any elected official, or member of the board; or Lashon Academy’s available funds, funding priorities or budget.

Pending Litigation -- If open discussion would prejudice the position of Lashon Academy in the litigation. To qualify, Lashon Academy must be a party to pending litigation (Government Code § 54956.9(a)); or expect, based on certain specified facts, to be sued (Government Code §§ 54956.9(b)(1),(b)(2)); or expect to file suit itself (Government Code § 54956.9(c)).

Labor Negotiations -- To instruct Lashon Academy’s identified negotiator on compensation issues (Government Code § 54957.6).

Property Negotiations -- To discuss price or payment terms with Lashon Academy’s identified bargaining agent. Final price and payment terms must be disclosed when the actual lease or contract is discussed for approval (Government Code § 54957.1(a)).

Others – To discuss license applications for people with criminal records (Government Code § 54956.7); threats to public services or facilities (Government Code § 54957); or insurance pooling (Government Code § 54956.95).

PARENT, STUDENT, TEACHER, OTHER STAFF & OTHER STAKEHOLDER CONSULTATION

Lashon Academy encourages parents, students, teachers, other staff, and other stakeholders to attend, listen and comment on Lashon Academy’s educational program at Board meetings by posting meeting notices on the Lashon Academy website, at the school site, and at the meeting location if different from the school site. Each Board meeting will include an opportunity for parents, staff and general members of the public to address the Board (Government Code § 54954.3(a)).

GENERAL INFORMATION

INTRODUCTION

It is our pleasure to welcome you to Lashon Academy Charter School (“Lashon Academy”). The staff at Lashon Academy is dedicated to providing the best possible education to meet every student’s individual needs. At Lashon Academy we believe every student should establish a sound educational plan that incorporates both school and parental involvement. We hope that we can embark upon building a successful school community that supports cooperative learning and academic success.

Daily Schedule

Regular Day: Monday – Friday

8:00 A.M. – 3:10 P.M

Student drop off 8:00 A.M.

Instruction begins 8:10 A.M.

Minimum Day

8:00 A.M. – 1:10 P.M.
PARENT INVOLVEMENT

Lashon Academy encourages parents to be involved in all aspects of the school. In addition to providing a parent representative seat on the Lashon Academy Board of Directors, parents are encouraged to attend all Board meetings, speak at the Board meetings if they wish, volunteer at the school site, and join the School Site Council. Through the School Site Council, the parent representative on the Board, and participation at Board meetings, parents can make their voices heard on broad issues or concerns. Parents and guardians are encouraged to communicate with their children’s teachers about their children’s learning program.

Lashon Academy will provide a list of activities for parents on Lashon Academy’s website and in the Parent and Student Handbook distributed each year. Programs, events, and a list of parent involvement activities are posted in other places available to parents, such as school newsletters, on the school calendar, in student classrooms, or in the school office.

PARENT COMMUNICATION

The Office Manager is the primary point of contact for questions and referrals to other school personnel. It is very important that the communication between your home and the school is a continuous process. To stay informed of all meetings and events, please check the monthly newsletter or website on a regular basis. A monthly newsletter will be sent to you regularly via email. Please update the office with any changes in email addresses.

You can contact a teacher by:

- Calling the school and leaving a message and the teacher will return your call
- Making an appointment
- Writing a note

If you need to speak to an administrator, please call the office. If someone is not available to speak to you immediately, please leave a message and someone will return your call. If you need to speak to someone about an issue that may take more than 5 minutes, please make an appointment with the appropriate person. This is the best way to ensure that you will receive undivided attention.

SCHOOL SITE COUNCIL (SSC)

The SSC is an elected decision-making group comprised of parents, community members, site administrators, teachers and other staff. The SSC has an ongoing responsibility to develop, implement, monitor and evaluate the site plan, at Title I schools, the SSC also oversees all the categorical funds such as Title I, Second Language and GATE. Please contact the principal or SSC chair if you are interested in joining.

ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

Schools that have 21 or more English as a Second Language (ESL) students must have an English Learner Advisory Committee. It serves as the advisory body to the school on four key issues. Please contact the school principal if you would like to join.

- The school plan for English learners
• Needs assessment
• Administration of the language census
• Efforts to make parents aware of the importance of attendance

GENERAL PARENT MEETINGS

The School staff and parents meet regularly during the general parent meetings. The meetings take place 3 times per year. These meetings are an important time for parents and staff members to communicate and plan with each other. At each meeting, time is set aside for announcements and updates.

NEWSLETTER

The Lashon Academy newsletter is produced and sent via email monthly. It encourages parent involvement and keeps everyone informed of events. In addition to news and information, an up-to-date calendar of events is included. All staff and students are welcome to submit articles or art to be published in the newsletter.

WEBSITE

The Lashon Academy website, located at www.lashonacademy.org, was developed and is maintained by the school administration and staff. The site is continuously updated and contains a wide variety of information for students, parents and staff. Information about parent involvement activities, upcoming events, contact details, staff websites and other useful information can be found on the website.

ATTENDANCE POLICY

All students must attend school daily. Parents or guardians are responsible for sending their children to school. Absences are disruptive to students’ ability to learn and create problems with the implementation of Lashon’s school culture. Accordingly, all absences, whether excused or unexcused, have the logical consequence that the student will have to make up all missing class work. Multiple unexcused absences may result in additional consequences such as parent conferences and attendance review board oversight. Any unexcused late arrivals or early leaves in excess of 30 minutes may be counted toward an unexcused absence.

TYPES OF ABSENCES DEFINED

1. Excused absences occur when a parent knows the child is not at school and the reason(s) is/are excused by the school. The following absences are considered excused:

   a. Doctor’s Note: When a medical note from a physician, dentist or other medical doctor indicates that the child must stay home from school. Parent must provide doctor’s note within three (3) school days of the first day of absence. Only the office manager is authorized to accept a doctor’s note;

   b. Illness: When the child has an infection as indicated by a fever greater than 99.5°F or other illness that may be deemed contagious to the other students. A parent must provide a doctor’s note for all illness-related absences lasting more than one consecutive school day. Similarly, parent must provide a doctor’s note for all illness-related absences of two (2) days or more occurring in any ten consecutive school-day period. If a doctor’s note is not provided, the principal of the School the student attends may consider each missed day after the first day an unexcused absence;

   c. Bereavement: When an immediate family member of a student has died, up to five days per school year. Each day over three (3) school days shall constitute an unexcused absence unless otherwise determined by
the School’s principal. For this purpose, —immediate family‖ means parents, siblings, and grandparents, including step relations (e.g., stepfather, stepsister, etc.) Parent is expected to provide some reasonable form of documentation supporting the absence. Bereavement for other close family relations may be considered on a case-by-case basis by the School’s principal, and determined in his or her sole discretion.

2. Unexcused absences occur when a parent knows that the child is not at school but the reason(s) is/are not those excused by the school. Unexcused absences include a student being absent for any reason other than what is explicitly listed above. Examples of unexcused absences include missing class or other mandatory School activity due to family trip or vacation, or lack of transportation to the School. Moreover, each late arrival to school or early pick up from school may also be considered an unexcused absence as determined by the School’s principal.

**Consequences for Multiple Unexcused Absences:**

Lashon Academy **allows six (6) unexcused absences** each year before consequences are imposed, other than the requirement to make up class work.

Upon the **third unexcused absence**, the School will take preventative action and contact the family by telephone to determine the reasons and causes for the unexcused absences or other attendance problems. The school will try to help the family resolve the problems.

Upon the **fourth unexcused absence**, the School will call the family to schedule an in-person meeting with a parent to discuss the unexcused absences and notify the parents that if two more unexcused absences occur the family will need to meet with the administration team.

Upon the **fifth unexcused absence**, a second in-person parent conference will be scheduled and the parent will be notified that one more unexcused absence will result in a meeting with the attendance review committee.

Upon the **sixth unexcused absence**, the family will be referred to the attendance board to seek an alternative remedy.

**ATTENDANCE PROCEDURE**

When a student is absent from school, we request that the parent/guardian call the office on or before the day of absence. Lashon Academy students are required to be in their classes and ready for roll call promptly at 8:10 A.M. It is the parent’s/guardian’s responsibility to provide documentation within the (10) days after the student returns to school. Lashon Academy students who are not present at roll call will be marked absent.

**DROP-OFF AND PICK-UP PROCEDURES**

Students can be dropped off in the designated drop-off area that enters on the Kester entrance between the hours of 7:30am-8:00am. At 8:00am the doors to the Kester entrance will be closed. Please accompany your child to the school office if you arrive after 8:00am.

Pick-up occurs in your child’s classroom. Please read all traffic signs when parking on Kester Ave. Parents/Guardians must enter through the school side gate entrance and proceed directly to their child’s classroom. The gate entrance will open at 3:05pm and remain open until 3:20pm. After 3:20pm parents will need to go to the school office.

**LATE ARRIVALS**
Students arriving to school after 8:10 A.M. must report to the Main Office and obtain a late pass prior to going to class. Students will not be allowed in the classroom without this pass. Parents should accompany their child to the Main Office to obtain a late pass. Please support your children in arriving to school on time and establish promptness in their daily schedules. Each late arrival to school or early pick up from school may also be considered an unexcused absence as determined by the School’s principal. Any unexcused early leaves in excess of 30 minutes may be counted toward an unexcused absence.

EARLY SIGN-OUT PROCEDURE

Students will be allowed to leave school only with a parent or legal guardian, or with another person designated in advance by a parent or legal guardian through written authorization. Any person picking up a student early must sign a log at the Main Office. Those NOT identified on the authorized list can only pick up a child if the parent or guardian has sent a signed note to the school notifying the school of this person’s identity and proof of identification is provided.

PERSONAL NECESSITY ABSENCES

While parents/guardians shall be discouraged from taking their child(ren) on extended vacations or leaves of absence outside the designated instructional days, there are circumstances in which a school principal may authorize or approve such time off.

Such approval must take place prior to the absences. Please note that schools may offer: a. Homework or study assignments and/or other appropriate arrangements. b. Independent study to meet the educational needs of students in accordance with the requirements of E.C. 51745 in order to allow students the opportunity to make up absence(s) due to an emergency, personal necessity or extended travel in order to obtain apportionment.

If the extended absence is unauthorized, (i.e., not approved by the school principal) the absence will be documented as unexcused and counted toward truancy. If the principal approves the extended absence, it will be documented as excused.

ABSENCES FOR RELIGIOUS PURPOSES

Pupils, with the written consent of their parents or guardians, may be excused from school in order to participate in religious exercises with prior approval by the school principal [Education Code Section 46014]. Additionally, students may be absent to attend a religious retreat [Education Code Section 48205(a) (7)], not to exceed four hours per semester. Such absences are considered excused absences, and pupils are responsible for making up missed work. RELIGIOUS RELEASED TIME PROGRAM Pupils, with the written consent of their parents/guardians, may be excused from school in order to receive moral and religious instruction away from school property under the following conditions, pursuant to Board Rule 2125 and Education Code Section 46014: • The school is participating in the Religious Release Time Program. • Each pupil shall be released for no more than 40 minutes, once during the school week. • No pupil shall be excused from school for such purposes on more than four days per school month. • Each pupil shall attend school at least the minimum school day for his or her grade. • The time of day for the release shall be determined by the principal.
TRUANCY

Any pupil subject to compulsory full-time education or to compulsory continuation education who is absent from school and/or tardy and/or early pick up in excess of thirty (30) minutes on three (3) occasions in one school year without valid excuse or any combination thereof, is considered to be a truant under the law [Education Code 48260 (a)]. Upon a pupil’s initial classification as a truant, the school district shall utilize the Notification of Truancy Letter to notify the pupil’s parent/guardian [Education Code 48260.5], by mail or other reasonable means of the following:

- The pupil is truant.
- That the parent or guardian is obligated to compel the attendance of the pupil at school.
- That parents or guardians who fail to meet these obligations may be guilty of an infraction and subject to prosecution.
- That the parent or guardian has the right to meet with appropriate school personnel to discuss solutions to the pupil’s truancy.
- That the pupil may be subject to prosecution.
- That the pupil may be subject to suspension.
- Any pupil is deemed a habitual truant who has been reported as a truant three (3) or more times per school year and an appropriate district officer or employee has made a conscientious effort to hold at least one conference with the parent or guardian of the pupil and the pupil himself/herself [Education Code 48262]. Any pupil who is deemed a habitual truant or is irregular in attendance in school or is habitually insubordinate or disorderly during attendance at school may be subject to prosecution [Education Code 48263.5].

The District partners with the Los Angeles County Office of the District Attorney and the Los Angeles Office of the City Attorney in providing services to truant students.

STUDENT CALENDAR 2016-2017
ILLNESS

Students should not come to school when ill. If a student becomes ill or is injured at school, s/he is to ask the teacher for a pass and report to the Main Office. A parent will be contacted to pick up the student. It is important that parents pick up their sick or injured child immediately for the care and comfort of the child and to maintain the health of other students.

The following symptoms are valid reasons to keep students at home:

High fever

Nausea or Vomiting
Evidence of a communicable disease
Severe headache or stomachache
Spasms or convulsions

Any severe accident including deep cuts or bleeding
Persistent cough

TREATMENT AND SCHOOL RELATED INJURIES

It is the policy of the school to treat minor injuries (scrapes, paper cuts, bumps, etc.) with ice packs, cold compresses, or Band-Aids as needed. Parents will be notified about minor injuries at the discretion of the administration.

When confronted with more serious injuries/illnesses, school staff will contact parents, and, if appropriate, transport the student to the nearest hospital emergency department or call 911 for assistance.

It is the responsibility of the parents to update school medical and emergency information.

MEDICATION

The California Education Code states that any student who is required to take medication prescribed by a physician during the regular school day, may be assisted by the school nurse or other designated school personnel if the district receives: (1.) a written statement from the physician detailing the method, amount and time schedules that the medication is to be taken and (2.) a written statement from the student’s parent/guardian authorizing the school district to administer the medication. (E.C. 49422, 49423)

Prescription medications must be in the original pharmacy container with the original prescription label adhered to the container. No other prescription or over-the-counter medications, vitamins, herbs, or alternative medications may be carried by students on their person, in a backpack or other container except as indicated above and with the express knowledge and permission of the designated school personnel. Contact the main office if you have questions. Forms for medication administration are available in the main office.

There must also be a note from a parent consenting to the administering of the medication and providing a release for school personnel to consult with the student’s physician if questions arise. All notes must be updated at least annually, and more frequently if the medication dosage, frequency of administration, or reason for administration changes. The student must come to the Main Office to take the medication at the appropriate time.

MEDICAL APPOINTMENT

Parents should schedule children’s medical appointments after 3:20 PM Mondays - Fridays whenever possible to minimize the time students miss time in school. If appointments are made during the school day, parents must come to the Main Office and sign-out their child.

A student returning to school following a serious or prolonged illness, injury, surgery, or other hospitalization, must have written permission by the licensed California health care provider to attend school, including any recommendations regarding physical activity.

A student returning to school with sutures (stitches, staples), ace bandage (elastic bandage) casts, splints, crutches, cane, walker, or a wheelchair must have a licensed California health care provider’s written permission to attend school that includes any recommendations and/or restrictions related to physical activity.
activity, mobility and safety.

**IMMUNIZATIONS**

All students will need to present a written immunization record provided by a physician or the health department prior to the first date of school. Immunizations must be up to date.

The immunization status of all students will be reviewed periodically. Those students who do not meet the State guidelines must be excluded from school until the requirements are met. Students who have been exposed to a communicable disease for which they have not been immunized may be excluded from school at the discretion of the school.

**LICE**

Students should not come to school if they have live lice. If Lashon finds a child on campus with lice, the parent will be notified to pick the child up from school to treat the child. Children may return to school with proof that treatment has been provided to the child. Lashon has additional resources on file to help support families in removing lice from their children and households.

**STUDENT OFFICE USE**

During class time, students must have a hall pass from their teachers to be admitted to the Main Office. Note that the office telephone is for emergency use only. If parents call the School to relay a message to his/her child, they should expect to leave a message with the Office Manager and it will be delivered to the child.

**BEHAVIOR IN OFFICE**

Students should obtain permission and/or pass from their teacher prior to visiting the Main Office during class time. Students are expected to always speak softly in the Main Office. Student should wait patiently until office personnel address them.

**OFFICE APPOINTMENTS**

The Office Manager is the primary point of contact for questions and referrals to other school personnel. Parents should schedule appointments to meet with the Principal or Teachers at least one business day in advance by contacting the Office Manager.

**NO FOOD SHARING**

In order to ensure our students’ safety, Lashon adheres to a no food sharing policy. If the teachers plan to provide food to students, they will notify the class parents. We ask that no parents bring in food for students without prior consent from the teacher. All students will be asked to not share food with each other in an attempt to prevent any allergy exposure from food.

**PROGRAM COMPONENTS**

**STANDARDS-BASED REPORT CARDS**

In a standards-based system, student achievement is reported in relation to the state common core-content
standards. The report provides information about student proficiency three times a year. Progress reports are provided twice a year.

STUDENT STUDY TEAM
The Student Study Team addresses the needs of students who experience academic, emotional, social, health and/or attendance difficulties. The team consists of an administrator, resource specialist, classroom teacher and the parents. The team develops and implements an action plan designed to address identified student needs.

CALIFORNIA ENGLISH LANGUAGE DEVELOPMENT TEST (CELDT)
State law requires school districts to assess the English language development of all English Learners (ELs) and of new enrollees in California public schools who may be ELs in order to determine each student’s level of English proficiency in listening, speaking, reading and writing.

The CELDT must be administered to new enrollees in the District with a home language other than English, unless they have been assessed at another California Public School. Students who have previously been identified, as being English Learners must also be administered the CELDT annually to determine annual English language development progress until the EL student has been reclassified.

The CELDT is administered to students who are already identified as English Learners in the fall semester between July 1 and October 31. For new enrollees who have a home language other than English, the CELDT must be administered within 30 days of enrollment in a California public school.

To find more information about the CELDT, please contact your child’s teachers or contact the school office.

TRANSITIONAL KINDERGARTEN
TK is the first year of a two-year developmental kindergarten program-servicing children who turn five between September 2 and December 2. It is designed to build a solid foundation for success in school for “young” five year olds. The Kindergarten Readiness Act of 2010 that changes the kindergarten entry age in 2014-2015 to Sept. 1 funds the program. Transitional kindergarten is a program integrating the California Preschool Foundations and Kindergarten Common Core Standards.

Transitional Kindergarten is based on kindergarten standards, however is a blended program and would not expect mastery of kindergarten standards. The TK program assists children:

- Develop a positive self-image
- Establish productive social and working relationships with their peers through cooperative play situations
- Develop vocabulary, listening, speaking and memory skills, and the ability to follow directions
- Develop overall readiness and enthusiasm for learning

SUBSTITUTES
In the event that a teacher is absent, every effort will be made to find a substitute teacher. If a substitute teacher is not available, the students will be disbursed to other classrooms for the day.

CHARACTER DEVELOPMENT
The mission of Lashon Academy Charter School is to promote academic excellence, utilizing a Modern
Hebrew-English language program, within a service-learning environment, with a deep commitment to the development of responsible citizens who can thrive in our global community. We understand that building strong character traits will aid our students in growing into socially responsible citizens. We believe in creating a diverse community where students work together, actively engaging in service-learning projects in order to become productive members of society. In this environment, our students develop the tools and character traits needed to achieve success in their continued education, careers, and journey in life. Each month the students will focus on a character trait that will enhance their role as socially responsible, global citizens.

**SERVICE LEARNING**

Each year students partake in a minimum of two service learning opportunities. The activities are designed to be student-driven to heighten the engagement level of the students. The Lashon faculty will work closely with the Lashon Parent Organization to execute these service-learning projects.

**HOMEWORK POLICY**

Lashon believes it is important for the family to support and encourage the learning process. Students will be required to read at home and will be sent home with concepts to review with their parents. The staff of Lashon Academy believes that homework is an integral part of our instructional program. It is a valuable extension of our classroom teaching and should reinforce, extend or enrich the concepts that our students have been taught in class.

Students will be expected to turn in all homework assignments in a neat and legible manner. You can help your son/daughter by being aware of what type of work is being sent home and by looking over the assignments when completed.

The purpose of this review is for students to engage their parents in what they are achieving at school. Students should not be struggling to complete any work at home. No new concepts will be introduced to students during home review.

**Reading**

Students are expected to read at home each week to promote literacy skills and encourage the learning process at home. Lashon encourages nightly reading, but as the school understands that may not always be possible we have instituted a weekly reading requirement. Students must turn in their weekly grade-specific reading log every Monday for the previous week.

**General Review**

Homework will be assigned at least 4 days a week. Students will either receive a weekly homework schedule or will be responsible for recording their own homework assignments. Each student should attempt to complete the homework independently, but may need assistance. If a child needs assistance, please do not do the homework for him/her. As a parent, please guide your children, allowing them every opportunity to do their own work.

Students are not expected to learn any new material at home; any work completed will be a review of what was presented at school. On average the review for grades K-2 should take students less than 30 minutes. In grade 3-4, review should take students less than 60 minutes. If you notice that your child’s homework is consistently too difficult, please let the teacher know. Homework should be challenging, but not impossible.

In some individual circumstances if a student does need additional home-review to increase student success, it
will be brought to the parents’ attention. If you are unable to assist your child with homework, make sure to seek out alternative support for your child through after school or tutorial programs.

**SCHOOL ACTIVITIES/VOLUNTEERS**

**FIELD TRIPS**

Field trips are off-campus activities that extend and enhance classroom earning. All students are expected to participate in field trips since they are curriculum based. These trips occur during the school day. General requirements for field trips:

- Written permission is required for all field trips to sites other than the Lashon school property. Permission slips for trips throughout the year will be issued for each trip. Parents must be informed as to the activities involved in the trip. **No child will leave the school premises on a trip without the school having obtained express written permission from the parent.** Vehicular seatbelts must be worn on all field trips.

- Your child’s teacher will send home advance notice of planned field trips. These notices will give you more detailed information about these trips. If you plan to volunteer as a chaperone for a field trip, it is expected that you consider the following:
  a) You may not bring your other children with you.
  b) You assist the teacher in charge on the trip.
  c) You supervise a small group of students.
  d) You adhere to our ‘no sharing’ policy (food, candy, liquids).

The school reserves the right to select chaperone volunteers who exhibit appropriate behaviors.

**CELEBRATIONS**

We delight in celebrating your child’s birthday at school with his or her friends and teachers! Teachers will be provided a birthday list and may facilitate activities during the day to acknowledge the special day for your child. Lashon requests that parents do not provide any cakes, cupcakes, and edible items for birthday celebrations.

In order to not disrupt the educational program, we ask that parents and relatives not visit the class for birthday celebrations until the last 20min of the school day. We need your full cooperation in this matter and we appreciate your understanding of the nutrition guidelines we adhere to in the best interest of all Lashon students. Invitations for personal parties may only be distributed on campus with prior administrative approval and include an invitation for every student in the class.

**VOLUNTEERS**

The involvement of parents in the classroom is greatly encouraged. There are two different ways parents can visit the classroom. One way is as an observer. The second way is to participate in the classroom as an instructional volunteer. Parents are welcome to request an observation period at any time. However, since classroom observations can be disruptive to the learning environment, our teachers have the right to refuse unscheduled observation requests. The best way to plan an observation is to follow these procedures:

- Schedule a date and time with the teacher by calling the office and
- Explain the purpose for the observation. Note: Observation times may be limited to one hour with prior appointment.

During observations, teachers and support staff are not available for any one-on-one discussions or
conferences. These meetings may be scheduled for a later time.

**INSTRUCTIONAL VOLUNTEER**

**STUDENT SAFETY ALWAYS COMES FIRST:** All volunteers will need to be TB tested. Volunteers who may, at any time, be around children without Lashon faculty will need to be fingerprinted. While working as a volunteer, student safety must be the utmost priority.

*TB Clearance:* Before working with children volunteers will need to have a TB test on file in the office. TB tests are good for 4 years, so if you have one please bring the negative result to the office. If you don’t have one, please get a test done and bring the result in.

**BE PROMPT AND DEPENDABLE:** The teachers count on you, and appreciate your promptness and reliability. If you know in advance that you will not be able to make it during your designated volunteer time, make arrangements to have another parent cover for you. If it’s at the last minute and you can’t arrange coverage, leave a voicemail for the teacher so she can make necessary accommodations in her lesson plan.

**BE FLEXIBLE:** Be willing to do what the teacher asks of you. There may be times that you will not directly work with the children, but instead the teacher needs you to staple papers for an hour. Sometimes, a job that seems tedious to you is a big timesaver for the teacher and allows the teacher to get more effective teaching time in. Please be open and flexible about whatever the teacher asks you to do.

**BE SURE YOU UNDERSTAND WHAT THE TEACHER NEEDS YOU TO DO:** If you aren’t sure, feel free to ask for more clarification.

**NO CELL INTERRUPTIONS:** Turn off your cell phone or place it on vibrate. It would be inappropriate and disruptive to make or receive phone calls during your classroom volunteer time.

**HOLD OFF ON CONVERSATIONS WITH OTHER PARENTS:** Please do not socialize with other parents in the classroom during your volunteer time. There may be other parents present or volunteering in the classroom during your time; it would be disruptive to the class if the parents socialize or chat during class time.

**BE CONFIDENTIAL:** Confidentiality is crucial and is the cornerstone of a successful classroom volunteer program. Information about every child is CONFIDENTIAL. All conversations with teachers and staff, test scores, behavior, etc. must remain within the classroom. Comments about children’s progress (or lack of), and behavior in class should be addressed by the teacher. Please give each child the same respect you would want shown to your child by others.

**BE POSITIVE:** Make specific, positive comments about the children (“Johnny, you worked really hard on that math problem!”). Catch the child doing something good and then praise it.

**OFFER FEEDBACK TO THE TEACHER:** If you have a concern about a specific child or feel there is a need for some negative comment or disciplinary action, please tell the teacher and let her decide the appropriate action to take with a child. You may have observed something she did not see, and your feedback is important in helping her do her job.

**DRESS APPROPRIATELY:** The classroom isn’t the place for skimpy or distracting clothing, or outfits that draw the children’s attention to you rather than to the teacher. All parents must dress in a professional manner.

**VOLUNTEER SIGN-IN:** There is a Volunteer Log at the Lashon office. Volunteers will need to sign in when they arrive and when they leave, and record the time spent volunteering. You will also need to obtain a volunteer
badge from the office manager before entering the classrooms.

VISITORS TO SCHOOL CAMPUS

All campus visitors must have the consent and approval of the principal. Permission to visit must be given at the time requested if at all possible or within a reasonable period of time following the request. Children who are not enrolled at the school are not to be on the campus unless prior approval of the principal has been obtained. Visitors may not interfere with, disrupt or cause substantial disorder in any classroom or school activity. Visitors are expected to:

- Follow the established school policy in requesting a classroom visitation
- Complete a visitor’s permit upon arrival at the site
- Enter and leave the classroom as quietly as possible
- Not converse with the students, teacher and/or instructional aides during the visitation
- Not interfere with any school activity
- Keep the length and frequency of classroom visits reasonable
- Follow the school’s established procedures for meeting with the teacher and/or principal after the visit, if needed
- Learn and follow the school-wide behavioral expectations
- Return the visitor’s permit to the point of origin before leaving the campus.

Any individual who disrupts a school site or fails to follow school rules and/or procedures is subject to removal from the school site and may be further restricted from visiting the school.

SAFETY PLAN AND EVACUATION

The Lashon staff will be trained in procedures to be taken in emergency situations. Lashon will host drills for students to be prepared for situations in which emergencies may arise. If students need to evacuate classrooms or buildings within the school site, students will be directed to the basketball courts away from the school buildings. Lashon will contact parents after all emergency persons have been notified.

LASHON ACADEMY STUDENT INTERNET USE AGREEMENT

User Obligations & Responsibilities: Students are authorized to use the Lashon Academy’s on-line services in accordance with user obligations and responsibilities specified below.

The system shall be used only for purposes related to Lashon Academy-approved curriculum. Commercial, political, and/or personal use of the system is strictly prohibited. Lashon Academy reserves the right to monitor any on-line communications for improper use.

The students shall not use the system to encourage the use of drugs, alcohol or tobacco, nor shall they promote unethical practices or any activity prohibited by law or Lashon Academy policy.

The students shall not transmit or access material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

Copyrighted material may not be placed on the system without the author’s permission. Users may download copyrighted material for their own use and only in accordance with copyright laws.

Vandalism and or theft of school property (including but not limited to electronic files and databases) will result in the cancellation of user privileges and/or disciplinary action. Vandalism includes uploading.
 downloading, or creating computer viruses and/or any malicious attempt to harm or destroy, steal, or alter Lashon Academy equipment or the materials or the data of any other user.

Inter-and intra-classroom communications messages are to be brief and will use appropriate languages. Use of e-mail and Internet resources shall be for educational purposes.

The students shall report any security problem or misuse of the network to the teacher or principal.

Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:

- Be polite. Be brief. Do not be abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, or any other inappropriate language. Illegal activities are strictly forbidden.
- Do not reveal your personal address or the telephone numbers of students or colleagues.
- Electronic mail (e-mail) is not guaranteed to be private. People who operate the system at this school have access to all mail. Messages relating to or in support of illegal activities may be reported to the authorities.
- Do not use the network in such a way that you would disrupt the use of the network by other users.
- All communications and information accessible via the network should be assumed to be private property.

CODE OF CONDUCT

BEHAVIOR IN CLASSROOMS

Lashon promotes a culture of respect. The school will design and implement a school-wide classroom management system that upholds the values of respecting one another. Students must adhere to this system. Students are expected to be courteous to one another, respect, and tolerate one another and to work together to promote a successful learning environment. Students’ actions may not cause a distraction to the education of their peers.

STUDENT OFFICE APPOINTMENTS

Students who want to talk to the Principal should complete an appointment form with the Office Manager before school, during break, or at lunchtime. Students will be notified when to report to the Main Office.

AUTHORIZED AREA/CLOSED CAMPUS

Lashon Academy students must remain on the school grounds during the day. This includes the lunch period. Lashon students may not enter unsupervised areas.

SCHOOL-WIDE DISCIPLINE PLAN

CHARACTER STRENGTH BUILDING PROGRAM

In addition to developing students who are academically competent, we understand that building strong character traits will aid our students in growing into socially responsible citizens. Therefore, we focus upon the qualities listed below, taken from the Character Strength Building Program.

We expect all of our students to uphold and model the characteristics of responsible global citizens. We will
provide recognition to all students who demonstrate the 10 focus traits during the year at school-wide assemblies and weekly announcements.

Joyfulness  Honesty
Forgiveness  Confidence
Determination  Unity
Respect  Cooperation
Creativity  Patience

SCHOOL RULES

1. We will be respectful to each other physically, verbally, and socially.
2. We will respect all personal and school property.
3. We will not bring any items from home without special permission from our teacher.
4. We will only run in designated areas.
5. We will stay on school grounds and within supervised areas, or have a valid pass from a member of school personnel authorizing them to be out of supervised areas.

LUNCH AND PLAYGROUND RULES

1. Will participate in all activities in a safe and respectful manner and must show good citizenship
2. Will use equipment appropriately
3. Will include all students in activities
4. Students will clean up their area after snack and lunch
5. Student will not share food

CONSEQUENCES

When students fail to follow the rules it is sometimes necessary that the school apply progressive discipline as appropriate. Such consequences could include: a phone call home, loss of recess, adherence to a behavior contract, a referral to Student Study Team, suspension, or expulsion. If a behavior problem persists, the Behavior Dean will conduct a functional behavioral assessment and will determine what consequence will best meet the student’s needs. Data will be reviewed regularly (weekly or bi-weekly) to monitor each student’s ongoing intervention.

LEVELED SYSTEM PROCEDURES

The entire school will use the leveled system to ensure that all students are following school and classroom procedures, rules, and expectations. ALL classroom and playground behavior infractions must be taken care of by the classroom teacher by implementing error correction, unless it is a serious offense or the student is already on the level system and has an existing contract that would warrant a special consequence.

When a teacher deems that an incident is serious in nature, then the student should be sent to the office immediately with a filled out student referral form. If the teacher is unable to bring the student, the office will be contacted and an administrator will come to the classroom and escort the student to the office.

Level I:

A Level I violation consist of a student/teacher conference and contact, by telephone, with the parent(s) or guardian(s) informing them of the violation. If a Level I violation has been demonstrated three times, a Level I
letter will be sent home for parent signature and returned to the teacher.

Examples of Level I Offenses:

<table>
<thead>
<tr>
<th>Not following directions</th>
<th>Running in hallways</th>
<th>Excessive talking</th>
<th>Teasing/put downs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inappropriate language</td>
<td>Eye rolling</td>
<td>Name calling</td>
<td>Misuse of materials</td>
</tr>
</tbody>
</table>

**Level II:**

A Level II violation consists of a student/teacher conference with the parent(s) or guardians(s). At this meeting, an agreement between the student, behavior dean, and teacher is developed (i.e., behavioral contract). The agreement is agreeable to all in attendance at the conference.

Examples of Level II Offenses:

<table>
<thead>
<tr>
<th>Back talking/arguing</th>
<th>Inappropriate gestures</th>
<th>Refusal to work</th>
<th>Disrupting Operations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheating/lying</td>
<td>Throwing objects</td>
<td>Hitting</td>
<td>Excessive tardiness</td>
</tr>
</tbody>
</table>

**Level III:**

A Level III violation consists of a conference with the parent(s) or guardian(s), student, teacher, and school administrator. The teacher will make a recommendation for the student with the administrator after reviewing behavioral data and will then make a final decision.

Examples of Level III Offenses:

<table>
<thead>
<tr>
<th>Fighting</th>
<th>Damaging Property</th>
<th>Making unsafe choices</th>
<th>Bullying</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disrespect for authority</td>
<td>Stealing</td>
<td>Use of profanity</td>
<td>Obscene gestures</td>
</tr>
</tbody>
</table>

**REWARDS AND INCENTIVES**

Students who are seen obeying school rules, demonstrating the character pillars, and following the school uniform policy are eligible to receive Character Tickets. These tickets are used to promote positive behavior. They will include the name of the student, the positive behavior that was caught being good and will then be given to the student.

**Trimester Awards**

- **Citizenship Award:** is given in recognition of excellence in behavior and respect for Lashon Academy and our community. This student consistently demonstrates qualities of a good citizen and is consistently thinking and acting responsible. These students must earn at least a 3.75 GPA in the areas of work and study habits on trimester grading periods, and have a teacher recommendation.
- **Perfect Attendance Award:** is given to any student who was not absent, never tardy, and did not leave early during the trimester.
- **Most Improved Award:** is given to students who have shown significant improvement in any academic area as determined by the classroom teacher.
- Academic Award: is given to students who have shown academic excellence with at least a 3.75 or above GPA in all core academic standards.

Positive Reinforcement

Each individual classroom will adopt a system to increase appropriate behavior in the classroom. The behavior dean will monitor the school data to evaluate the efficacy and fidelity of each system in every classroom.

Character Tickets

Teachers and other school personnel will give students a Character Tickets when they are caught making good choices. Students will be recognized in the classroom and during Schoolwide morning assemblies.

UNIFORM POLICY AND DRESS CODE

Lashon Academy encourages and promotes a positive and safe dress code for students, which adheres to a constructive educational environment. Accordingly all students must follow the standards of dress listed below:

School Uniform Policy

- Above the waist permitted color: **White Shirt**
- Polo shirts- short or long sleeves. **Must have a collar (no T-shirts allowed)**
- Sweaters or vests must be Navy or Dark Blue
- Outerwear such as jackets or windbreakers must be either Navy or Dark Blue.
- Below the waist permitted colors: **Navy or Dark Blue**
- Black stockings or leggings may be worn under skirts or jumpers (clothing still must be knee level or below when standing)
- Leather-style belts are to be black or brown with no studs or jewels.
- Footwear must be plain black, brown, or white.
- Shoelaces must be white or black.

*Uniforms with Lashon Academy logos are available for purchase. Any student or parent who needs assistance with identifying or purchasing conforming clothing should contact the school principal directly. No student shall be sent home from school or denied attendance to school, or penalized academically or otherwise discriminated against, for noncompliance with the school uniform dress code policy. However, Lashon will provide any student who arrives at school in nonconforming clothes with conforming clothing for the day.*

DRESS CODE

- Clothing and jewelry must be safe and appropriate to the educational environment. All clothing must be clean and in good repair. Slits, tears or holes in pants or other articles of clothing are not permitted.
- Head coverings, including hats of any kind, except those worn for religious, medical or safety reasons, are not to be worn inside school buildings. Hats may be worn outside for sun protection (Cal. Ed. Code § 35183.5) or warmth. All hats are to be removed upon entering school buildings. For exceptions to this policy, the school’s Principal must grant prior approval.
- Slacks, shorts, Capri pants, skirts and shorts are to be worn on the waist with no portion of an undergarment showing.
- Skirts, dresses, jumpers, shorts, and skirts must be at least knee length when standing.
- Skirts and dresses must have no slits in the sides or backs that expose the leg over knee level.
- Shirts and blouses must completely cover the midriff and chest area. No deep V-necks are permitted. Shirts and blouses shall show no cleavage nor drop off the shoulder.
• Oxford dress shirts, with short or long sleeves, must be tucked in.
• Trousers must be either pleated or flat front
• Trousers must not be longer than ½ inch from the sole of the shoe for safety.
• No jeans, cargos or baggy styles allowed.
• No oversized shirts allowed.
• For safety purposes, earrings, which may be for pierced ears, must not dangle more than one inch below the ear and necklaces or chains should not dangle below the chest.
• Wearing jewelry in eyebrow piercing, lip piercing, or more than one nose piercing stud is not permitted for males or females.
• Wearing other body piercings is not permitted.
• Clothing or jewelry with logos that depict or promote gangs (as defined in Cal. Ed. Code § 35183), drugs, alcohol, tobacco, sex, violence, illegal activities, profanity, or obscenity are not permitted.
• Appropriate shoes must be worn at all times. No flip-flops. No heels over one inch high.
• All students should groom their hair prior to arriving at school. No hair accessories, neck accessories, bracelets, etc., should protrude away from the body (i.e. have sharp points or be fashioned in a manner that could cause injury). Dog collars or spiked accessories are not permitted. Administration reserves the right to determine whether an accessory is appropriate for wear in the learning environment or not.

The Principal may modify this dress code at any time in consideration of student safety and promoting a healthy learning environment.

DISCIPLINE

GENERAL DISCIPLINE APPROACH

Discipline is an important component of a safe, respectful and welcoming school environment where students can learn and teachers can devote their time to teaching. Lashon applies thoughtful responses to student misconduct in order to provide this environment. Lashon Academy has set clear rules and expectations, which can be found in our Uniform Discipline Policy and includes the pupil suspension and expulsion policy (collectively, our “discipline policies”). The purpose of our disciplinary policies is to insure the rights of each student to attend school in a safe, positive and productive learning environment.

The standard approach incudes, but is not limited to:

• Initial Classroom Management
• Principal and Family Notification with Improvement Goals
• Contractual Agreement with Parents and Students

BULLYING

Lashon Academy believes that all students have a right to a safe and healthy school environment. Lashon promotes mutual respect, tolerance, and acceptance. Lashon Academy will not tolerate behavior that infringes on the safety of any student. A student shall not intimidate, harass, or bully another student through words or actions.

Recognizing Bullying

Bullying is exposing a person to abusive actions repeatedly over time. Being aware of children’s teasing and
acknowledging injured feelings are always important. Bullying is especially a concern when hurtful or aggressive behavior toward an individual or group appears to be unprovoked, intentional, and (usually) repeated.

Bullying means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

(a) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.
(b) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
(c) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
(d) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.

Bullying is a form of violence. It involves a real or perceived imbalance of power, with the more powerful child or group attacking those who are less powerful. Bullying may be physical (hitting, kicking, spitting, pushing), verbal (taunting, malicious teasing, name calling, threatening), or emotional (spreading rumors, manipulating social relationships, extorting, or intimidating).

Bullying is also one or more acts by a pupil or group of pupils directed against another pupil that constitutes sexual harassment, hate violence, or severe or pervasive intentional harassment, threats, or intimidation that is disruptive, causes disorder, and invades the rights of others by creating an intimidating or hostile educational environment, and includes acts that are committed personally or by means of an electronic act, as defined.

Cyberbullying is bullying by electronic act. An "electronic act" is defined as transmission of a communication, including, but not limited to, a message, text, sound, or image by means of an electronic devise, including but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager. (Ed. Code 32261 (g)).

Prevention of Bullying

To ensure bullying does not occur on school campuses, Lashon Academy will provide staff development training in bullying prevention and cultivate acceptance and understanding in all students and staff to build each school's capacity to maintain a safe and healthy learning environment.

Lashon Academy works toward preventing bullying by fostering a learning environment that focuses on values of respect and tolerance. Students who bully are in violation of this policy and are subject to disciplinary action up to and including expulsion.

Reporting, Investigating, Mediation and Consequence Procedures

Lashon Academy expects students and/or staff to immediately report incidents of bullying to the Principal or designee. Staff who witness such acts take immediate steps to intervene when safe to do so. Each complaint of bullying should be promptly investigated. This policy applies to students on school grounds, while traveling...
Students are expected to immediately report incidents of bullying to the Principal or designee.

Students can rely on staff to promptly investigate each complaint of bullying in a thorough and confidential manner. The school will make reasonable efforts to keep a report of bullying and the results of investigation confidential.

Staff who witnesses acts of bullying shall take immediate steps to intervene when safe to do so. People witnessing or experiencing bullying are strongly encouraged to report the incident; such reporting will not reflect on the target or witnesses in any way.

If the complainant student or the parent of the student feels that appropriate resolution of the investigation or complaint has not been reached, the student or the parent of the student should contact the Principal. The school system prohibits retaliatory behavior against any complainant or any participant in the complaint process.

When appropriate the school will work with students and parents to communicate and resolve issues among themselves.

Students will be made aware of how their actions constitute bullying and the impact of their actions. Parents will be made aware of the concern. A log will be kept that includes the behavioral actions. Students will be asked to voice their views to be included in the log.

If the actions are ongoing, students and parents sign behavior contracts consistent with written and communicated behavior codes for students, teachers, and staff. This contract will lay forth the further procedures on a case-by-case basis.

Any student who engages in bullying may be subject to disciplinary action up to and including expulsion.

UNIFORM COMPLAINT PROCEDURE

Where and How to File A Complaint

The California Code of Regulations (Title 5, Section 4600 et seq.) requires the districts, among other things, to adopt and publish procedures referred to as the Uniform Complaint Procedures (UCP) that provide for prompt and equitable resolution of discrimination, harassment, intimidation, and bullying complaints.

If you are a student, parent or interested third party or organization and you want to report an instance of discrimination, harassment, intimidation and bullying, a complaint must be filed with the Principal no later than six months from the date the incident occurred, or the date you first obtained knowledge that the incident occurred.

The UCP sets out the requirements for a valid complaint. A valid complaint must:

- Be written
- Be made by the person who experienced discrimination, harassment, intimidation and bullying, or by someone else on their behalf
- Be signed by the person reporting the alleged acts of discrimination, harassment, intimidation, and bullying
- Describe the specific acts of discrimination, harassment, intimidation and bullying
- State the alleged basis of the complaint (e.g., race, religion, gender, etc.)
- Be filed within 6 months of the date of the discrimination or harassment, or within 6 months of when the person making the complaint first found out about the discrimination or harassment
Response to Complaints

Within 60 days from the date of receipt of the complaint, the school shall conduct and complete an investigation of the complaint and prepare a written decision. During this process, the person responsible for the filing of the complaint is to be given the opportunity to provide evidence he/she believes supports the allegations. The school decision will include: (1) findings of fact; (2) conclusions of law; (3) disposition of the complaint; (4) the rationale for such disposition; (5) corrective actions, if necessary; (6) notice of the right to appeal the school’s decision to the California Department of Education (CDE) within 15 days; and, (7) the procedures to be followed to initiate such an appeal.

Contact Information to File a Complaint

Lashon Academy Contact: Daniela Anino-Principal
7477 Kester Ave. Van Nuys, CA 91405
818 514-4566 ♦ INFO@LASHONACADEMY.ORG

Categorical Programs Complaints Management (CPCM) Office
California Department of Education (CDE)
1430 N. Street Sacramento, CA 95814 ♦ 916 319-0929

GENERAL DISCIPLINE APPROACH

To preserve and protect this safe and welcoming environment, Lashon Academy will apply exclusionary discipline (suspension and expulsion) to serious incidents of student misbehavior that pose a threat to others or that are required under federal or California law. For non-emergency student misconduct, we will favor discipline techniques other than exclusionary discipline as a means to teach appropriate behavior and use progressive disciplinary approaches as needed.

Lashon Academy is a public charter school and a school of choice. Students who engage in prohibited misconduct as described in the charter petition, or do not meet the code of conduct and expectation requirements outlined in policies may be expelled.

Involving Stakeholders (Staff, Parents, Students, Legal Counsel)

The Lashon Academy Board will develop a detailed pupil suspension and expulsion policy and procedures, with the input of school staff, parents, and legal counsel that will provide students with “due process” rights when the school considers suspension or expulsion. Federal law describing the process that must be adhered to when disciplining students, including court decisions, and extensive laws governing discipline of special education students, will control the design of the policy and procedures. The Principal and Board members will become well versed in these policy and process requirements through workshops and trainings in order to implement the policy and procedures in accordance with the law.

Lashon Academy’s lists of suspension and expulsion offenses in this charter are preliminary lists, subject to later revision pursuant to the creation of the detailed policy and procedures regarding suspension and expulsion that the Lashon Academy Board will develop with input from parents, staff and legal counsel, adopt, periodically review, and modify as necessary.

The adopted suspension and expulsion policy, including the offenses that may result in suspension or expulsion, will be cognizant of federal protections for students, such as first amendment rights. Prior to enacting any “zero tolerance” provisions, Lashon Academy will consult with legal counsel to determine the
limiting factors for such provisions.

The suspension and expulsion policy will address the most serious disciplinary problems when a student’s behavior is a danger to other students or staff, or after a school’s less severe disciplinary practices (designed to be corrective) have proven ineffective and the student presents a substantial and ongoing disruption to the school’s operations. When a student violates this policy, it may be necessary to suspend or expel the student from regular classroom instruction in order to promote learning and protect the safety and well being of all students and staff.

Petitioners reviewed LAUSD’s Discipline Foundation Policy: School-Wide Positive Behavior Support and the lists of offenses and procedures that apply to students attending non-charter schools in California Education Code passages cited above. The petitioners have created lists of offenses and procedures for Lashon Academy that will provide adequate safety for students, staff, and visitors to the school and serve the best interests of Lashon Academy’s students and parents/guardians. Summaries of Lashon Academy’s draft suspension and expulsions procedures and due process provisions are described later in this section.

LOCATION OF OFFENSE

A student may be suspended or expelled for any of the acts enumerated in this section, related to school activity or school attendance, that occur at any of the following times:

- While on school grounds.
- While going to or coming from school.
- During the lunch period whether on or off campus.
- During, or while going to or coming from, a school-sponsored activity

REASONS FOR EXPULSION

Lashon Academy chooses to apply the list of mandatory and discretionary expellable offenses contained in the California Education Code to this charter school.

MANDATORY SUSPENSION & RECOMMENDATION FOR EXPULSION

The Principal will impose mandatory immediate suspension and the recommendation for expulsion of students who commit any of the five offenses below, as listed in Ed. Code § 48915 (c):

- Possess, sell, or otherwise furnish a firearm
- Brandish a knife at another person
- Sell a controlled substance
- Commit or attempt to commit a sexual assault or sexual battery
- Possess an explosive

In compliance with the Federal Gun-Free Schools Act of 1994, Lashon Academy will impose a one calendar year of expulsion for any student bringing a firearm to school and will refer the student to law enforcement. The list above aligns to and fulfills this federal mandate.

DISCRETIONARY RECOMMENDATION FOR EXPULSION

For the five offenses below, as listed in Ed. Code § 48915 (a), the Principal may recommend expulsion or may find that “expulsion is inappropriate due to the particular circumstance.” These significant but discretionary
offenses include:

- Causing serious physical injury to another person, except in self-defense
- Possession of any knife or other dangerous object of no reasonable use to the pupil
- Unlawful possession of any controlled substance listed in Chapter 2 (§ 11053 et seq.) of Division 10 of the Health and Safety Code, except for the first offense for the possession of not more than one ounce of marijuana, other than concentrated cannabis
- Robbery or extortion
- Assault or battery, as defined in Penal Code § 240 and § 242, on any school employee

The Board’s decision to expel a student because of one of these offenses will be based on one of the following findings:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct
2. Due to the nature of the act, the presence of the pupil causes continuing danger to the physical safety of the pupil or others

**GROUNDS FOR SUSPENSION -- OR EXPULSION, DEPENDING ON SEVERITY OR NUMBER OF OCCURRENCES**

The following list of offenses that could result in suspension and/or expulsion at Lashon Academy are adapted from, but not identical to, offenses specified in Ed. Code §48900. At Lashon Academy, if the Principal determines that a student has committed any of the acts listed below, the Principal may suspend the student and, further, may recommend the student for expulsion. Offenses that could lead to suspension or expulsion depending on severity or number of occurrences are as follows:

- Caused, attempted to cause, or threatened to cause physical injury to another person; willfully used force or violence on another person, except in self-defense
- Destroyed, stole, or attempted to steal school property or private property worth $25.00 or more
- Disrupted school activities, including but not limited to the unwarranted pulling of a fire alarm, throwing food, or stuffing inappropriate items or quantities of item into toilet bowls, or engaging in activities that would expose the student to a danger situation including unauthorized leaving of a supervised area.
- Engaged in bullying, hazing, intimidating, or harassing a pupil or school personnel, including but not limited to electronic acts and verbal or written sexual harassment
- Engaged in acts of vandalism, including but not limited to graffiti or spitting.
- Engaged in habitual profanity or committed an obscene act, including but not limited to making disrespectful gestures

**DUE PROCESS AT LASHON ACADEMY**

1. Adopt Policies. The Lashon Academy Board will review, adopt and periodically revise a pupil behavior policy and a suspension and expulsion policy at open meetings where parents, staff and other community members may observe and offer comments.

2. Inform Students, Parents & Guardians. The behavior policy will clearly describe student behavioral expectations and disciplinary consequences. Lashon Academy will post both the behavior policy and the suspension and expulsion policy on the school’s website. The Principal shall ensure that students and their parents or guardians receive written notice of all discipline policies and procedures upon enrollment. The notice shall state that copies are also available on request at Lashon Academy’s main office. The school will prepare copies in English, Spanish and Hebrew and in other languages if required to serve the school’s enrolled families.

3. Report Violation. Students who observe or have knowledge of any planned or actual violation of the
behavior policy, or students who are victims of any planned or actual violation of the behavior policy, should immediately report the incident to a teacher, staff member or the Principal. A teacher or staff member who observes or has knowledge of any planned or actual violation or who is the victim of any planned or actual violation shall immediately report the violation to the Principal.

4. Investigate Violation. The Principal shall expeditiously investigate the occurrence, collect evidence, and take statements, then determine whether the incident merits suspension or expulsion. This investigation may include conducting a lawful search of a student’s attire, personal property, vehicle, or school property, including books, desks and school lockers, if the Principal has reasonable grounds for suspecting a search will uncover evidence that a student has violated or is violating the law or rules of the school. However, the search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

SUSPENSION PROCEDURES

1. Informal Conference. Unless a student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal will conduct an informal conference with the student before deciding to suspend the student. At this conference, the Principal will orally inform the student of what the student is accused of doing and the basis of the accusation. The student will be given the opportunity to present informal proof and the student’s side of the story before the Principal decides whether to suspend the student.

   - If the Principal determines that the student poses a continuing danger to persons or property, or an ongoing threat of disrupting the academic process, the Principal may suspend the student prior to the informal conference.
   - If the Principal suspends a student without the informal conference, both the student and the parent or guardian will be notified of their right to return to school for the purpose of a conference within five (5) school days, or at the parent’s or guardian’s earliest opportunity.

2. Duration of Suspension. The Principal determines the appropriate length of the suspension, up to ten (10) school days. When suspensions do not include a recommendation for expulsion, they shall not exceed ten (10) consecutive school days per suspension.

   - If the suspension also includes a recommendation for expulsion, then additional due process steps apply. See “Expulsion Procedures” below.

3. Contact Parent or Guardian. At the time of the suspension decision, a Lashon Academy employee will make a reasonable effort to contact the parent or guardian by telephone or electronic message to inform him or her of the suspension and the reasons for the suspension.

   - If the suspension is to begin that school day and Lashon Academy cannot reach a parent or guardian to arrange for supervision of a suspended student, then the school will hold the suspended student in an isolated but supervised manner at the school, unless hospitalized or detained in a correctional facility, until the close of that school day.

4. Written Notice of Suspension. The Principal will send written notice of the suspension within one (1) school day to the parent or guardian and to the student. A copy of this notice will be placed in the student’s cumulative file at Lashon Academy.

   - The notice of suspension will state the fact of suspension, its duration and the specific offense committed by the student. In addition, the notice may state the date and time when the student may return to school. The notice will also state that, if desired by the parent or guardian, Lashon Academy will promptly hold a meeting at which to discuss the suspension and at which the student may be present and afforded
an opportunity to present informal proof of the student’s side of the case.
• Additionally, if the Principal wishes to ask the parent or guardian to confer regarding matters pertinent to the suspension, the notice may ask the parent or guardian to respond to that request without delay.

5. Change of Placement Required Interim Alternative Educational Settings for Certain Offenses, Parent Notices, Manifest Determinations. If the student has an IEP or a 504 Plan, Lashon Academy will ensure that the school 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. The Principal will initiate procedures set forth in the MOU regarding special education between LAUSD and Lashon Academy, regarding change of placement, required interim alternative educational settings for certain offenses, parent notices, manifest determinations and all related matters. (See the “Special Education Students” section below.)

6. Behavior Contract. The Principal may require the student and the student’s parent or guardian to sign a contract that states the conditions that the student is expected to meet while enrolled at Lashon Academy. If the student breaks the behavior contract, a more severe form of discipline, such as expulsion, may be appropriate depending upon the circumstances. The school will keep the signed contract and give a copy to the parent or guardian and to the student.

7. Right to Appeal Suspension. The student’s parent or guardian may appeal the suspension decision within five (5) school days of Lashon Academy sending the Notice of Suspension to the student and parent or guardian. If no appeal is requested the decision is final and accepted.

8. Written Appeal of Suspension. If the student’s parent or guardian requests an appeal, it must be in writing, signed by the parent or guardian, directed to the Principal, and received by the Lashon Academy front office by 4:00 pm of the fifth day. Parents or guardians may compose their appeal requests in their home language.

9. Suspension Appeal Process. The Principal will attempt to resolve the appeal with a written response within ten (10) school days of receiving the written appeal. After appeal at the School level, if further appeal is desired, the student or the student’s parent or guardian may appeal in writing to the President of the Lashon Academy Board within five (5) school days of the date of the Principal’s written response.

• Lashon Academy School Board will post this closed session matter and report its decision in the manner required by the Brown Act at a meeting held within fifteen (15) school days of receipt of the appeal. All parties may present evidence and the Principal will submit a written recommendation to the Board.
• The Board will deliberate in closed session and report its decision in open session. The Board decision will be final.
• If any suspension appeal is denied, the student or the student’s parent or guardian may place a written rebuttal to the action in the student’s file.

**EXPULSION PROCEDURES**

1. Expulsion Recommendation. After the Principal investigates an incident, determines the offense should result in a suspension, and initiates the procedures to suspend the student as outlined above, the Principal may also decide to recommend, or be required to recommend, expulsion.

2. Extension of Suspension Pending Expulsion. If the Principal wants to consider extending a student’s suspension pending an expulsion decision, the Principal will invite the student and the student’s parent or guardian to a meeting held within five (5) school days of the student’s suspension to discuss extending the suspension.

• The purpose of the meeting will be to discuss the extension of the suspension and may be conducted as part of the initial meeting with the parent or guardian after the suspension. At this meeting, the participants will discuss the offense and its repercussions. If the student has committed an offense that requires a mandatory expulsion recommendation, this will be discussed at the meeting so that all parties understand why the Principal must recommend expulsion.
• The Principal may only extend the suspension if, the Principal determines after the meeting that the presence of the student at Lashon Academy would cause a danger to persons or property, or a threat of disrupting the instructional process.

3. Timely Scheduling of Expulsion Hearing. The Lashon Academy Board of Directors will schedule an expulsion hearing within 30 school days of the date the Principal recommended expulsion.

4. Letter Regarding Expulsion Hearing. The Principal will send a letter by certified mail to the student and the student’s parent or guardian regarding the expulsion hearing. The school will send this letter to the address reflected in the pupil’s student file at least ten (10) calendar days before the date of the hearing.

• The letter shall notify the student and the student’s parent or guardian of the following:
  • The date, time and place of the expulsion hearing;
  • The student’s right to postpone the expulsion hearing, if requested by the student and the student’s parent or guardian in writing, for a period of time not to exceed 30 calendar days;
  • The Board’s discretion to grant any further extension of time requested by the student and the student’s parent or guardian in writing.
  • A statement of the facts, charges and offenses upon which the proposed expulsion is based;
  • A copy of Lashon Academy’s disciplinary rules relating to the alleged violation;
  • Notice of the obligation for the student and the parent or guardian to provide information about the student’s status at Lashon Academy to any other school district or school to which the student seeks enrollment;
  • The opportunity for the student and the student’s parent or guardian to appear at the expulsion hearing in person and to employ and be represented by legal counsel or an advocate at the expulsion hearing;
  • The right of the student and the student’s parent or guardian, legal counsel or advocate to inspect and obtain copies of all documents to be used at the expulsion hearing;
  • The opportunity of the student and the student’s parent or guardian, legal counsel or advocate to confront and question witnesses who testify at the expulsion hearing (unless revealing the name of a student witness or requiring that the student testify could subject the student to risk, in which case statements and reports of such students may be relied on in lieu of live testimony and student names do not have to be revealed);
  • The opportunity of the student and the student’s parent or guardian, counsel or advocate to question all evidence presented and to present oral and documentary evidence on the student’s behalf, including witness testimony.

5. Lashon Academy Record of Expulsion. Lashon Academy shall maintain documents that may be used at the hearing and make them available for review by the student and the student’s parent or guardian. These papers may include, but are not limited to, the following: a record of the student’s attendance and grades; a record of previous infractions; a statement of the facts surrounding the case made by the Principal; a statement of the facts surrounding the case made by witnesses; a law enforcement agency’s report; and any other relevant matter.

6. Expulsion Hearing. The Lashon Academy Board of Directors will conduct the expulsion hearing in a session closed to the public unless the student or the student’s parent or guardian requests, in writing, at least five (5) days before the date of the hearing, that the hearing be conducted at a public meeting.

• Lashon Academy School Board will post this closed session matter and report its decision in the manner required by the Brown Act. Regardless of whether the expulsion hearing is conducted in a closed or public session, the Board may deliberate in a closed session but must report its decision in open session.
• If the Board admits any other person to a closed deliberation session, the student, the student’s parent or guardian, and the legal counsel or advocate of the student also shall be allowed to attend the closed deliberations.
A record of the hearing shall be made and may be maintained in a manner that permits a complete written transcription of the proceedings to be made.

7. Evidence & Testimony. While the technical rules of evidence do not apply to expulsion hearings, parties may provide the kind of evidence on which reasonable persons could rely in the conduct of serious affairs. The Principal’s recommendation to expel must be supported by substantial evidence that the student committed an expellable offense.

- The Board will base its findings of fact solely on evidence produced at the hearing. Hearsay evidence is admissible, but the Board will not base a decision to expel solely on hearsay evidence. The Board may admit sworn declarations, as testimony from witnesses who the Board determines may be subject to an unreasonable risk of physical or psychological harm if their identities were disclosed or if they testified in person at the hearing.
- If, due to a written request by the expelled pupil, the Board holds the expulsion hearing at a public meeting, and the charge is committing or attempting to commit a sexual assault or committing a sexual battery, then a complaining witness shall have the right to have his or her testimony heard in a session closed to the public.

8. Expulsion Decision. The Principal shall submit a written recommendation, with findings of fact, to the Board of Directors who will make a final determination regarding the expulsion. The Board can only take final action to expel a student in a public session. The Board shall make its decision within the latter of ten (10) school days following the conclusion of the expulsion hearing, or forty (40) school days after the date of the pupil’s removal from Lashon Academy for the incident for which the recommendation for expulsion is made, unless the student has requested in writing that the decision be postponed.

9. Decision Not to Expel. If the Principal decides not to recommend expulsion, or if the Board decides not to expel, then the student shall be reinstated and permitted to return to classroom programs. Decisions not to recommend expulsion or not to expel shall be final.

10. Decision to Expel & Appeal Procedure. If the Lashon Academy Board of Directors decides to expel the student, then the student or student’s parent or guardian may submit a written objection and request for reconsideration to the Board within ten (10) days of the Board’s decision.

- Reconsideration will be posted and conducted in the same manner as the expulsion hearing, deliberation, and decision in compliance with the Brown Act. Reconsidered decisions of the Lashon Academy Board of Directors shall be final unless successfully appealed to the Los Angeles County Board of Education.
- The student or the student’s parent or guardian may file an appeal of the Lashon Academy Board’s decision to expel with the Los Angeles County Board of Education according to Los Angeles County Board of Education procedures if permitted by the Los Angeles County Board of Education. If this appeal is made, decisions of the Los Angeles County Board of Education shall be final.

11. Rehabilitation Plan. Students expelled from Lashon Academy shall be given a rehabilitation plan developed by the Board of Directors, or its designee, at the time of the expulsion order. The rehabilitation plan will include, but not be limited to, procedures for periodic review as well as assessment at the time of review for readmission. The rehabilitation plan will include a date no later than one (1) year from the date of expulsion when the pupil may reapply to the school for readmission.

12. Suspension of Expulsion. The Lashon Academy Board, upon voting to expel a pupil, may suspend the enforcement of the expulsion order for a period of not more than one calendar year. The Board may assign the pupil to a school, class or program deemed appropriate for the rehabilitation of the student as a condition of the suspension of enforcement, or require other conditions such as good behavior or attendance.

- The rehabilitation program to which the pupil is assigned may provide for the involvement of the student’s parent or guardian in his or her child’s education in ways that are specified in the rehabilitation program. A parent or guardian’s refusal to participate in the rehabilitation program shall not be
considered in the Board’s determination as to whether the student has satisfactorily completed the rehabilitation program.

- If the student satisfactorily completes the rehabilitation program, then the expulsion will be expunged from the student’s record.

13. Written Notices of Expulsion. Following a Board decision to expel a student, the Principal shall send a written notice of the decision to expel to the student and the student’s parent or guardian. The notice shall include the following:

- Notice of the specific offense committed by the student;
- The Board’s findings of fact;
- The student’s rehabilitation plan;
- The process for readmission;
- Notice of the right to submit a written objection and request for reconsideration to the school’s Board of Directors within 10 school days;
- Notice that the decision of the Lashon Academy Board of Directors shall be final unless successfully appealed to the Los Angeles County Board of Education; and
- Notice of the student’s and parent or guardian’s obligation to inform any new district in which the student seeks to enroll of the student’s status within the charter school.

14. Notification of Expulsion to the District. The Principal shall also send written notice of the decision to expel to the student’s district of residence and the Los Angeles County Office of Education. This notice shall include the student’s name and the specific expellable offense committed by the student.

15. Continuing Education. Expelled students are responsible for seeking alternative education programs, including but not limited to programs within the County or their school district of residence, such as a community day school.

- Special education students remain entitled to continued educational services. These educational services will be provided in accordance with the special education provisions for suspended and expelled students in the Lashon Academy charter and it’s MOU with LAUSD to ensure that these students continue to receive educational services.

16. Readmission Decision. Lashon Academy’s Board of Directors shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission.

- The Principal, the student, and the student’s parent or guardian shall first meet to determine whether the student has successfully completed the rehabilitation plan and to determine whether the student poses a threat to others or will be disruptive to the school environment.
- The Principal shall make a recommendation to the Lashon Academy Board following the meeting regarding the Principal’s determination.
- The Board will make its decision at a meeting posted and conducted in compliance with the Brown Act. The decision to readmit a student or to admit a student previously expelled pupil from another school district or charter school shall be at the sole discretion of the Lashon Academy Board of Directors.

17. Records. Lashon Academy will maintain records of all student suspensions and expulsions at the school site and make such records available for LAUSD’s review upon request.

- If a student is expelled from Lashon Academy, the school will notify the superintendent (or designee) of the school district of the pupil’s last known address within thirty (30) days. In addition, Lashon Academy 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, as required by Ed. Code 47605 (d) (3).
- Lashon Academy will also submit an expulsion packet to the LAUSD Innovation and Charter Schools
Division (ICSD) immediately or as soon as practically possible, containing items required by ICSD.

- Finally, Lashon Academy will also forward student records upon request to the receiving school district, if different from the district of residence, in a timely fashion.

OUTCOME DATA

Lashon Academy shall maintain all data, involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

REHABILITATION PLANS

Pupils who are expelled from Lashon Academy shall be given a rehabilitation plan upon expulsion as developed by Lashon Academy’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to Lashon Academy for readmission.

READMISSION

The Lashon Academy’s governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, the Lashon Academy’s governing board shall readmit the pupil; unless the School’s governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil’s parent or guardian at the time the expulsion order is entered. Lashon Academy is responsible for reinstating the student upon the conclusion of the expulsion period.

SPECIAL EDUCATION STUDENTS

In the case of a student who has an Individualized Education Plan (“IEP”), or a student who has a 504 Plan, Lashon Academy 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. As set forth in the MOU regarding special education between the District and Lashon Academy, 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 School’s administrator will convene a Link Determination meeting to ask the following two questions: A) Was the misconduct caused by, or directly and substantially related to the student’s disability? B) Was the misconduct a direct result of Lashon Academy’s failure to implement 504?

VERIFICATION OF RECEIPT & INTERNET AGREEMENT FORMS

Parents/legal guardians are asked to read and review this Lashon Academy Parent and Student Handbook with your child(ren) each year. It is important that parents and students understand the expectations and rules for the school. Your signatures will indicate that you have reviewed and discussed the Handbook together and that you join Lashon Academy in our efforts to keep your school safe and orderly.
If there is a conflict between the rules expressed in the Handbook and your child's planner or classroom rules, the rules expressed in the Handbook shall take precedence. Please contact the Office Manager if you have questions or need clarification.

Please sign, and return the following page to the Lashon Academy Office Manager.
Parent/Legal Guardian Section for Handbook and Internet Use

A copy of the Parent-Student Handbook is located on our website.

As the parent/legal guardian(s) of the student signing below, I/we will:

Provide Home Academic Support by:

- Ensuring that my child is ready to learn
- Assisting and monitoring homework assignments
- Following through with school recommended actions
- Reviewing this agreement with student

Provide School Support by:

- Affirming the Tardiness and Absenteeism Policy by ensuring that my child regularly attends and arrives to school on time
- Supporting and adhering to the School’s Discipline Policy
- Adhering to the School’s Uniform Policy
- Attending and participating at mandatory Parent Meetings

I Grant permission for my child(ren) to access the Internet at School. I understand that the school’s computing resources are intended for educational purposes only; it is impossible for the school to restrict access to the entire network; Individuals and families may be held liable for violating the Internet Use Agreement.

My/Our signature below represents my/our understanding and full commitment to the above conditions for the 2016/2017 school year. I/We have also discussed with my/our child.

_________________________________________  ______________________________________
Parent/Legal Guardian’s Signature            Parent/Legal Guardian’s Signature

The student agrees to do the following: (To be completed by students in Grades 2 or higher)

Demonstrate Academic Effort by:

- Coming to school ready to learn
- Completing all class and homework assignments
- Affirming the Tardiness and Absenteeism Policy by attending and arriving to school/classes on time
- Adhering to the school’s Discipline Policy Adhering to the school’s Uniform Policy
- Following all school rules and policies
- I understand that if I violate the rules, my Internet access can be terminated and I may face other disciplinary measures

Student Name: ___________________________________________  Grade: ________
July 18, 2017

José Cole-Gutiérrez, Director
Charter Schools Division
Los Angeles Unified School District
333 S. Beaudry Ave., 20th Floor
Los Angeles, California 90017

Re: Charter Renewal Petitions for Lashon Academy

Dear Mr. Cole-Gutiérrez,

Lashon Academy (the “Charter School”) is proud to submit to the Los Angeles Unified School District (“LAUSD” or the “District”) its charter renewal petition for the term of July 1, 2018 through and including June 30, 2023. In 2016, 64% of Lashon Academy students scored at the standards met or standards exceeded level on the California Assessment of Student Performance and Progress in English language arts, and 61% of students scored at those levels in math. Entering our fourth year of operation, the Charter School is fully subscribed in grades K-5, with a waiting list at several grades. In 2016-17, 49% of our student body was Hispanic /Latino, and 62% of our students were English Learners.

We greatly value our partnership with LAUSD and wish to continue operating our charter school under LAUSD’s authorization for the next five years. However, we have strong disagreement with some of LAUSD’s District Required Language (“DRL”) that imposes extra-legal requirements on Lashon Academy. In particular, we have concerns with three sections of 2016-17 DRL: membership in LAUSD’s SELPA, the District’s Racial and Ethnic Balance goal, and the binding arbitration provision of the dispute resolution procedures.

Lashon Academy has signed LAUSD’s “Option 2” memorandum of understanding for the delivery of special education services. Over the past three years, the Charter School has found the costs for this option to be exorbitant, particularly in light of the dearth of services it receives. We have repeatedly voiced concerns with special education and related services to Charter Operated Programs, but no relief has been forthcoming. Accordingly, Lashon Academy is investigating alternate special education local plan area membership options, in accordance with its legal rights under Education Code Section 47641.

While the Charter School commends the LAUSD’s efforts to comply with the Crawford Court Order, Lashon Academy cannot reasonably be held to the District’s Racial and Ethnic Balance goal of 70:30 or 60:40. Because charter schools are legally prohibited from discriminating in admission based upon race, ethnicity, and nationality (in addition to other protected classes), they can only shape the characteristics of a student population through outreach and recruitment. Outreach and recruitment are imperfect solutions on their own, and could be undermined by the effects of an admission lottery. Achieving a Predominantly Hispanic, Black, Asian and Other student population of 60% or 70%, compared with an Other White population of 40% or 30% is
not legally required for charter schools. Lashon Academy, again, respects this goal, but declines to be held to its specific measures.

The requirement that disputes ultimately be resolved through binding arbitration means that Lashon Academy is deprived of its right to have its dispute tried by a jury or a judge. It also allows for a decision that is not based upon law. Instead of proceeding to binding arbitration, the Charter School would agree to resolve any disputes persisting past the mediation stage, through any remedy available under the law.

Accordingly, you will see that in certain elements of our charter renewal petitions we have consciously decided not to include and/or to edit the DRL in an effort to align our petitions with the laws applicable to charter schools and to clarify that we are no longer agreeing to waive our rights under the law. Please note that we have worked with legal counsel and believe that agreeing to these three extra-legal requirements is not in the best interest of our students; therefore, we do not intend to negotiate our decisions regarding the DRL with LAUSD. We sincerely hope that LAUSD staff will recommend approval of Lashon Academy’s renewal charter petition based on the fact that the school has met the legal criteria for renewal as defined in Education Code section 47607(b); however, should LAUSD staff wish to recommend denial of our renewal petitions based on the DRL, we are prepared to pursue our appeal rights to the Los Angeles County Board of Education.

Should you have any questions or require additional information, please contact me at any time.

Sincerely,

Josh Stock
Executive Director

Lashon Academy Charter School
818.514.4566 – www.lashonacademy.org