

Spring 2013



**PORTOLA COLLEGE PREPARATORY CHARTER  
AND HIGHLY GIFTED MAGNET**

Submitted: March 7, 2013

18720 Linnet Street  
Tarzana, CA 91356

Term of Charter  
July 1, 2013 to June 30, 2018

# Table of Contents

Affirmations and Assurances.....	4
Element 1 - Description of the Education Program.....	5
Element 2 - Measurable Pupil Outcomes.....	26
Element 3 - Means to Assess Pupil Progress.....	29
Element 4 - Governance.....	32
Element 5 - Employee Qualifications.....	37
Element 6 - Health and Safety.....	39
Element 7 - Means to Achieve Racial & Ethnic Balance.....	40
Element 8 - Admission Requirements.....	41
Element 9 - Annual Financial Audit.....	43
Element 10 - Suspensions and Expulsions.....	44
Element 11 - Employee Benefits.....	46
Element 12 - Attendance Alternatives.....	47
Element 13 - Rights of District Employees.....	48
Element 14 - Mandatory Dispute Resolution.....	49
Element 15 - Exclusive Public School Employer.....	50
Element 16 - Charter School Closure.....	51

# Appendices

1A – Letter of Intent

2A – Charter Briefing Page

3A – Initial Screening Checklist

4A – Charter Block Grant Utilization

5A – Signature Pages

6A – Lottery Form

## ELEMENT 1:

Attachment A – Instructional Calendar

Attachment B – Bell Schedule

Attachment C – Demographic Data

Attachment D – Subjects Taught by Grade Level

Attachment E – Electives

Attachment F – Textbooks Used

## ELEMENT 2:

Attachment G – API Growth Report

## ELEMENT 3:

Not Applicable

## ELEMENT 4:

Attachment H – SBM/UTLA Waiver

## **AFFIRMATIONS AND ASSURANCES:**

Portola College Preparatory Charter and Highly Gifted Magnet (herein, referred to as “Portola”) shall:

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

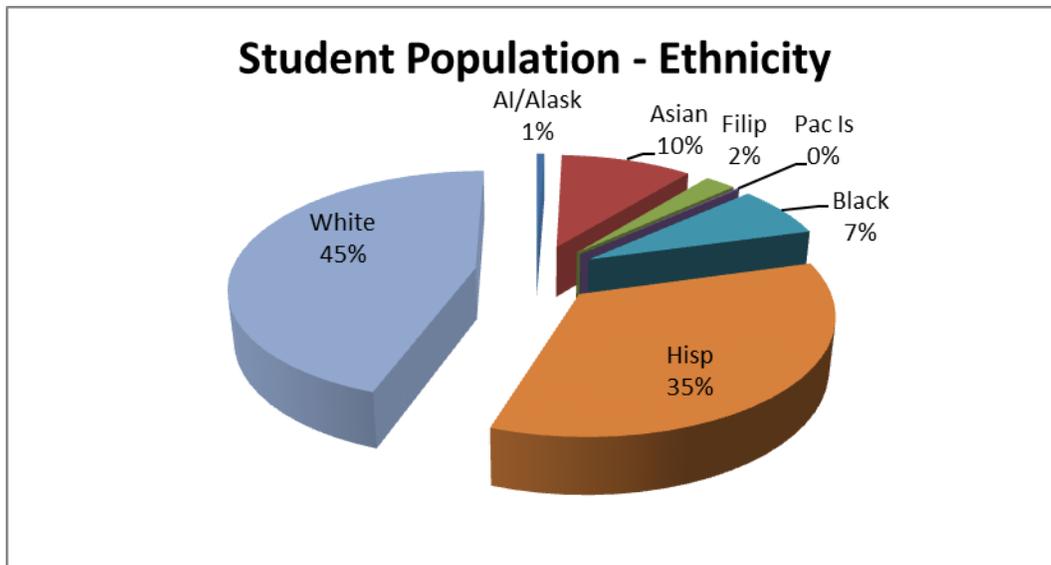
## ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

The address of Portola is:	18720 Linnet Street Tarzana, California 91356
The phone number of Portola is:	(818) 654-3300
The contact person for Portola is:	Adrienne “Drini” Shaha, Principal
The term of the charter shall be:	July 1, 2013 to June 30, 2018
The grade configuration is:	Middle School, 6 <sup>th</sup> – 8 <sup>th</sup> grade
The number of students in the first year will be:	1,771
The grade level(s) of the students the first year will be:	6 <sup>th</sup> – 8 <sup>th</sup> grade
The scheduled opening date of Portola is:	August 13, 2013
The operational capacity will be:	2,063
The instructional calendar will be:	See Attachment A
The bell schedule for Portola will be:	See Attachment B

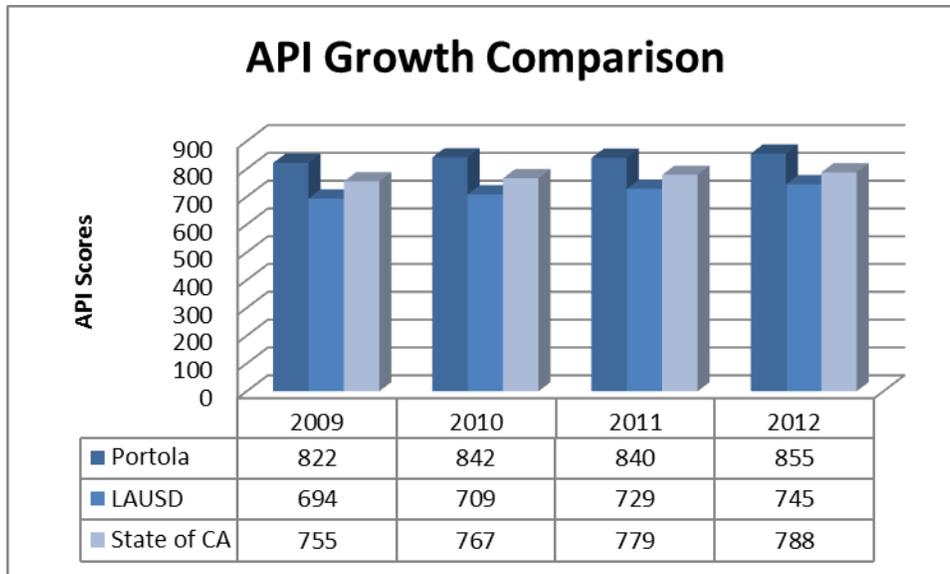
## STUDENTS THE SCHOOL PROPOSES TO SERVE

Portola College Preparatory Charter and Highly Gifted Magnet (Portola) is located in the San Fernando Valley of Los Angeles County. We are one of two middle schools who help make up the Reseda and Taft High School Complex. Portola continues to maintain its status as one of the LAUSD'S highest performing middle schools achieving an Academic Performance Index (API) of 855 in 2011-2012. The pie chart below represents Portola's Student Population by Ethnicity. Of this population 55% are Socioeconomically Disadvantaged, 18% are English Learners, 11% are Special Education, 27% are Gifted/High Ability and 13% are Highly Gifted/Highly Gifted Applicable.



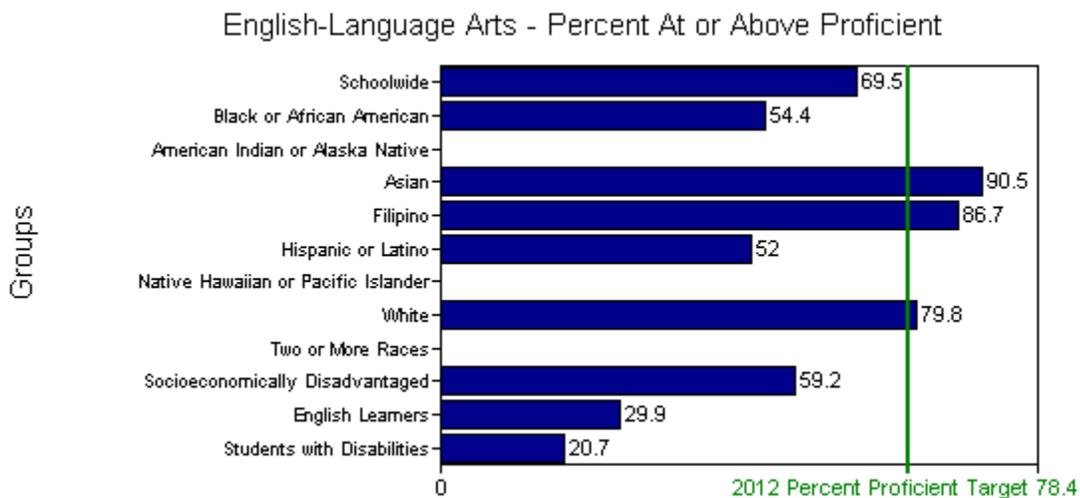
As can be seen from Attachment C, Portola consistently exceeds and outperforms the LAUSD, as well as the state of California, in API scores. Portola has consistently exceeded the state target of 800. Each year, Portola will set a target of maintaining API scores above the state target and strive to increase the previous year's scores. Students will be prepared for the California Standards Test (CST) in the spring of each year. Results of the CST's are analyzed by teachers and administrators to identify the strengths and weaknesses of our students in English Language Arts (ELA), Mathematics, Science and Social Studies. With this specific student information, teachers collaborate at grade levels to share results, plan instruction, design follow-up and reflection, and review teaching strategies utilizing all additional curricular textbook resources to promote student growth in meeting and exceeding the standards. Historically Portola is one of LAUSD's highest performing middle schools with its highly gifted magnet as the highest performing middle school magnet. Portola maintains high

scores and shares the commitment of other LAUSD schools to work toward District goals of improved student achievement. Portola will continue to strive to exceed LAUSD adopted benchmarks on the CST.



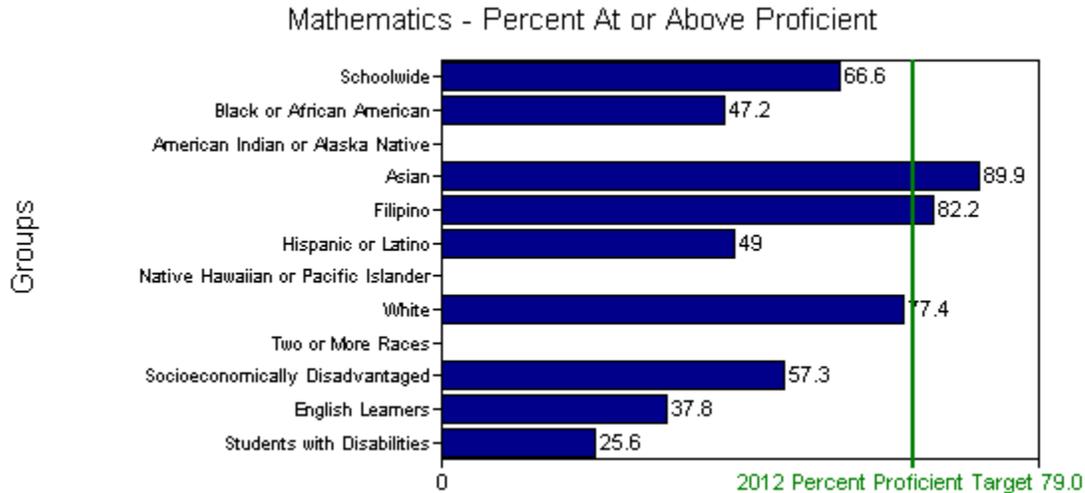
Over the past three years, Portola has made significant gains in the number of students performing Proficient and above. The following information demonstrates the number of targets met in the 2011-2012 school year.

## ENGLISH LANGUAGE ARTS PERCENT AT OR ABOVE PROFICIENT



# MATHEMATICS

## PERCENT AT OR ABOVE PROFICIENT



### MISSION

Portola Middle School and Highly Gifted Magnet is committed to providing an empowering middle school experience where children are inspired to become life-long learners. We will strive for academic excellence through high expectations, and innovative and interactive learning. These tools enable students to become successful in high school and ready for college, career and citizenship.

### VISION

We are a school serving a culturally diverse student body. Using the “Whole Child Concept” students will receive an academically challenging education, while being supported emotionally, physically and socially in a connecting, nurturing, productive, and safe environment. Portola will provide a positive student-centered environment in which all students will develop academic skills, practical skills, and attitudes to enable them to be successful life-long learners and productive, responsible citizens in a diverse society. We envision students who can work to and achieve their fullest potential according to their unique gifts and optimum learning styles. We believe that our students need to be resourceful, responsible learners to meet the challenges of our rapidly changing world.

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

We believe that 21st century learners are independent thinkers who are responsible partners in their own learning. They must be prepared to think critically, assess various situations, synthesize information into actionable steps, use problem-solving skills, and access and organize knowledge and information obtained through educational training. 21<sup>st</sup> century learners must be civic-minded, take personal responsibility, be able to use technology, demonstrate proficiency in the California State Content Standards, and effectively communicate within a swiftly advancing, skilled world. Children who learn to approach problems with an open mind and to understand the cultures and beliefs of others will become respectful, caring leaders. Upon culmination, Portola students will have:

- Gained knowledge in both core and non-core disciplines as defined by the California State Standards and frameworks for Middle School grades.
- Mastered the cognitive and learning skills that will enable them to use this knowledge in high school.
- Internalized values that will enable them to be productive and responsible citizens, personally invested in their roles as members of local and global communities.
- Developed talents and abilities through a variety of learning opportunities that assist in the preparation to reach their educational, career, personal, and social goals.
- Learn to think critically, make informed decisions, collaborate effectively with others and strive to continue growing as life-long learners.

## **HOW LEARNING BEST OCCURS**

The best learning occurs in student-centered classrooms, where lessons are individualized for student learning styles, lesson comprehension is checked, students are held accountable for comprehension, and lessons take place in a safe, small, nurturing learning-community. The best educational system teaches students how to learn and reason. We are providing students with standards based curriculum instruction, using current educational research-based strategies, basing educational decisions on analysis of school/community data, and offering a variety of interventions and extra-curricular activities to support the instructional program. The focus of Portola's educational system is designed to foster each student's capacity for self-development and personal responsibility to prepare the student for success in high school without remediation. To accomplish that, Portola will provide grade-level curriculum, maximum time in meaningful learning activities, develop reading and writing for content area literacy, and integrate technology for learning so that students are

prepared to compete in a technologically advancing society. Portola's goal is to improve achievement and engagement for all students at all ability levels through a standards-based education that responds to the needs of students, with differentiated and data-proven instructional methods. Portola is committed to ensuring that all students, regardless of ability and achievement levels, racial, cultural, socioeconomic and linguistic backgrounds, are provided with a meaningful, content-rich, thinking-centered, standards-based educational experience that will provide them with appropriate skills for high school. Portola is committed to closing the achievement gap among its subgroups.

Portola embraces innovative teaching methodologies, proven best practices, ongoing professional development, reflection and discussion of student achievement data and corresponding adjustments to teaching practice, flexibility and transparency in an educational organization to ensure student growth and high levels of academic achievement. In addition, Portola embraces student learners of all ability levels and types. Portola provides opportunities for students of all ability levels to demonstrate growth and mastery of a variety of skills and trades to prepare them for success in high school.

Portola will ensure the following:

- Each student is held to high standards and has access to rigorous curricula and quality instruction that is intellectually challenging.
- All students have access to the core curriculum.
- All students have access to qualified certificated personnel.
- Instructional resources support state content standards and are culturally, linguistically, and developmentally appropriate for every student.
- Teachers maintain high expectations for the learning of rigorous content, differentiate instruction for varied learning styles and varied ability levels, and provide students multiple opportunities to learn and demonstrate their learning.
- Students have opportunities to select and be placed into academically appropriate courses reflective of their abilities and needs.
- Students are encouraged to challenge themselves with a variety of learning experiences and within a variety of learning contexts.
- Educators understand and apply strategies for closing the achievement gap.
- All students have access to learning paths that support high school goals.

Students have access to targeted intervention programs that are standards-aligned. Student placement in such programs is based on specific, recent data about student progress. Student progress is frequently assessed, and clear exit criteria are set and applied.

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

Portola's instructional program will provide all students with a rigorous and relevant educational program that addresses closing the achievement gap through differentiated instruction, authentic assessments, innovative technology, professional development to support student needs, targeted intervention, good first teaching and a personalized learning environment.

- **Personalized Learning Environments:**

Portola provides students with an individualized educational experience by offering vertical scaffolding in the form of cores and teams that address students' interests and strengths. Instructional teams embrace collective responsibility to ensure rigorous standards based curriculum and foster a personalized, connecting and nurturing learning environment. The instructional teams will provide enrichment and intervention during the school day using Response to Intervention (RtI<sup>2</sup>) for their own students and provide enrichment and study skills for those students identified with a greater need for academic intervention. We will provide a uniform method for communicating student progress with parents through the use of an internet-based grade system.

- **School Wide Intervention Strategies:**

Portola will continue to expand and refine RtI<sup>2</sup> interventions to help all students reach their full academic potential. English Language Arts and Math teachers provide in-class intervention to their students on the standards they have not mastered, using formative assessments to determine which students need intervention and what needs to be re-taught. Targeted lessons are created to address the mastery of specific skills. Daily and weekly progress reports will be utilized to monitor student progress. One-on-one counseling is offered to address students' personal issues and to support academic success. Parent/Teacher/Counselor

conferences are utilized to support students who are struggling. Student Study Teams are utilized to develop individualized intervention strategies to support student learning. Peer tutoring is an additional support offered to students after school. Lunchtime and afterschool tutoring is offered for students who are struggling in any academic subject.

- **Professional Development (PD):**

Portola provides professional development to support the implementation of culturally relevant and responsive education. The focus will continue to utilize RtI<sup>2</sup>, project based learning, and creating standards based lessons incorporating differentiated instruction, while focusing on engaging students. Professional development is conducted in the following manners: whole staff, cores/teams, grade level and department. During common planning time, teachers will work in academic teams to develop intervention, enrichment and lessons which are interdisciplinary.

## **DESCRIBE A TYPICAL DAY**

Opening its doors 53 years ago, Portola serves as a neighborhood school, as well as a highly gifted magnet (added in 1976) for talented children from all over the city. The Portola family successfully integrates two schools on one campus into a unified school community which provides a challenging educational experience for every student.

A visit to Portola on any given day may begin with a friendly staff eager and willing to assist. The fragrant blooming roses engulf the entire school campus. The serene, immaculate and open campus welcomes visitors. Students may be seen standing on the 8th grade lawn and stage, talking and reading. Students may be seen sitting in the cafeteria pavilion area, studying or discussing homework assignments. On any grassy area outdoors, a class may be working on a science or math project, or preparing a play to perform on the outdoor stage. The beautiful, fully stocked library is inviting to students and guests. Teachers bring their classes to access computers, books and journals for research projects.

The Multi-Purpose Room is constantly in use between drama and music productions, clubs, award ceremonies, speakers, class projects and the youth service after school program.

The fully equipped gym with weight machines, exercise bikes, dance revolution and climbing wall are extremely popular with the students. The physical education teachers work with students on basic sports skills, rules of the game, teamwork, nutrition, cardiovascular activities and hand-eye coordination.

Classroom teachers meet weekly in grade levels, by department and cores/teams to assess data in order to lesson plan and work on differentiated instructional strategies.

Classroom visitors see students eagerly engaged in learning. In every classroom students can be seen engaged in different learning modalities which include group discussion, student led discussions, peer tutoring and small group activities. Teacher assistants, under the direction of the classroom teacher, can be seen assisting with instruction and promoting student learning on a daily basis. Students are engaged in rigorous, standards-based instruction with teachers who explicitly define and articulate the state and national standards that students are expected to meet and exceed. Descriptive criteria, rubrics, and models of work that illustrate these standards are displayed in every classroom. Students participate in evaluating their own work and in setting learning goals for themselves. The curriculum encourages students to gain a deep conceptual understanding of topics or concepts and maintain a high level of engagement through the learning process.

The Resource Support Program (RSP) teacher offers further support to students with special needs. In the Learning Center, the intervention teacher supports students who require additional assistance in meeting grade level standards. The Special Day Program (SDP) teachers provide students with learning disabilities a classroom with additional support to assist.

As you enter Portola's agriculture area, evidence of the schools' Garden Project can be seen in the growing fruit, vegetables and flowers.

At nutrition and lunch, students can be found in the library, reading and studying as well as participating in a variety of sports activities on the PE field. Music on the quad is very popular on Fridays, where students are invited to dance on the 8th grade stage.

## **DESCRIPTION OF INSTRUCTIONAL PROGRAM AND CURRICULUM**

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

Portola's instructional framework focuses on the "Whole Child Concept" with programs that enhance their strengths and build on areas for improvement. Instruction is devoted to academic rigor, use of data to drive instruction, and personalized learning environments. Teacher recommendations, assessments, academic performance, and parent or student referral place students in the proper academic setting to address their diverse needs. Students are placed in highly gifted, honors, regular, or sheltered classes for each of their academic content areas. Students with disabilities are supported in their academics through resource assistants, collaborative co-taught classes and special day classes. In addition to a rigorous academic program, Portola has a strong elective department. Rounding out the instructional framework is a physical education program that strives to promote life-long physical fitness and the relationship between a healthy mind and healthy body.

Portola teachers are dedicated professionals who continually refine their skills through the application of current educational research and best teaching practices which impact teaching and learning.

Portola relies upon research based programs which include examination of data, current use of established methodologies, and research published in educational journals. Prior to the beginning of the instructional year, Portola examines CST data to determine the strengths and weaknesses of the student population (from far below basic to advanced) including all subgroups of student learners (at risk, special needs, socioeconomically disadvantaged, English Learners, gifted and talented, subgroups by ethnicity, and those with Section 504 plans). Research based practices are applied, which include but are not limited to Specially Designed Academic Instruction in English (SDAIE), critical thinking strategies, (Blooms Taxonomy), scaffolding techniques (accountable talk and clear expectations), and differentiation of instruction and curriculum .

Portola continues to expand its use of higher level critical thinking skills through the integration of Bloom's Taxonomy. Higher level thinking skills are applied in our classrooms as students discuss literature, apply mathematical principles, review writing samples, participate in science exploration, relive history, experience the arts, and create assigned projects that combine state standards with these higher level skills. Bloom's Taxonomy complements the acquisition and application of higher level thinking through six levels of questioning, which progress from simple to complex. The levels include knowledge, comprehension, application, analysis, synthesis, and evaluation. Students learn the meanings of the words and use them in questioning discussions across the curriculum. Bloom's Taxonomy is a model for differentiating the challenge level of activities based on students' needs. To meet student needs, teachers will use the Bloom's model in developing assignments and activities geared to the challenge level of different students.

### **Teaching Methodologies:**

Utilizing Culturally Relevant and Responsive Education, Portola teachers will use many instructional practices including differentiation and RtI<sup>2</sup> to address the needs of their students. Methodologies include but are not limited to:

- Project based learning. Students work in groups to solve a real world problem or challenge or prepare a presentation within the parameters set by the teacher.
- Collaborative learning. Students are provided the opportunity to work together to complete specific tasks such as to solve problems, discover information and complete projects. Students are asked to apply what they have learned during guided instruction.
- Cues, prompts and questions. Teachers use cues to activate prior knowledge as well as teach something new. Questions guide the students understanding of

what they are expected to learn. Higher level questions produce deeper learning.

- Inquiry based learning. Questions are posed to students.
- Experimentation. Students develop and test hypotheses.
- Cross Curricular Instruction. Teachers work together to prepare lessons and projects that are interdisciplinary.
- Authentic Assessments. Teachers evaluate students' abilities "in real-world contexts". Students learn how to apply their skills to authentic tasks and projects. The focus is on students' analytical skills; ability to integrate what they learn; creativity; ability to work collaboratively; and written and oral expression skills.
- Projects to address multiple intelligences. Teachers will provide students with project choices that address multiple learning styles such as oral presentations, technology based presentations, written projects and nonlinguistic presentations.

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

The following skills and content areas are taught as required in the California Content Standards, they include, but are not limited to: reading comprehension, drawing inferences, critical thinking, problem solving, communication, social development, emotional well-being, deductive reasoning, skill application, inductive reasoning, cooperative learning, quantitative and qualitative analysis, mastery of algorithms and the use of technology. Portola teachers participate in professional development on the Common Core State Standards to prepare for the transition and develop lesson plans which teach all of the new skills that the Common Core State Standards and the Smarter Balance assessments will require. Attachment D describes the required courses offered, and Attachment E describes the electives at Portola to address and meet the scope and sequence of skills taught across the grade levels and the different subjects the school teaches.

### **How the Curriculum Addresses California Content Standards:**

#### **Common Core:**

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

All courses are California Content Standards driven. State adopted textbooks are aligned to the California Content Standards. Portola utilizes textbooks that support and enhance the curriculum to best incorporate the needs of our target populations. When

planning and implementing instruction, Portola faculty ensure that the California Content Standards are the basis for all lessons. Beginning in the 2013-2014 school year, Portola will begin the transition to the Common Core State Standards. Portola assures that the school will transition to and implement the Common Core State Standards. The school will develop a plan to address instructional shifts and professional development.

During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the state and newly adopted national standards once they are implemented by the California Department of Education (CDE). In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops.

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

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

- Academic Rigor—Students actively explore, research, and solve complex problems to develop a deep understanding of core academic concepts.
- Clear Expectations—Teachers clearly define and articulate state standards in student-friendly language to ensure academic goals are attained.
- Collaborative Groupings—Teachers create small groups in order for students to interact with their peers. Students share their thinking processes to maximize learning. Cooperative groups promote diverse perspectives, student-centered learning, and teamwork.
- Criteria Charts/Rubrics—these tools help focus students to effectively meet and exceed teacher expectations and objectives of the assignment. Charts/rubrics are based upon curricular standards and objectives.
- Direct Instruction—Teachers use carefully planned direct instruction to teach standards-based lessons.
- Guided & Independent Practice—we provide students with adequate time to be successful at demonstrating their understanding of the concepts or skills being taught.
- Small Group Instruction—Teachers create small groups to target students who need extra instructional time as well as preview and review.

Differentiated Instruction—Teachers provide lessons and assignments within the core curriculum that allow students to perform at their appropriate academic levels while maintaining or exceeding state standards.

- Higher-level Thinking—Teachers design lessons that develop critical thinking skills, which help to solve complex problems with depth and complexity. Students are encouraged to utilize the highest stages of Bloom’s Taxonomy such as synthesis, analysis, and evaluation. Students use Kaplan strategies to explore curriculum using depth and complexity prompts. Teachers can tailor the curriculum to challenge students based on their interests and abilities.
- Integration of the Arts—Portola incorporates drama, dance, music and visual arts to enhance students’ thinking and learning experiences.
- Experiential Learning—Students learn by doing. Students relate to the curriculum through plays, field trips, labs, simulations, and experiments. It is through these involvements that students process, analyze, and conceptualize the experience.

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

Substantial research has been done by educators such as Robert Marzano, Douglas Fisher, and Richard DuFour and demonstrates success with our targeted population. The strategies supported by this research will improve the achievement of our at-risk students and address the needs of our high achieving students as we work with all students to reach their full potential.

DuFour’s work on Professional Learning Communities is the basis for our Personalized Learning Environment. His documented success and experiences at Stevenson High School are an outstanding model for us as the demographics of Portola are similar to the high performing, high socioeconomic community of Stevenson.

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

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

Utilizing best practices in the instructional program, Portola's API has met district goals for improvement for the past five years. The API for 2011-2012 was 855. This is one piece of evidence of our proven successful and rigorous instructional program.

Teaching methodologies and instructional strategies are varied according to the standards and student learning objectives, and include, but are not limited to:

- whole group, small group, and individualized instruction
- pair-share instruction
- student centered learning
- cooperative learning
- independent work time, research and independent projects
- the writing process
- choral reading
- team teaching
- use of manipulatives and realia
- hands-on inquiry-based learning
- depth and complexity
- tiered assignments
- technology based teaching/Internet
- Bloom's Taxonomy
- directed instruction

Portola utilizes the same textbooks as other LAUSD middle schools. Additionally, the highly gifted magnet utilizes supplemental high school textbooks, in order to meet the needs of that population. Portola will determine the degree, extent, and nature of implementation of District programs and adoptions in meeting the unique needs of the student population. Portola will use only State of California adopted textbook materials as the primary source for instruction (Attachment F). The instructional program will in totality meet the needs of the students by providing a rigorous, standards-based program.

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

- Full-time classroom teaching positions will be filled by highly qualified certificated employees, as identified by the No Child Left Behind legislation (NCLB), holding California teaching credentials. Teachers will be recruited, selected and qualified in accordance with District and Personnel Commission's Policy and Procedures.
- All teaching staff members will be chosen in accordance with District and Personnel Commission Policy and Procedures and collective bargaining agreements.
- More than one certificated employee may share a full-time position based upon collective bargaining agreements and District Policy and Procedures.
- The Teacher Selection Committee will be comprised of the Principal or designee, Department Chair, UTLA representative, Assistant Principal overseeing the department, another teacher from the department or other representative teacher from the applicable department, a classified employee and a parent. In the event that no parent representatives are available for the selection committee, and immediate action is required to fill a position, the committee will be comprised of the Principal, or designee, UTLA representative, and a teacher representative.
- Selection of certificated staff will be aligned with current Education Code, District Policy, and collective bargaining agreements. Portola will have the autonomy to interview and select teachers and school-funded support staff from District approved lists of eligible candidates. Available lists will be determined by Human Resource and may be limited to Priority Placement Lists (displaced teachers) and Rehire Lists depending on the current hiring situation in each subject area. While every effort will be made to avoid assigning any certificated employee to an affiliated charter campus, the District retains the right to make such assignments in cases where no other alternative is available (i.e. reasonable accommodation).

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

Professional development will be an ongoing component and an effective tool used to address the curricular needs of our students and teachers. During professional development at the school site, teachers work closely together to identify the specific needs of their student population and work collaboratively at grade levels and across grade levels to promote cohesiveness and clear expectations of academic success aligned to the state and common core standards. In addition to shared professional development with LAUSD, teachers advance their knowledge through college and university coursework, seminars, and workshops. Portola's professional development

will be driven by and subject to the approval, implementation and scheduling by the professional development committee. The school-wide goal will be achieved by dedicating Tuesdays to PD and Common Planning time (CPT). 90 minute sessions will include:

- PD/CPT demonstrating best practices, instructional methodologies and research-based strategies for improving pedagogy. Trainings relating to rigor, motivation, My Data, Personalized Learning Environments, instructional technology, data analysis, rubrics and assessments will be implemented to create a more effective team of educators in our educational program.
- PD/CPT relating to Culturally Relevant and Responsive Education, brain-based research, SDAIE methods, reciprocal teaching, cooperative learning, project-based learning, instructional teams, and data-based instructional strategies.
- Department Chair meetings
- Department Instructional Meetings
- Grade Level Team Meetings
- Cores and Team Meetings
- Highly Gifted Magnet team meetings
- GATE teachers will meet to address the needs of gifted students.
- Special Education teachers will collaborate with departments to address Special Education issues.
- Articulation with neighboring feeder schools
- Teachers are encouraged to attend educationally relevant conferences, seminars, and workshops throughout the year.
- Address guidelines and LAUSD homework policies with intent to modify for our student population
- Collaborate to lower the number of students who are not meeting the district's culmination standards
- Will participate in Professional Development presented by the District

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

## **HOW THE INSTRUCTIONAL PROGRAM WILL MEET THE NEEDS OF SUBGROUPS**

### **English Learners** (including reclassification):

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

Portola currently follows the LAUSD Master Plan for the Education of English Language Learners (ELL) as a guide to provide opportunities for non-English speaking students to become proficient in English. Based on parents' responses to the Home Language Survey at the time of enrollment, parents are informed that their child's English proficiency will be assessed using the California English Language Development Test (CELDT) to determine identification and eligibility for EL services. ELL students are placed into a double block schedule to maximize their time to acquire the English Language, using the district adopted High Point Curriculum. Students placed in Preparation for Reclassification Program (PRP) English classes and sheltered academic classes are taught by teachers who have been trained and authorized to teach English Learners using Specially Designed Academic Instruction in English (SDAIE) techniques and state-adopted texts. A bilingual Teacher Assistant provides primary language support for beginning ESL students. During the school day, intervention is offered to support ELL students on a pull-out basis as needed. Students identified as English Learners are constantly monitored by the Categorical Program Advisor and counselors to ensure that they are making adequate yearly progress toward reclassification and achievement. Monitoring takes place throughout the year at each mark reporting period, after CELDT reports, and at the final mark reporting period in the spring. If students are not meeting requirements for reclassification, conferences are held with parents, teachers, and counselors to make referrals or recommendations for further support.

For our English Learners, SDAIE is a teaching approach intended for teaching various academic content (such as social studies, science or literature) by carefully designing instruction (content, connections, comprehensibility, and interaction) that allows students to access the grade level standards. The instruction is carefully prepared so the student can access the English language content supported by material in their primary language and carefully planned instruction that strives for comprehensible input. SDAIE is a method of teaching students in English in such a manner that they gain skills in both the subject material and in using English.

The charts below show the current and historical number of English Language students at Portola along with the reclassification rate of these students. As can be seen from the data, the number of EL students has decreased from year to year, with the exception of 2009-2010. The decreasing reclassification rate is due in part to the declining number of EL students. An additional factor for the declining reclassification rate is the time of year the students enter the school and the EL program. Due to this factor, there may not be enough time for the EL students to progress through the EL program and reclassify during the time the data is captured. The bilingual coordinator and teachers continue to work with the students in order to increase the reclassification rate at an adequate pace.

### English Learners (EL)

CURRENT ENGLISH LEARNERS (EL) DATA : 2010 - 11										
Grade	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
6	2	0	1	6	0	3	22	1	6	41
7	4	0	0	7	1	1	23	0	6	42
8	3	0	0	7	0	5	27	0	5	47
UG	1	0	0	3	0	2	22	0	5	33
<b>TOTAL</b>	10	0	1	23	1	11	94	1	22	163

HISTORICAL ENGLISH LEARNERS (EL) DATA										
Year	Armenian	Cantonese	Korean	Farsi	Pilipino	Russian	Spanish	Vietnamese	Other	Total
2010-11	10	0	1	23	1	11	94	1	22	163
2009-10	6	0	0	31	2	13	130	3	29	214
2008-09	4	0	0	20	2	6	135	2	29	198
2007-08	3	0	2	17	1	9	141	3	26	202
2006-07	6	0	4	32	2	15	202	0	35	296

RECLASSIFIED STUDENTS			
Year	Previous Year # EL	# Reclassified	% Reclassified
2010-11	214	44	20.56
2009-10	198	44	22.22
2008-09	202	51	25.25
2007-08	296	105	35.47
2006-07	341	111	32.55

For the first two years after reclassification, the Categorical Program Advisor and counselors frequently monitor the Reclassified Fluent English Proficient (RFEP) students to ensure that they are continuing to make adequate yearly progress toward proficiency and advanced in both ELA and Math on their CSTs as well as being successful in all their academic classes. Additional support and intervention are recommended for students who are not making adequate progress, including during school intervention.

Portola shall comply with all applicable laws (federal and state), policies and procedures set forth in the District's English Learner Master Plan, as it may be changed from time to time, including but not limited to English Learner (EL) identification, parent notification, assessment, progress monitoring, and reclassification.

### **Socioeconomically Disadvantaged Students:**

Students are identified as socio-economically disadvantaged based on whether they qualify for free or reduced-priced lunches through the federally-funded School Lunch Program. The needs of the socio-economically disadvantaged students will be monitored by the counselors and Title 1 coordinator. The following programs provide support and equal access to socioeconomically disadvantaged students:

- Engaging in Academic Growth that Earns Recognition (E.A.G.E.R.) supports underrepresented minorities and low-income students so they can access rigorous curriculum and succeed in A-G coursework to prepare for college entrance.
- Youth Service Plus, Peer Tutoring, Model United Nations, Math Counts, Robotics and debate classes are offered after school.
- Students are provided opportunities to attend field trips to locations such as: museums, aquariums and the central library.
- Access to all extracurricular programs will be provided without financial constraints.
- College Awareness and Career Readiness programs will be provided to all students. All students are eligible to take the PSAT.

### **Gifted/Highly Gifted Students:**

Portola has a large, identified GATE population, as well as a Highly Gifted Magnet program. Students who are identified gifted are placed in honors classes to provide them with a curriculum that has additional complexity, novelty and depth. Portola emphasizes higher-level thinking skills by providing students with many opportunities to

study the rigorous academic program consisting of the core curriculum with increased depth, complexity and novelty. Classroom differentiation allows for individualized extensions of the curriculum, creative problem solving activities, and acceleration of the curriculum when appropriate. Students are encouraged to demonstrate their learning in creative and innovative ways which reflect the 21st century learner. Technology is used to help extend the curriculum with classroom computers, three computer labs and the Highly Gifted Magnet's laptop cart. Additional higher-level learning opportunities include Algebra II and pre-calculus classes, independent and small group projects and investigations, and independent subject groups, wherein students work with challenging and above grade level materials.

Portola will continue to use LAUSD's GATE identification process and policy and reimburse the District for testing and processing on a fee-for-service basis. Portola students will continue to participate in the Saturday Conservatory of Fine Arts, and we will reimburse on a Fee for Service.

### **Students Achieving Below Grade Level:**

Portola is committed to maximizing the learning potential for students achieving below grade level. High expectations are held for all of our students, and students who are identified as low achieving receive all of the additional scaffolding, resources, and strategies to address the particular individual needs of low achieving students, while maintaining high standards. Portola firmly believes that all students are capable of succeeding. This is realized by providing multiple opportunities for low achieving students to access the curriculum, make it comprehensible and improve their potential for achievement. At the beginning of the school year, the Intervention Coordinator and Bilingual Coordinator identify low achieving students and provide information to the respective teachers of those at-risk students in order to closely monitor their progress and improvement. This information is used to help teachers plan teaching methodologies, collaborate with colleagues to support student learning, and to target instruction to provide maximum opportunities for learning and growth. Throughout the year, the administration and teachers are actively involved through communication and classroom visits to help monitor and assist the progress of the low achieving students. The goal is to have students transition from low achieving status into the proficient level of achievement on the CST.

To reach this goal, students receive specific, concentrated instruction in their identified areas of need. Teachers address the needs of low achieving students with the use of good first teaching and RtI<sup>2</sup>. Strategies may include individual, pair, and small group instruction, pre-teaching and re-teaching of curricular content, repetition, and additional time and practice to grasp concepts. Additionally, low achieving students receive support from an in-school pull-out intervention program. When necessary, Student Success Team (SST) meetings are held with the classroom teachers, parents, the resource teacher and an administrator. Together the team gathers information, identifies needs, and creates a plan to help the student access the curriculum

successfully in the classroom. These students are placed in an English Language or mathematics intervention class in place of a traditional elective. Students will be placed in these intervention classes based on their CST scores and academic grades from the previous school year.

### **Special Education**

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

### **Implementation Plan**

Portola follows the traditional, single track school calendar. All classroom instruction will be based on California State Standards. Language Arts and Mathematics instruction will conform to the California Core State Standards, CCSS adopted by California in August, 2010. Instruction in all areas will be planned and delivered in a timely manner to ensure all students access the required curriculum. All teachers will meet regularly throughout the year in 6<sup>th</sup> grade cores, grade level teams and departments to work collaboratively on lesson development and implementation. Instructional materials adopted by the state and the Los Angeles Unified School District will be used to deliver instruction.

## ELEMENT 2 – Measurable Student Outcomes

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

### Anticipated Skills and Knowledge Outcomes for Students:

The goal for Portola students is the mastery of the California State Standards as measured by the CST, Periodic Assessments, and other assessments. An additional goal for our EL students is to meet their Annual Measurable Academic Objective (AMAO) and reclassification goals through CELDT and CST. In addition to the mastery of the California State Standards, Portola students are expected to become critical thinkers and effective communicators as well as socially responsible citizens who contribute to the society and world. The outcomes by academic subject are listed below:

1. **Language Arts:** Students will be able to read, comprehend, write, listen and speak effectively. Students will be able to incorporate the language of the discipline and give concrete examples when writing and speaking. Students will actively read and listen and be able to locate and interpret information. Students will be able to combine these skills to compose meaningful writing and oral presentations, both individually and in groups. By the conclusion of their eighth grade year, students will be able to identify and analyze narrative, expository, and persuasive writing as well as write essays in each genre. Students will be able to understand the importance and recognizing their point of view and support assertions with evidence from literary text. Students will be able to engage in the research process and write a research paper. Additionally, students will learn to access and use visual, broadcast and digital media.

2. **Mathematics:** Students will understand and apply formal logical reasoning, analytic and symbolic processing, arithmetic and pre-algebraic, algebraic and geometric manipulation and construction. Students will also develop and create their own real world word problems to gain further understanding of the applications of such processes. Students will make sense of quantities and their relationships in problem situations.

3. **Science:** Students will acquire proficiency in the fundamental concepts and terms of Earth Science, Life Science, and Physical Science. Students will utilize the scientific method through completing science projects, participating in science fairs, and engaging in hands-on experiments that encourage critical thinking.

4. **Social Studies:** Students will demonstrate an understanding of the development of major world civilizations and U. S. History. Students will acquire an understanding of

the origins of western civilization and modern democracy. Students will also demonstrate an understanding of culture, diversity and world view, recognizing the similarities and differences reflected in various personal, cultural, racial, and ethnic perspectives.

### **Specific, Measurable, and Realistic Student Achievement Targets for the Anticipated Student Population:**

Portola will measure student achievement through the use of the Academic Performance Index, Adequate Yearly Progress, CST scores for subgroups, and data from Periodic Assessments, and mark reporting data generated through the review of academic grades, including work habits and cooperation marks.

- As can be seen in Attachment G, our API school-wide for 2012 was 855. We have continued to meet our annual API growth rate. Our three-year goal is to reach 900. Our annual goal is to improve a minimum of 5 points.
- In 2012, we met 25 out of 33 AYP criteria. Our goal is to meet 29 out of 33 AYP criteria for the following subgroups: English Learners, Students with Disabilities, Socio-Economically Disadvantaged, Hispanic/Latino, and African-American students.
- Our minimum goal is to increase the number of students who are Proficient and Advanced by 5%, each year, in ELA and Math as reflected on the annual CST's. We will accomplish this by creating intervention classes, within the school day, to support students who scored basic, below basic and far below basic on CST's. Targeted intervention will be provided for these students based on their areas of weakness in ELA and math.
- In accordance with LAUSD policy, all EL students will be held to the high expectations of completing one ELD level per year and advancing one level per year on the CELDT. EL students will be identified through the use of the LAUSD home language survey, teacher observation and CELDT test. Students not identified EO or IFEP, will take the CELDT annually and need to move through the LAUSD EL portfolio levels 1-5. In 2012, the reclassification rate for our EL students was 20.56%. Portola's annual goal is to increase the percent of English Learners scoring early advanced and advanced on the CELDT by 5% as well as to increase the EL proficient or advanced status in ELA on the CST by 2% annually.

## **When and How Often Student Outcomes Will Be Assessed**

Portola shall determine the development, implementation or use of periodic assessments according to the needs of its students, within the limits permitted by the Education Code. Portola may choose to use District assessments or design its own and will administer according to the district calendar with a minimum of 3 formative assessments per year. If alternative assessments are implemented, Portola will be responsible for all costs related to implementation. The assessments will be standards aligned, valid and cover the core curriculum content. Evidence of successful implementation will be the result of teacher buy-in and 100% student participation.

Once the assessments are scored, the Instructional Coach, counselors and administration will meet with departments after each periodic assessment administration to analyze data and participate in instructional planning, and student intervention.

As CST data becomes available, Portola faculty will analyze this data to establish instructional priorities and plan for the current school year. In order to determine the effectiveness of instructional practices as well as the academic needs of the current students, prior data will be used to determine student placement in intervention classes for ELA and math.

The Instructional Coach, Bilingual Coordinator, Intervention Coordinator, GATE Coordinator and administrative team will be responsible for disaggregating, compiling and disseminating data for teachers to analyze data and participate in performance dialogues. Training will be on-going in accessing Core K-12 and My Data websites. The Professional Development committee will meet to develop PD agendas for the purpose of analyzing data. The committee will be active participants in reviewing and analyzing data during department meetings. The administrative team will be responsible for ensuring that any action plan steps developed are implemented.

Portola will work toward meeting the student outcomes goals as outlined on the LAUSD's Performance Meter.

Portola will continue to focus on the following subgroups, which include African American, Hispanic/Latino, English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged. Intervention will be provided to students who are scoring basic, below basic and far below basic to support student learning and increase their proficiency scores in English Language Arts and math.

The students of Portola will continue to be assessed through teacher observation, class work, homework assignments, rubrics/criteria charts, and teacher-created tests. Review of student periodic assessments will allow teachers to focus on small group instruction for students with similar needs in language arts and mathematics. As mandated by NCLB, these assessments will continue to be used by teachers, magnet coordinator, intervention coordinator, instructional coach, bilingual title/1 coordinator and administration to track student achievement and growth.

### **Element 3 – Method by Which Student Outcomes will be Measured**

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

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

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

Student outcomes are measured through ongoing diagnostic, formative and summative data (CST, CORE K12, MyData, and District adopted texts and periodic assessments). These results are evaluated by the classroom teachers during grade level meetings, and are analyzed with emphasis on the grade level standards and performance on the CST. A course of action and response is identified as a way to map the curriculum units to meet the identified needs of the students who are scoring basic, below basic and far below basic. This will be accomplished by applying appropriate teaching methodologies and by monitoring their progress throughout the school year. Discussions regarding student progress will occur during cores and team meetings, grade level and department meetings. This information will be used in addition to student performance on teacher created tests, publisher tests, rubrics, projects and IEP goals to determine student progress four times per year on progress reports. Students who are not mastering standards and receiving low grades are placed in intervention classes.

Academic achievement outcomes to be measured will focus on the students’ development of basic skills and conceptual understanding in the four academic content areas of English Language Arts, Mathematics, Science and Social Studies. Outcomes in alignment with the Standardized Based Instruction and Common Core State Standards where applicable will include skill acquisition in reading, writing, speaking, listening, quantitative analysis, reasoning and problem solving. Teachers will utilize a variety of assessment tools including the following:

- STAR testing presently consisting of the CST, CMA, CAPA, and CELDT.
- District-provided and/or department made periodic assessments.
- Teacher created assessments and quizzes
- Progress reports

Teachers will meet in departments and teams during common planning time to analyze the data provided by these assessments and develop lesson plans which include Rtl<sup>2</sup> interventions. Teachers will share best practices and establish criteria for common assessments

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

Periodic Assessments in English Language Arts, math, science and social studies are used to assess student progress. These benchmark assessments are used at specific intervals to monitor student achievement. District materials, additional teacher-created and publisher tests are used to assess student achievement and to inform instructional practice at the completion of individual units. Administration, intervention coordinator, instructional coach, bilingual coordinator and teachers analyze the results of these assessments to provide necessary interventions and re-teaching topics as necessary.

Assessment data is used to inform instruction and professional development on an ongoing basis. Teachers and administrators are directly involved in identifying and aligning curriculum, instructional materials, interventions, and periodic and formative assessments with the goal of meeting and exceeding the California and National Standards. As part of this process, Portola will consider new texts and program adoptions of LAUSD, along with its own preferences, to identify how best to meet the unique and changing needs of students. This will include participating in District trainings and in-services, the use of District instructional guides, and periodic assessments as determined by Portola.

Portola will be in alignment with the grading policies of LAUSD. All students who have been enrolled for a minimum of 15 school days will be issued a letter grade. A minimum of one achievement mark for each five hours of instruction will be recorded. Homework will account for no more than fifteen percent of a student’s total grade. Grades will be based on the students’ demonstrated mastery of the content standards. Progress reports are issued at the 5, 10, 15 and 20 week intervals.

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

Professional development will be implemented to address the instructional needs of students. The professional development committee and other selected staff will evaluate all CST data, CELDT data, and Periodic Assessment data to determine school wide goals for instructional improvements and professional development. The Professional Development committee will meet once a month.

Portola may opt to use periodic assessments of its own design. These assessments will be administered in alignment with the District's assessment calendar and the data will be analyzed promptly to facilitate instructional planning and student placement in intervention.

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

## **Element 4 – Governance**

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

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

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

Portola will comply with the Brown Act and other laws governing public meetings.

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

The District reserves the right to appoint a single representative to Portola governing council.

### **LAUSD Charter Policy**

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

### **Grievance Procedure for Parents and Students**

As a District affiliated charter, Portola shall comply with District’s Grievance policy and procedure for Parents and Students.

### **Responding to Inquiries:**

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

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

### **Notifications**

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

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

Portola College Preparatory Charter and Highly Gifted Magnet will operate as an affiliated charter school within the Los Angeles Unified School District. The Los Angeles Unified School Board is the governing body for Portola. The school site governance structure is the Portola Leadership Council where decisions are made that involves various aspects of the school within the authority of the Local District Superintendent and LAUSD Board of Education. The Portola Leadership Council's actions and decisions shall be bound by the decisions of the Local District Superintendent, Los Angeles Unified School Board, LAUSD policies and procedures and State laws applicable to charter schools.

The District reserves the right to appoint a non-voting single representative to Portola governing council.

Portola Leadership Council responsibilities include, but are not limited to:

- categorical block grant budget and management
- curriculum and instruction
- personnel selection pursuant to District policies and procedures (LAUSD/UTLA SBM Waiver – Attachment H)
- scheduling of school events and site level calendar
- student conduct

- implementation of student admissions and/or enrollment policies in accordance with the District policy
- community relations
- school operations

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

### **Frequency of Governing Board Meetings:**

The Portola Leadership Council and committees shall comply with the Brown Act and meet at least 8 times per year. All meetings are open to the public and members of the school community in accordance with the Brown Act.

### **The Process for Selecting Governing Board Members:**

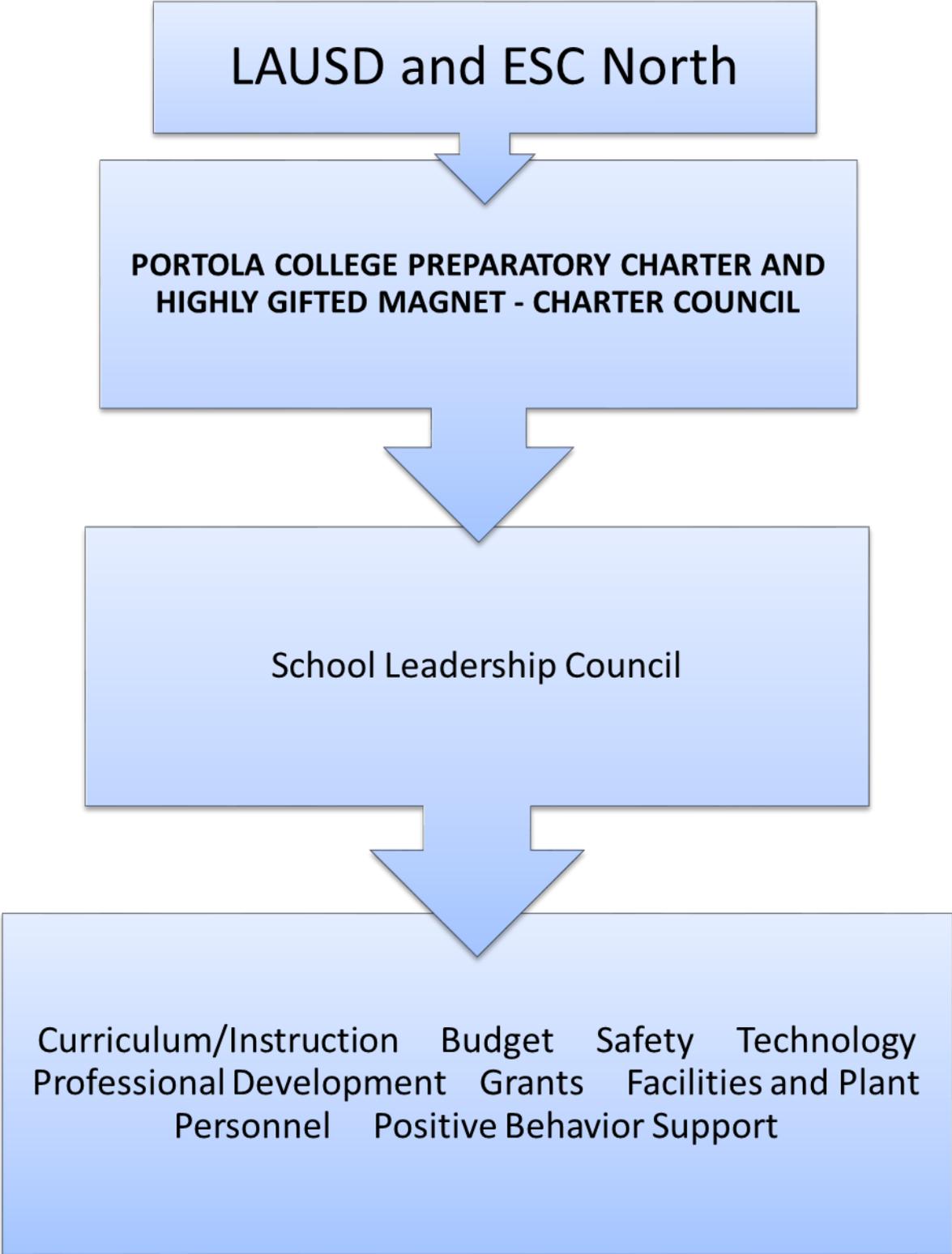
Staff members are elected by their peers to sit on committees. It is noted that each committee is headed by a Leadership Council member. The principal and magnet coordinator shall be a member of the Leadership Council.

SSC and LSLC have been combined to represent the Leadership Council. The newly created Leadership Council, shall consist of 20 members: 1 Principal, 7 teachers (including the UTLA Chapter Chair), 3 other staff, 5 parent/guardians and 4 students. Council members are elected for a 2 year term. The District reserves the right to appoint a non-voting single representative to Portola governing council. Portola Leadership Council operates under its bylaws and may from time to time revisit the policies and procedures and amend its bylaws accordingly.

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

Notifications of Leadership Council meetings shall be published in the school newsletter, e-mailed, and posted on the website or on the school marquee at least 72 hours to one week in advance. In addition, an agenda for each meeting will be written in the school newsletter or posted online at least 72 hours to one week prior to the meeting. Each year, the Leadership Council will vote for a chairman, a secretary, and a parliamentarian. Minutes of each meeting shall be taken and available for review online, upon approval. Every person has a right to inspect and copy these public records.

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



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

In August, all parents are notified through Connect-Ed messaging of upcoming meetings and are encouraged to attend the orientation meetings regarding the available Leadership Councils. Elections are held in September. Any parent of a child enrolled at Portola can nominate themselves as a candidate to sit on the Leadership Council.

Additionally Portola has two Parent associations - Friends of Portola (FOP) and the Magnet Parent Association (MPA) who support parent involvement by holding monthly parent meetings to support the students, faculty, staff and educational process.

The administration in addition to the Categorical Program Advisor, who oversees the Parent Center, will ensure that all information regarding meeting and activities will be translated and disseminated through the following:

- Connect Ed
- Personal phone calls
- School Newsletter
- Flyers
- Website
- Marquee
- Parent Center and School Calendar
- Parent Survey
- Back to School
- Open House
- Parent Tours for prospective students
- Orientation and articulation

Parents are encouraged to monitor their child's academic progress through meetings with their child's teachers, counselor, magnet coordinator, EL coordinator and administration.

## **Element 5 – Employee Qualifications**

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

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

### **Personnel**

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

### **Staff Selection**

Principal selection is the purview of the Superintendent. Portola is subject to District decisions regarding Reduction in Force, mandated furloughs, layoffs, and any other District decisions regarding salaries, classifications, and assignments.

### **Certificated Personnel**

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

## **Classified Personnel**

Selection of classified staff will be in compliance with the current merit system provisions of the Education Code, the Personnel Commission Rules and applicable collective bargaining agreements. Unless valid reemployment lists exist, Portola will have the autonomy, when selecting employees for regular assignment, to select from the top three eligible candidates on current valid eligibility lists promulgated by the Personnel Commission. When valid reemployment lists exist, every effort will be made to avoid assigning classified staff to Portola, however, the Personnel Commission retains the right to make such assignments in cases where no alternative is available (e.g. reductions-in-force or reasonable accommodations required in compliance with the Americans with Disabilities Act.)

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

## **Professional Development**

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

## Element 6 – Health and Safety

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

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

Portola, its employees and officers will comply with Family Educational Rights and Privacy Act (FERPA) at all times.

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

Portola will comply with all regulations as required by the federal, state, county, and city laws, such as fire and safety codes. Portola shall comply with District policy related to reporting suspected child abuse or neglect as mandated by District guidelines, federal and state law, and local agencies. In addition, Portola shall comply with LAUSD Policy Employee –to-Student Sexual Abuse and Related Investigation and Notification (BUL 5736.30) In reporting sexual misconduct, allegations by certificated employees within 72 hours to parents and guardians of students in the school. Portola shall also comply with any other policy as established by the District with regards to reporting of child abuse and notification to parents and guardians related to classified employees.

### Insurance

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

It shall be the District’s responsibility, to monitor Portola vendors, contractors, partners or sponsors for compliance with District insurance requirements for third parties. Portola shall adhere to current District Procurement Manual policies and procedures prior to accepting any services from vendors, partners or sponsors.

## **Element 7 – Racial and Ethnic Balance**

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

### **Court-ordered Integration**

Portola 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. Upon request by the District, Portola will provide a written plan outlining how it would achieve and maintain the LAUSD’s ethnic schools goal of 70:30, or 60:40 ratios. Portola shall be responsible for following the requirements of the Crawford desegregation court order, and shall take all reasonable steps to attract and maintain a racially integrated student body. Integration Program resources currently provided to certain affiliated charter schools (Magnet, Permits with Transportation, Transportation) are subject to change, in whole or in part, for budgetary and other reasons. The District and Portola are committed to providing all students with quality educational alternatives with compliance of all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement (PI).

### **Federal Compliance**

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

## Element 8 – Admission Requirements

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

### **McKinney-Vento Homeless Assistance Act**

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

### **For Affiliated Charters without SAS Programs:**

Portola shall admit all students who wish to apply. (Education Code section 47605(d)(2)(A)). However, as a conversion charter school, Portola must admit students who reside in the attendance boundary of the school as established by the District (“resident students”). (Education Code section 47605(d)(1)). Students cannot be required to attend a charter school. If the number of students who apply to Portola reaches its school wide operational capacity, a public random drawing/lottery will be conducted. Resident students and currently enrolled students shall have preference so as to be exempt from the lottery.

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

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

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

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

### **For Affiliated Charters with SAS programs:**

Not Applicable to Portola

**For Affiliated Charters with Magnet Program:**

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

## **Element 9 - Annual Financial Audits**

*“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)*

District Language will be provided

## **Element 10 - Suspensions and Expulsions**

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

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

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

### **Outcome Data**

Portola shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, in the Districts Student Information System and make such outcome data readily available to the District upon request in accordance with District policies and procedures.

### **Readmission**

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

### **Special Education Students**

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

misconduct caused by, or directly and substantially related to the student's disability? B)  
Was the misconduct a direct result of the Charter's failure to implement 504?

**Gun Free Schools Act**

Portola shall comply with the federal Gun Free Schools Act.

## **Element 11 – Employee Benefits**

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

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

## **Element 12 - Attendance Alternatives**

Pupils who choose not to attend Portola may choose to attend other public schools in their district of residence or pursue an inter-district transfer in accordance with existing enrollment and transfer policies of the district.

## **Element 13 – Rights of District Employees**

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

## Element 14 - Mandatory Dispute Resolution

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

Any Dispute between the District and Portola shall be resolved by a collaborative team from the Educational Service Center and Portola’s Division in accordance with the procedures set forth below:

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

To Charter School:

Portola College Preparatory Charter and  
Highly Gifted Magnet  
c/o School Director

To Director of Charter Schools:

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

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 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.

3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by Superintendents designee.

## **Element 15 – Exclusive Public School Employer**

The Los Angeles Unified School District is the exclusive public school employer of the employees of the Portola College Preparatory Charter and Highly Gifted Magnet for the purposes of the Educational Employee Relations Act (EERA).

## **Element 16 - Charter School Closure**

Portola reverts back to a District traditional school in the event of a closure.

### **Revocation**

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

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

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

### **Closure Procedures**

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

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

designee to determine implementation of the closure procedures.

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

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

## **Facilities**

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

## **Requirements for Schools Obtaining Independent Status**

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

- Proposed Charter School Location: 18720 Linnet Street Tarzana, CA, 91356
- Names of District school sites near proposed location
- Proposed Charter School to be located within the boundaries of LAUSD.

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

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

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

As a condition to the approval of the charter petition, Portola College Preparatory Charter and Highly Gifted Magnet will enter into a Public School Choice Facilities Agreement with the LAUSD prior to occupying or using the LAUSD facilities.

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

- **Use.** Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment.** LAUSD shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing.** Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.
  
- **Minimum Payments or Charges to be paid to LAUSD Arising From the Facilities.**
  - (i) **Pro Rata Share.** LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in Charter Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  
  - (ii) **Taxes; Assessments.** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
  
- **Maintenance & Operations Services.** In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location.** If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  
  - (ii) **Sole Occupant.** If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property is required to submit, and deferred maintenance and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

- **Real Property Insurance.** Prior to occupancy, Charter School shall satisfy those requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

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

**Occupancy of the Site:** The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, Portola shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. Notwithstanding any language to the contrary in this charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Health & Safety:** The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: [www.laschools.org/employee/mo/ipm](http://www.laschools.org/employee/mo/ipm)

**Asbestos Management:** Portola College Preparatory Charter and Highly Gifted Magnet shall occupy facilities that comply with the Asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.