



Los Angeles Leadership Academy

**Charter Renewal Petition
For the term July 1, 2017 through June 30, 2022**

Submitted to the Los Angeles Unified School District

September 22, 2016

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Assurances, Affirmations, and Declarations

Los Angeles Leadership Academy (also referred to herein as “LALA” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees

for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Introduction

Los Angeles Leadership Academy respectfully submits this charter renewal petition to the Los Angeles Unified School District and its Board of Education.

Los Angeles Leadership Academy opened in 2002 at a church facility near downtown Los Angeles with 124 sixth and seventh grade students. Now, LALA operates a 6-12 span school on two separate sites. The middle school is housed at 2670 Griffin Avenue in the Lincoln Heights community of northwest Los Angeles. The high school is housed just three blocks away, at 234 East Avenue 33 in Lincoln Heights. The Charter School provides a small learning environment for historically underserved urban secondary students. In keeping with its commitment to community development and social justice, LALA has partnered with several organizations:

- Break the Cycle – provides tools and resources to present and end dating abuse, parent workshop presented.
- Champions for Change – healthy food habits classes for both students and parents.
- Chase the Stars Foundation – non-profit organization aimed at providing opportunities for volleyball experiences for disadvantaged youth
- Children’s Institute – individual and group counseling
- Coach for Kids – hearing and vision tests for high school students
- Everybody Deserves Music - free music program run after school at the middle school site
- Families that Can – educates, empowers, and mobilizes parents to hold our elected leaders accountable for ensuring every child has access to a high-quality public education.
- Good Tidings Foundation – donated the first sand volleyball court in inner-city Los Angeles
- Homeboy Industries – targeted field trips and three guest speakers annually
- LAPD Cadets – present their program annually to our students as a summer and college ready program
- Lincoln Heights Public Library – monthly visits and annual assemblies about library events.
- Models of Pride – annual student conference that focuses on the concerns and interests of Lesbian, Gay, Bisexual, Transgender, and/or Questioning (“LGBTQ”) youth.
- MOSTe – mentoring program for young women (middle school)

- NOW Foundation’s Love Your Body Campaign – workshops to 7th and 8th grade students on understanding, loving, and respecting their bodies
- Peace Over Violence – school-wide collaboration for Denim Day (sexual assault awareness)
- Peer Health Exchange – present teen issues to advisories
- Planned Parenthood – present health education to seventh grade students for a six-day period
- Rock Your World – social justice organization working with the 6th grade to develop a school-based social justice advisory curriculum
- TeenMinded – workshops geared towards increasing young women’s self-esteem and empowerment
- UCLA Peer Mediators – run individual and group mediation to provide a space for conflict resolution
- USC School of Social Work – four interns assigned to our sites who provide free mental health services
- Youth Policy Institute- providing academic, athletic and enrichment, college preparation and family services.

LALA is very proud of the work we have done in our most recent charter term, and we are excited to continue to make a meaningful impact on the community we serve by living our mission and vision every day. Our Executive Director formed a Charter Renewal Development Team to navigate through a rigorous renewal process. This team of teachers, principals, assistant principals, and parents met consistently to review and provide feedback on all elements of the charter renewal petition.

We ask for the LAUSD Board of Education to approve LALA for another five-year term. By approving this charter renewal, LAUSD will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. LALA shall continue to work independently, yet cooperatively with our authorizer to establish the highest bar for what a charter school can and should be.

LALPA stakeholders all look forward to the next charter renewal term from July 1, 2017 through June 30, 2022.

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition

term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District’s Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs (“IEPs”) and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout
District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

General Information

● The contact person for Charter School is:	Arina Goldring-Ravin, LALA Executive Director
● The contact address for Charter School is:	2670 Griffin Ave., Los Angeles, CA 90031
● The contact phone number for Charter School is:	213 381-8484
● The proposed address or target community of Charter School is:	2670 Griffin Ave. and 234 East Avenue 33, Los Angeles, CA 90031
● This location is in LAUSD Board District:	2
● This location is in LAUSD Local District:	East
● The grade configuration of Charter School is:	6-12
● The number of students in the first year will be:	550
● The grade level(s) of the students in the first year will be:	6-12
● Charter School’s scheduled first day of instruction in 2017-2018 is:	8/10/2017
● The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	550
● The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional
● The bell schedule for Charter School will be:	See below
● The term of this Charter shall be from:	July 1, 2017 to June 30, 2022

Community Need for Charter School

LALA serves urban secondary students in the Lincoln Heights community of northeast Los Angeles. According to US Census data, the community is approximately 70% Latino with one of the highest populations of residents aged 10-18 in the county. Latinos are a traditionally underserved ethnic group in secondary education because of language isolation, low socio-economic status and ineffective instruction, leading to high school drop-out rates that are triple those of other races and ethnicities in Los Angeles. The needs of secondary students in this community include improved English language fluency, narrowing of the achievement gap, and access to resources/services otherwise inaccessible due to high rates of poverty among community residents.

LALA's programs meet the needs of the student population and its significant subgroups of Latino students, English learners ("EL") and socioeconomically disadvantaged students in several ways. To begin, research shows that traditional instructional strategies such as whole class lectures, which involve passive receipt of instruction from an authority figure, reduce self-esteem, reinforce social inequality, and require mere demonstration of low-level question-response skills, rather than promoting critical thinking skills based on the interplay of ideas. According to Verdugo (2006), much of the poor performance of Latino students is attributable to use of these traditional teaching strategies. Far more effective in improving achievement of Latino students are culturally responsive teaching, cooperative learning, instructional conversations, student-centered, cognitively-guided instruction, and technology-enriched instruction (Verdugo 2006). LALA implements these strategies in classrooms. Plainly, integration of non-traditional instructional formats and learning opportunities is an essential step in narrowing the achievement gap for LALA's Latino students.

LALA offers these learning formats and opportunities in the following ways. The social justice component of LALA's program is an example of one element of culturally responsive teaching because it encourages students to value diversity and challenge injustice. Other elements of culturally responsive teaching include positive perspectives on parents and families, communication of high expectations, and viewing teachers as facilitators rather than imparters of knowledge, all elements of LALA's instructional program. Both cooperative and student-centered learning are embodied in the project-based instructional model used at LALA. Instructional conversations include dialogues and discussions where ideas are explored rather than where questions are answered. According to Goldenberg (1991), instructional conversations are interesting and engaging, based on topics that are relevant and meaningful, and involve a high level of participation where one person (e.g., the teacher) doesn't dominate. Socratic seminars and small group discussions, which are extensively used at LALA, are examples of instructional conversations as envisioned by Goldenberg. Cognitively-guided instruction at LALA emphasizes critical reading and reflection skills with the teacher as facilitator and promotes student-directed learning, increasing engagement and motivation. Finally, technology-enriched instruction is manifested in the one-to-one program at the high school level and in abundant access to technology in classrooms and the computer lab both during and after school at the high school and the middle school level.

In the same fashion, the needs of ELs are met through use of the instructional formats discussed above and through planned, standards-based English language development (“ELD”), including the use of Specially Designed Academic Instruction in English (“SDAIE”) strategies and other effective ELD strategies. These strategies include physical involvement with and expression of language (role play and dialogue), use of multiple media (oral, written, video, online, face-to-face) for delivering and practicing content, creation of low stress environments (small groups, choice to present only for teacher), opportunities for interaction with other students (games, small groups, projects), and recognition of success in thinking, creativity, and collaboration skills independent of language performance. In addition to non-traditional instructional formats and employment of ELD strategies, a key difference for ELs at LALA is the focus on helping students develop a growth mindset (Dweck 2006). The cultivation of a growth mindset involves teaching students that effort, rather than innate “smarts” leads to success, and that intelligence is not a fixed asset but one that expands and increases through hard work, commitment and determination, qualities that all students can develop if they choose.

Likewise, the needs of socio-economically disadvantaged students are met not only through use of non-traditional instructional formats and cultivation of growth mindsets but also through deliberate establishment of systems to develop key factors affecting achievement. Jensen (2009) notes that shared characteristics of high-poverty, high-achieving schools include, among other things, support of the whole child, data collection and analysis, accountability, relationship building, and an enrichment mindset. With the intention of incorporating these key factors, LALA provides counseling, tutoring, and life skills classes (support of the whole child); LALA utilizes structures for the ongoing collection (through Northwest Evaluation Association (“NWEA”)) and analysis of data [department collaboration] to identify areas of student need and make changes to address those areas (data collection and analysis); LALA employs teachers who believe in the mission, who are valued and encouraged to offer input and ideas, who are supported through access to administrators, teacher aides and paraprofessionals, and who are well-compensated (accountability); LALA creates a safe campus environment, attends to students’ relationships with both teachers and peers, attends to faculty member relationships, and involves parents in their students’ school experiences (relationship building); and, finally, LALA views students in terms of their potential for success rather than their need for remediation (enrichment mindset). This is accomplished through fostering intellectual curiosity, challenge, and engagement, providing highly-qualified teachers, ensuring access to good nutrition, providing opportunities to participate in physical activity, and preparing students to succeed not just in school, but in life as well. As illustrated by the above, LALA has made intensive efforts to create an environment and an instructional program that meet the specific needs of its student population.

LALA has a record of success that has met the needs of the community it serves.

Our Executive Director has been with the program for 2 years and brings 15 years of public education experience to the table, including 12 years in charter schools. Coupled with our Middle School Principal and High School Principal, who also have depth and breadth of experience, our leadership team is quite strong.

Beyond our academic success, LALA has created a strong community program that works to maintain a 21st century learning environment for our students that is safe, welcoming, and

engaging. We have dynamic partnerships with professional organizations, and have become a hub of socio-cultural positivity for all stakeholders. Highlights of our accomplishments include:

- Successfully earned WASC accreditation for six years on June 26, 2015
- Implemented One to One Laptop program for all students
- Developed a comprehensive counseling program for our middle school and high school students
- Increased and diversified high school course offerings based on students and community stakeholder feedback
- Provided summer school bridge program, as well as intervention program
- Held numerous family outreach events
- Adopted Common Core State Standards (“CCSS”) Aligned English Language Arts (“ELA”)/ELD and Math Curriculum
- Collaborated with teacher union members in the development of a collectively bargained teacher evaluation system, resulting in dramatic increases in staff retention and the ability to attract experienced and accomplished new teaching staff for the 2016-17 school year
- Hired additional staff to provide student support services in and outside of the classroom

Challenges

- There has been an increase in students with special needs transferring from a Special Day Class setting to our general education inclusion setting over the past two years. Steps have been taken to address this challenge with the addition of staff—a director of student support services to oversee the compliance of Individualized Education Programs (“IEP”), additional special education teachers to provide push-in and pull-out services, and an increase in paraprofessional hours to support students in general education classrooms—and training has been provided to general education and special education teachers on inclusion strategies, such as co-teaching, universal design, curriculum adaptations, and interventions.
- According to California Assessment of Student Performance and Progress (“CAASPP”) data, LALA identified math as an area of focus for students. To address this area of need, LALA proactively adopted CCSS aligned math curriculum, hired experienced math teachers, adopted a research based math intervention program, increased math instructional minutes across grades, and engaged with WESTED to provide focused math professional development for staff.

References

- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Random House Publishing Group.
- Goldenberg, C. (1991). *Instructional conversations and their classroom application (Educational Practice Report 2)*. Santa Cruz, CA: The National Center for Research on Cultural Diversity and Second Language Learning.

Jensen, E. (2009). Teaching with Poverty in Mind: What being poor does to kids' brains and what schools can do about it. Alexandria, VA: ASCD.

Verdugo, R. (2006). A report on the status of Hispanics in education: overcoming a history of neglect. Washington, D.C.: National Education Association of the United States.

Surrounding Schools Data

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Address: 234 W. Avenue 33, Los Angeles, CA 90031														
LAUSD Schools	# of Students [2015-16]	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	2013 Growth API	Met Schoolwide Growth Target?	Met Subgroup Growth Targets?	2011-2013 API 3 Year Average	2013 API Statewide Rank	2013 API Similar Schools Rank	2013-2014 School Performance Framework Classification (SPF)
Abraham Lincoln High School	1030	90%	14%	15%	Latino 73%	Asian 24%	White Af. Amer. 1%	694	Yes	No	669	3	3	N/A
Franklin High School	1415	86%	11%	12%	Latino 91%	Fili. 3%	Whit, Asian 2%	713	Yes	No	687	3	5	N/A
Florence Nightingale Middle School	723	93%	16%	23%	Latino 71%	Asian 25%	White, Af. Amer. Fili. 1%	757	Yes	No	742	4	6	N/A
Woodrow Wilson High School	1543	90%	13%	12%	Latino 92%	Asian 3%	Af. Amer 2%	653	No	No	646	2	2	N/A
Thomas Jefferson Senior High	797	81%	14%	28%	Latino 88%	Af. Amer 10%	N/A	601	Yes	No	573	1	3	N/A
Charter Schools														

Los Angeles Leadership Academy	538	88%	14%	18%	Latin o 91%	Asian 4%	White 2%	699	No	No	708	3	2	N/A
Alliance Tennenbaum Family Technology	408	91%	13%	13%	Latin o 91%	Fili. 3%	Asian , White 2%	694	No	No	706	3	1	N/A
Los Angeles International Charter High School	230	83.04 %	N/A	4.35 %	Latin o 94%	Af. Amer. 2%	Fili.. 2%	785	Yes	Yes	750	7	6	N/A
Alliance Susan & Eric Smidt Technology High School	514	95.14 %	N/A	5.18 %	Latin o 92%	Asian , Af. Amer. 2%	N/A	N/A	N/A	N/A	N/A	3	10	N/A
Leadership in Entertainment and Media Arts High School	170	82.94 %	27%	24.71 %	Latin o 88.82 %	Asian 7.06 %	Af Amer. 2.35 %	N/A	N/A	N/A	N/A	1	1	N/A
Alliance College Ready #5 Middle School	331	96.37 %	N/A	25.98 %	Latin o 70.39 %	White 25.68 %	Asian 1.81 %	768	No	No	755	4	8	N/A
Excel Charter Academy Middle	321	95.33 %	N/A	18.38 %	Latin o 96.88 %	Asian 0.31 %	Two or more races 0.31 %	699	No	No	752	1	1	N/A

Charter Renewal Criteria

Evidence of Meeting Charter Renewal Standards Pursuant to Education Code Section 47607(b) and the California Code of Regulations, Title 5, Section 11966.4(b)(1)

Education Code Section 47607(b) requires that a charter school must meet at least one of the following renewal criteria prior to receiving a charter renewal:

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, both school wide and for all groups of pupils served by the charter school.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10 inclusive, in the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (5) Has qualified for an alternative accountability system pursuant to subdivision (h) of Education Code Section 52052.

Meeting Section 47607(b)(4)

The Charter School meets the criteria of Section 47607(b)(4) because the academic performance of the charter school, as indicated by 2016 California Assessment for Student Performance and Progress results, is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located.

The following tables show the percentage of Charter School students who met or exceeded standards on the 2016 CAASPP, compared with the percentage of students at comparison schools who met or exceeded standards on the 2016 CAASPP.

Middle School – English Language Arts

	6th Grade	7th Grade	8th Grade
LALA	27%	34%	47%
Nightingale Middle School	21%	18%	26%
Alliance College Ready #5 Middle School	19%	27%	46%
Excel Charter Academy Middle	21%	29%	30%

Middle School – Mathematics

	6th Grade	7th Grade	8th Grade
LALA	19%	11%	11%
Nightingale Middle School	19%	24%	22%
Alliance College Ready #5 Middle School	19%	8%	22%
Excel Charter Academy Middle	14%	29%	10%

High School – English Language Arts

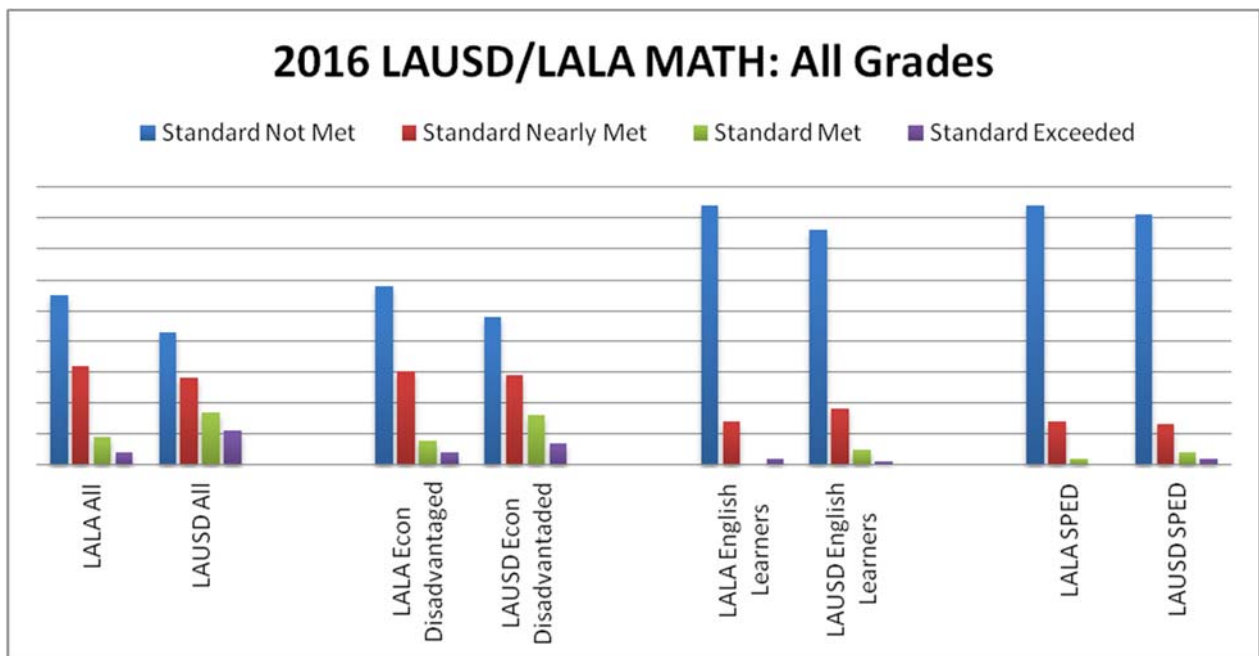
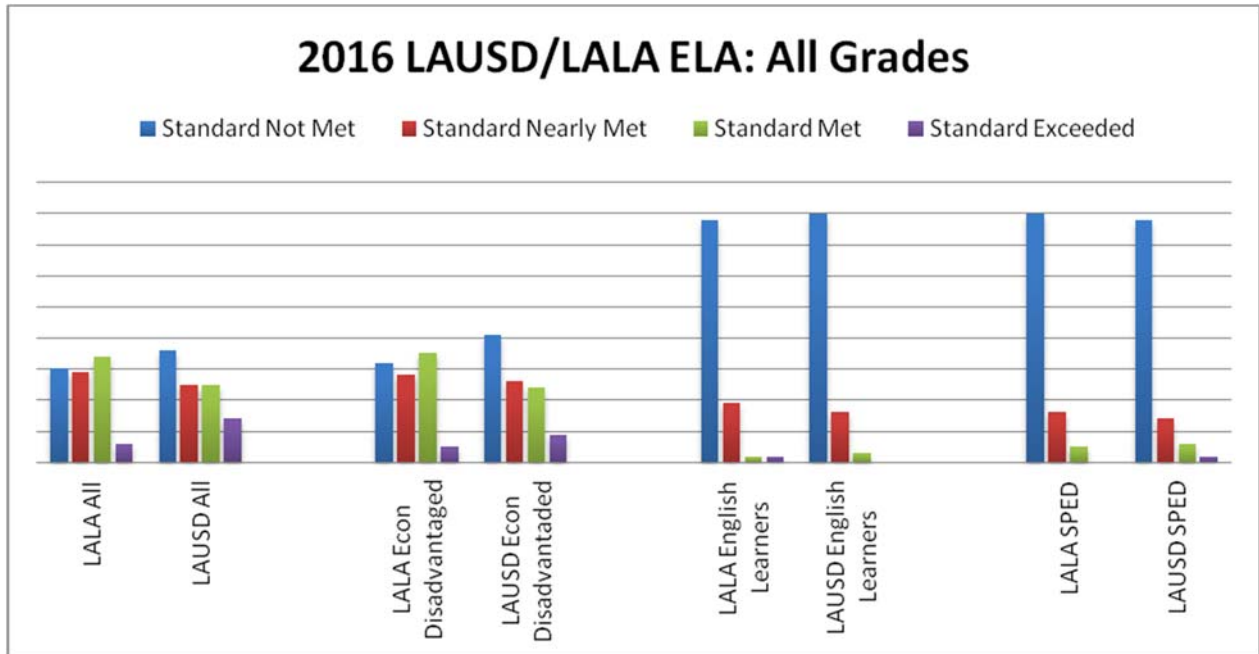
	Met or Exceeded ELA Standards	Met or Exceeded Mathematics Standards
LALA	61%	11%
Alliance Tennenbaum Family Technology	63%	32%
Alliance Susan & Eric Smidt Technology High School	64%	24%
Leadership in Entertainment and Media Arts High School	25%	3%
Abraham Lincoln High School	60%	33%
Benjamin Franklin Senior High School	63%	39%
Woodrow Wilson High School	52%	18%
Thomas Jefferson Senior High	32%	12%

http://www.scholastic.com/primarysources/pdfs/100646_ScholasticGates.pdfThe CAASPP Data for 2016 show that LALA significantly outperformed Nightingale Middle School in ELA across grade levels (6-8) for a second year in a row. Grade 8 achievement was most impressive at the middle school level, with 47% of 8th graders meeting or exceeding standards compared to Nightingale 8th grade at only 26% meeting or exceeding standards. At the High School level, 61% of LALA 11th graders met or exceeded standards in ELA, outperforming Abraham Lincoln High School at 60%, Woodrow Wilson High at 52%, Los Angeles International Charter at 52%, Los Angeles Leadership in Entertainment at 25%, and Thomas Jefferson High at 32%. In Math, LALA 6th graders outperformed Nightingale Middle School and LALA 11th graders outperformed Los Angeles Leadership in Entertainment.

Comparisons to LAUSD

The two charts below compare LALA to LAUSD schools for the 2016 CAASPP administration. In ELA, LALA’s overall students tested scored comparably to LAUSD with 40% of LALA students meeting or exceeding standards in ELA compared to LAUSD’s 39%. However, 6% fewer LALA students scored in the Standards Not Met category compared to LAUSD, Los Angeles Leadership Academy Renewal Charter

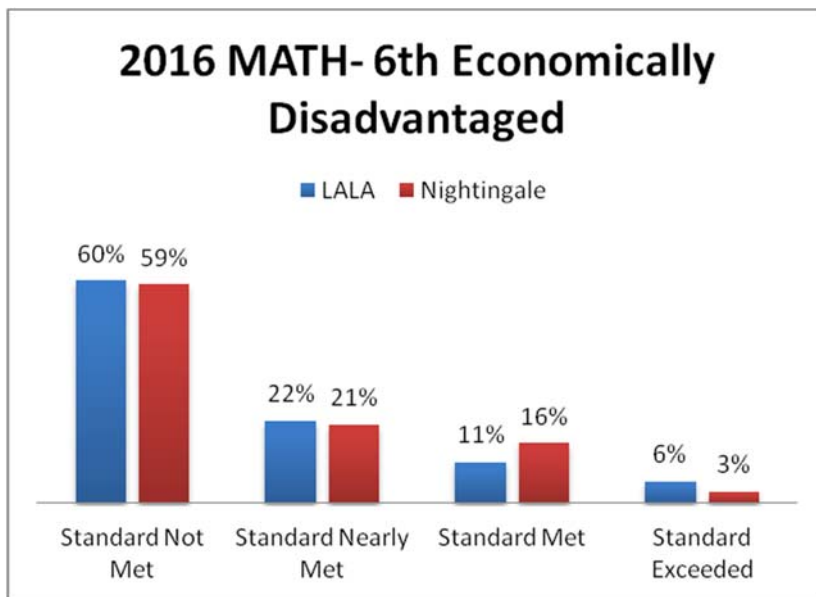
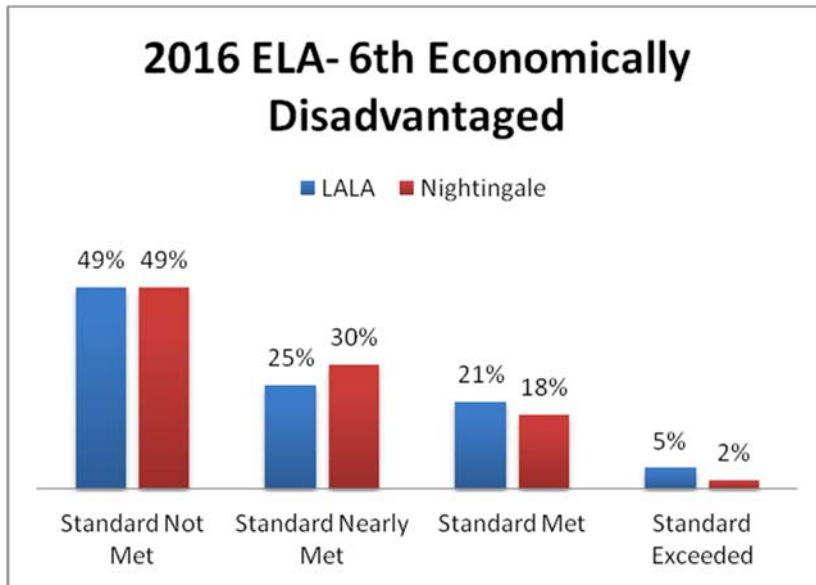
indicating a trend towards proficiency. Economically Disadvantaged students at LALA outperformed LAUSD’s Economically disadvantaged students by 7% in the Met or Exceeded standards categories, indicating positive support for students in this category at LALA. English Learners and students with disabilities scored comparably in ELA between LALA and LAUSD schools. LALA showed a need for improvement in Math overall, while Math performance was comparable between LALA and LAUSD by English Learners and students with disabilities.



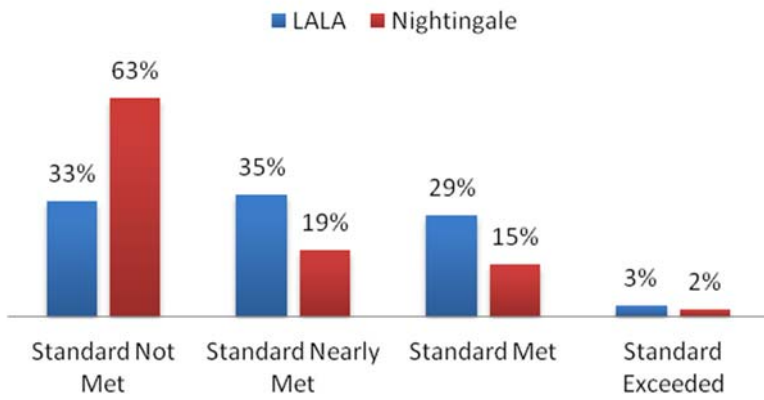
Additional 2016 CAASPP Comparison Data by Subgroup

Economically Disadvantaged

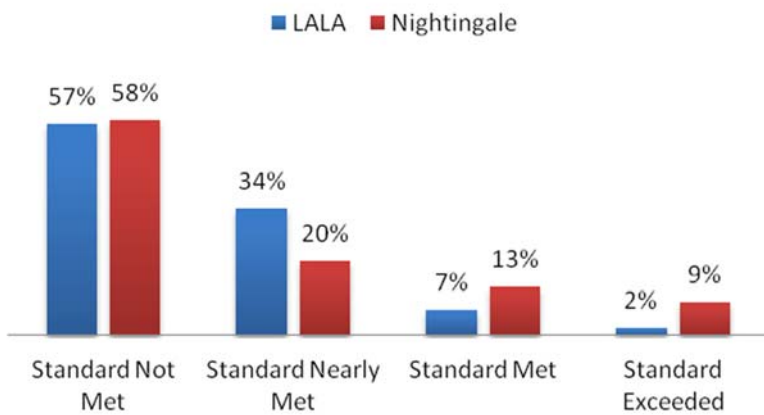
Achievement by Economically Disadvantaged students in 2016 again mirrored that of achievement by all students, with LALA Middle School outperforming local schools in ELA grades 6-8 and grade 11. LALA’s year two data demonstrates a need for improvement in the area of math instruction. Upon review of CAASPP year one and a thorough analysis of the instructional program, LALA stakeholders created an instructional improvement plan, described in detail above in the “Community Needs for Charter School,” which is currently being implemented (year 2016-17).



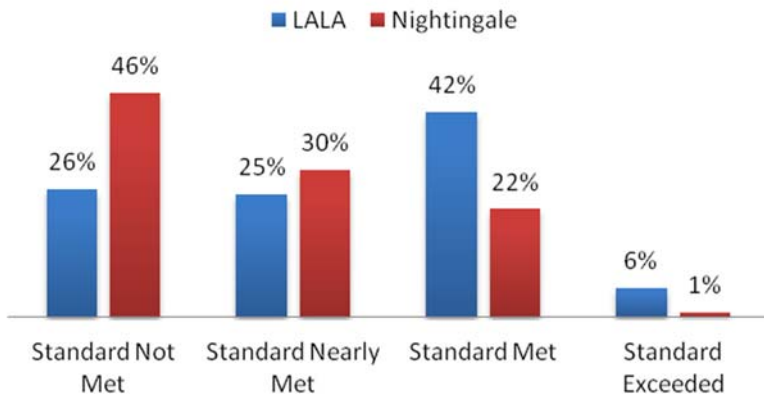
2016 ELA- 7th Economically Disadvantaged



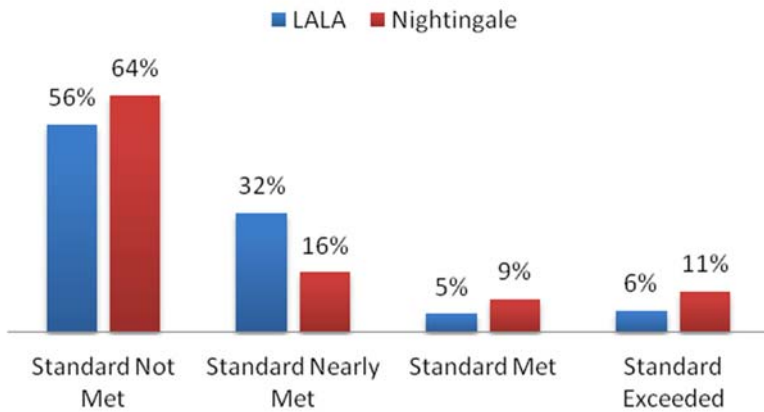
2016 MATH- 7th Economically Disadvantaged



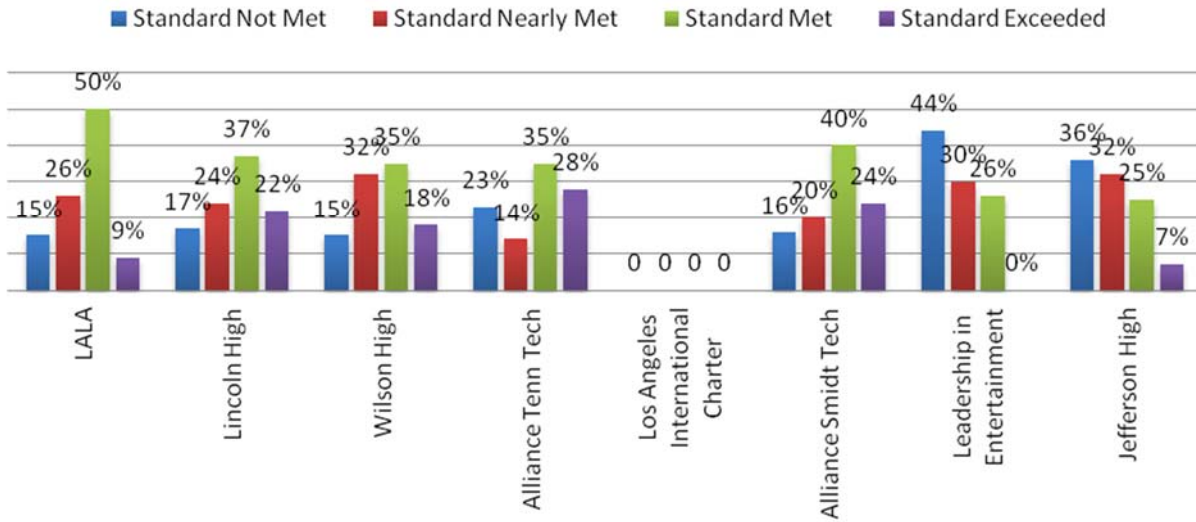
2016 ELA- 8th Economically Disadvantaged



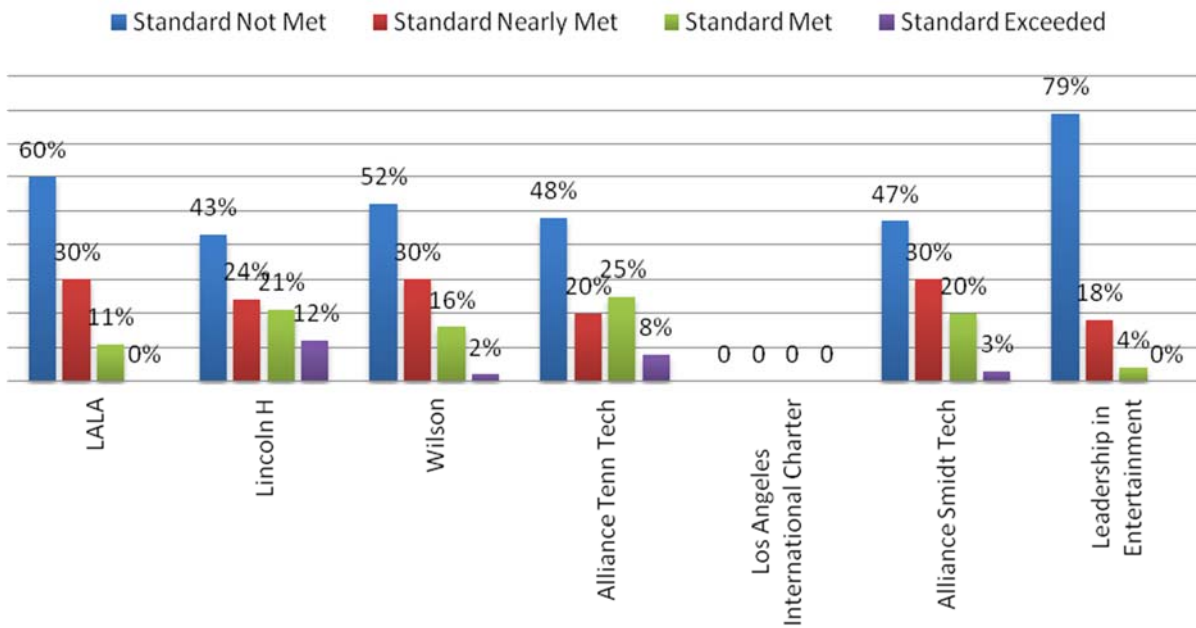
2016 MATH- 8th Economically Disadvantaged



2016 ELA- 11th Economically Disadvantaged



2016 MATH- 11th Economically Disadvantaged

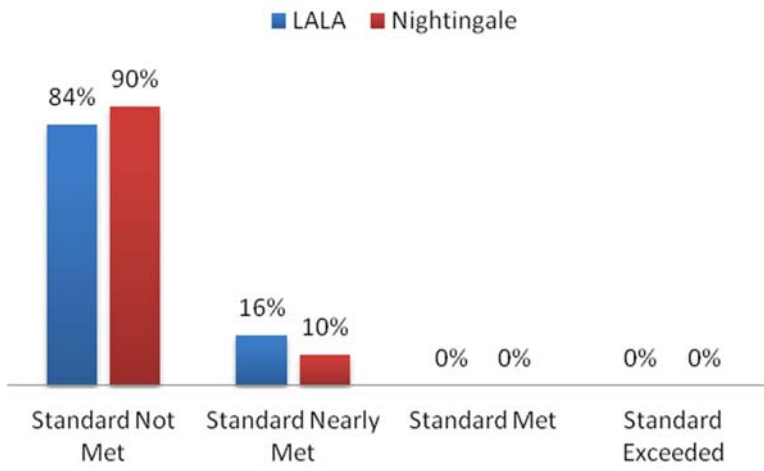


English Learners

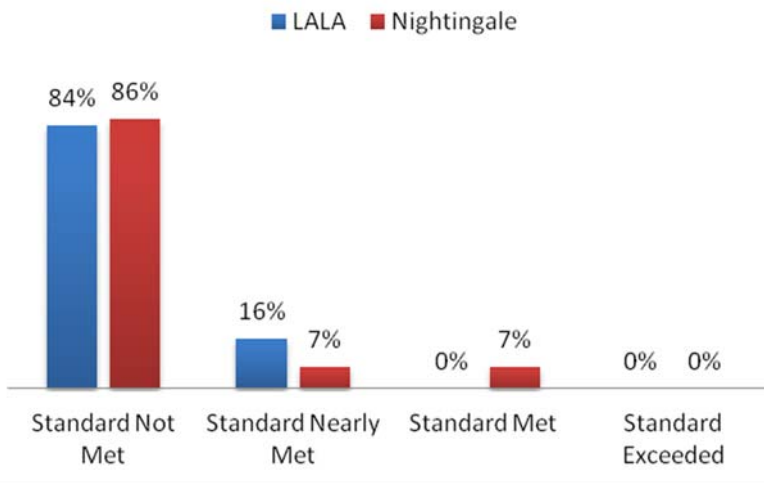
In 2016, English Learners at LALA scored comparably to surrounding schools where numbers were large enough to report. LALA 8th grade EL students outperformed Nightingale students in ELA and far fewer LALA EL students scored in the Standards Not Met category in both ELA and Math at the 8th grade level. High school data was again too small to report at LALA, at all of the small schools, as the seen in the comparison schools chart above.

Los Angeles Leadership Academy Renewal Charter

2016 ELA- 6th EL

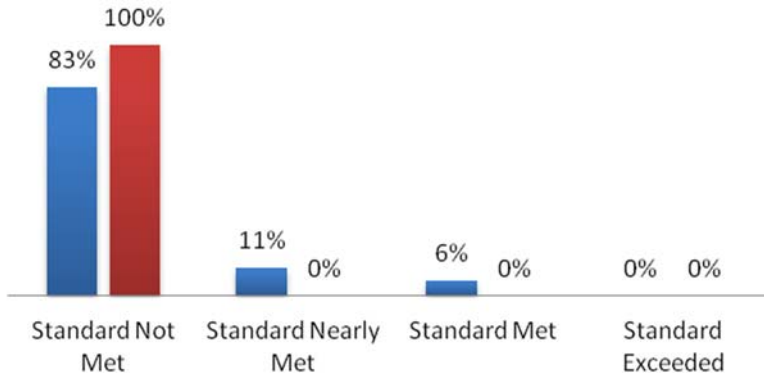


2016 MATH- 6th EL



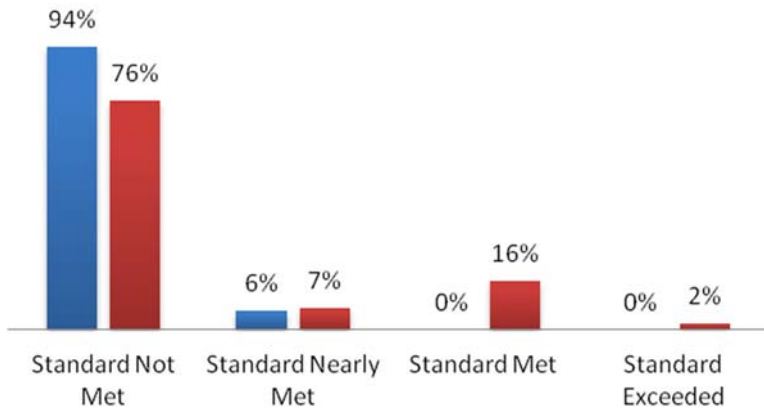
2016 ELA- 7th EL

■ LALA ■ Nightingale

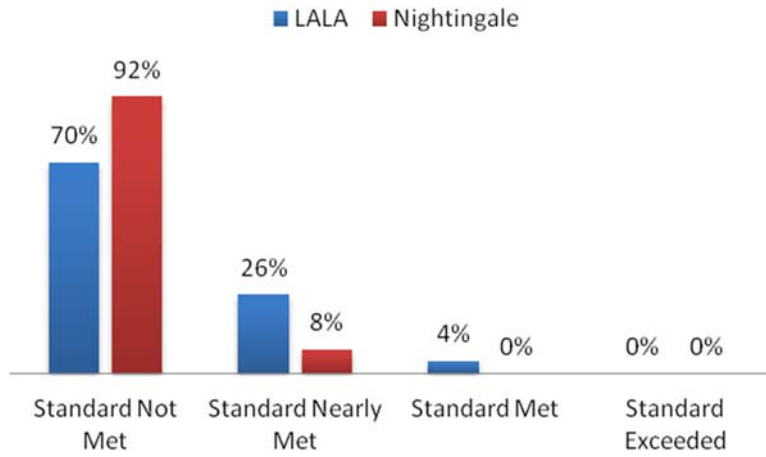


2016 MATH- 7th EL

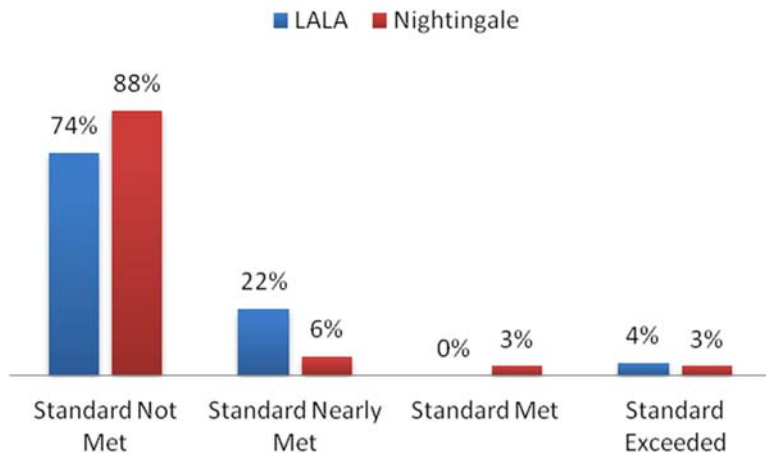
■ LALA ■ Nightingale

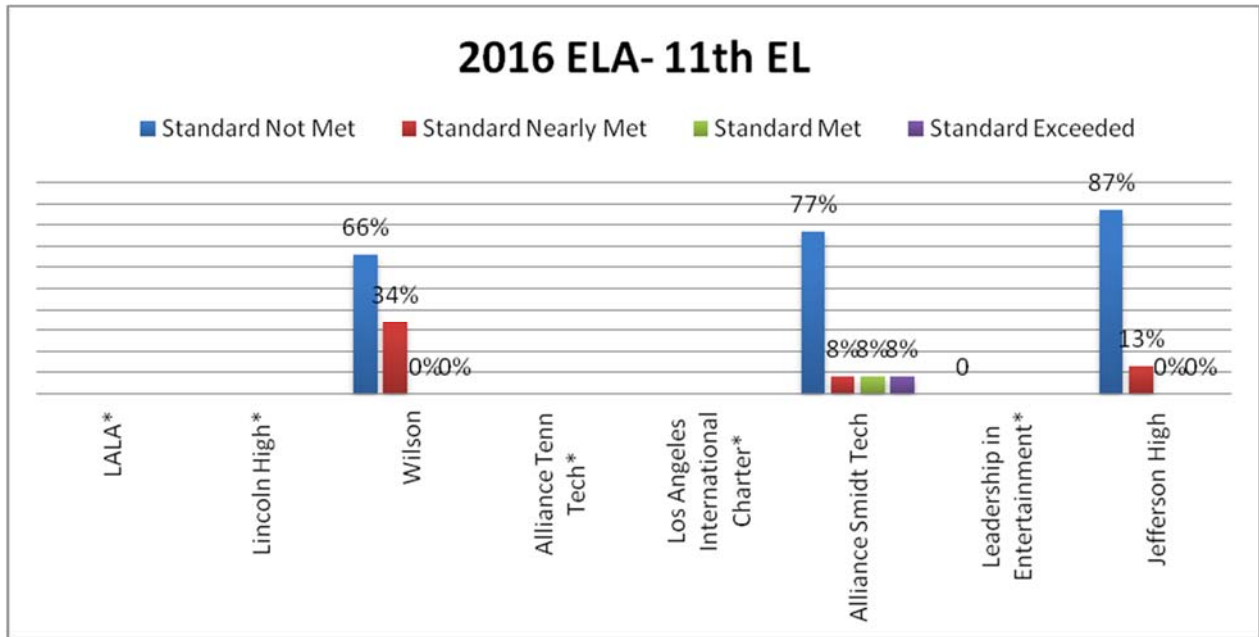


2016 ELA- 8th EL

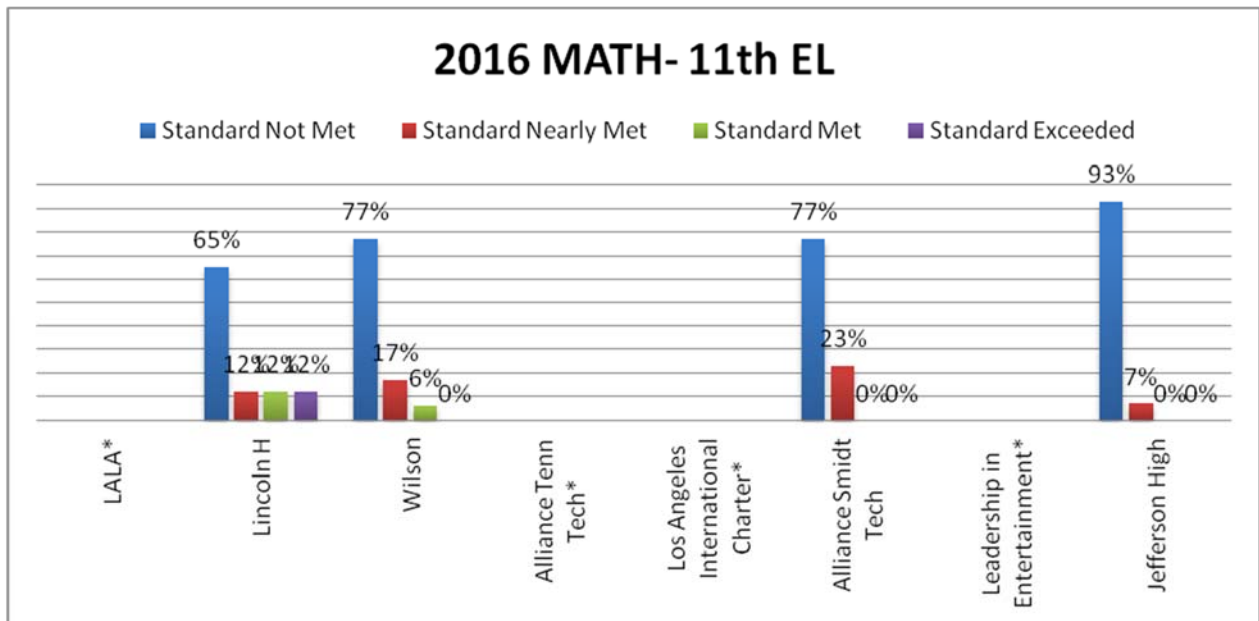


2016 MATH- 8th EL





* Indicates number of students tested was too small to report.

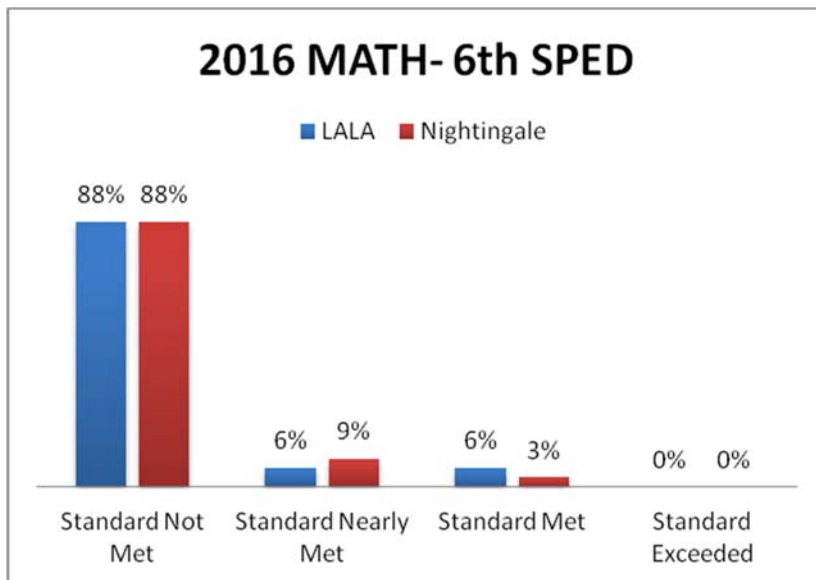
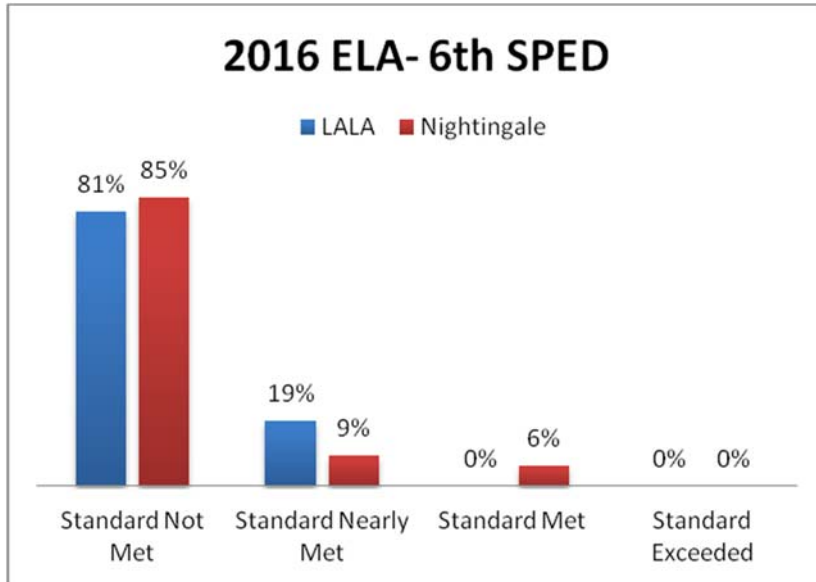


*Indicates number of students tested was too small to report

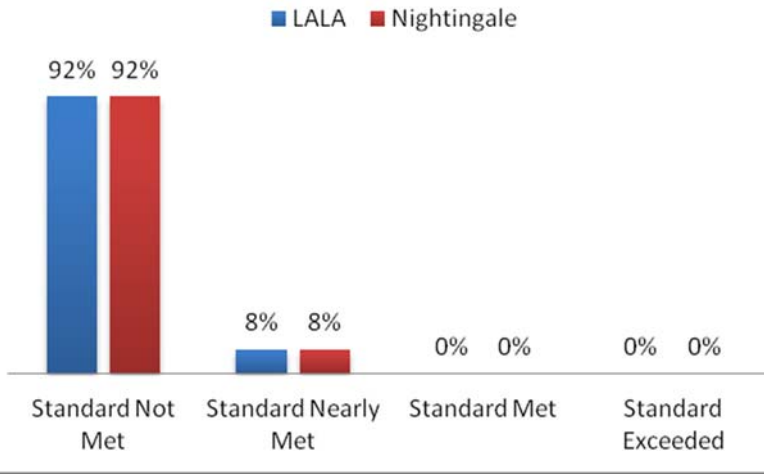
Special Education

Similar to 2015, CAASPP data for students with disabilities in the 11th grade was difficult to compare due to small sample sizes, which are not reportable by CAASPP. At the Middle School level, LALA students performed comparably to Nightingale Middle in both ELA and Math. LALA 8th grader SPED students somewhat outperformed Nightingale with 17% fewer students scoring in the Standards Not Met category. This indicates positive support for students with disabilities who attend LALA Middle School and reflect upon the increases in student support services including

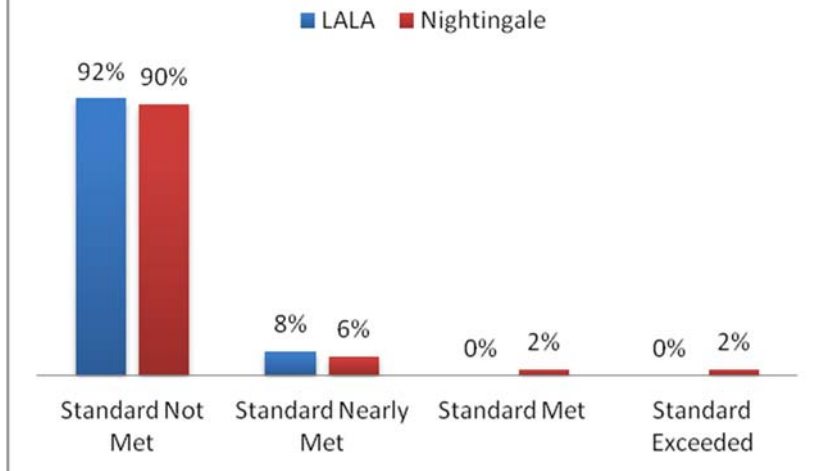
at LALA, including the addition of a Director of Student Support Services position in 2015-16 and an increase of from two to three Special Education professionals between LALA Middle and High Schools as well as added paraprofessional staff to support students with disabilities across both campuses.



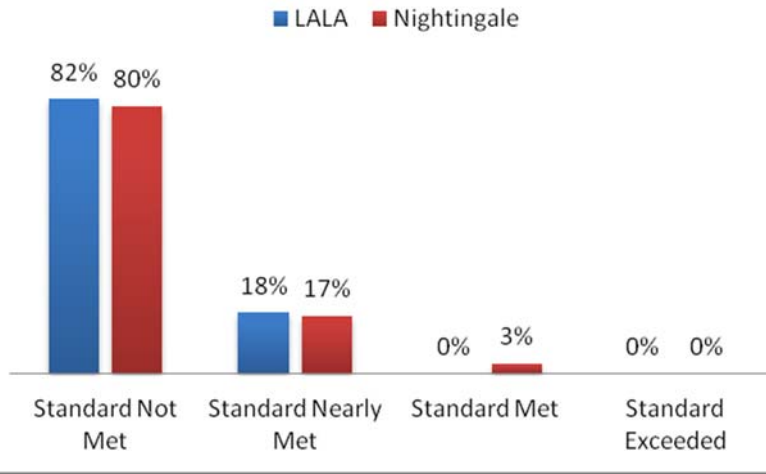
2016 ELA- 7th SPED



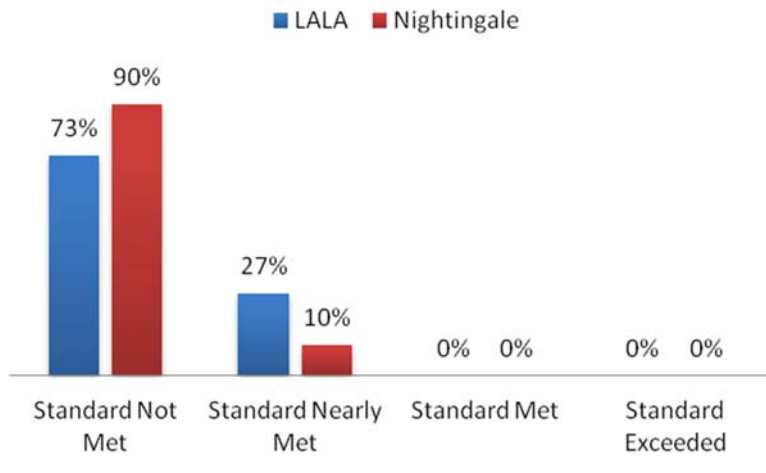
2016 MATH- 7th SPED



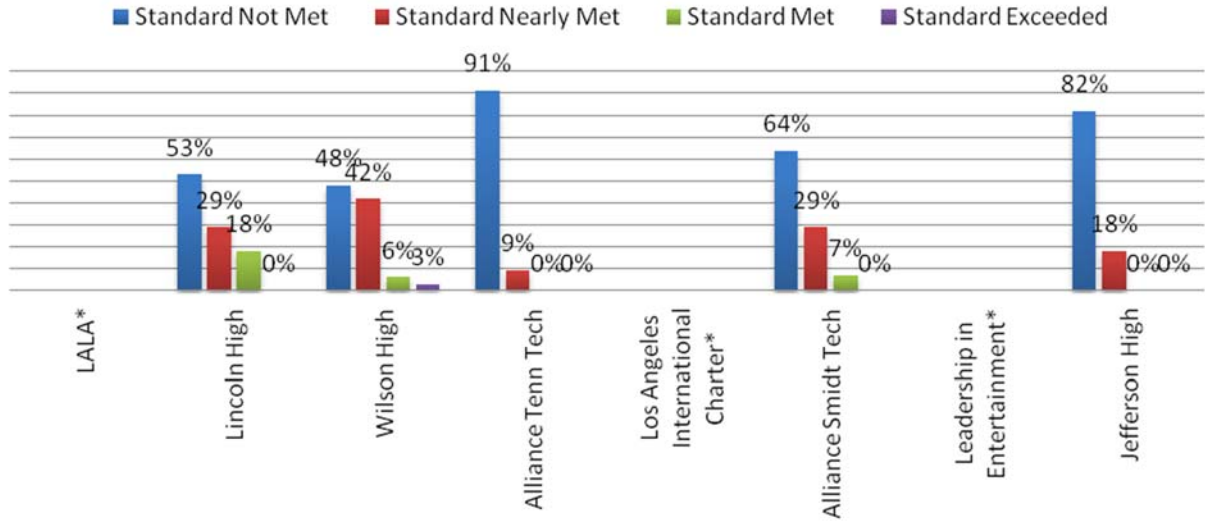
2016 ELA- 8th SPED



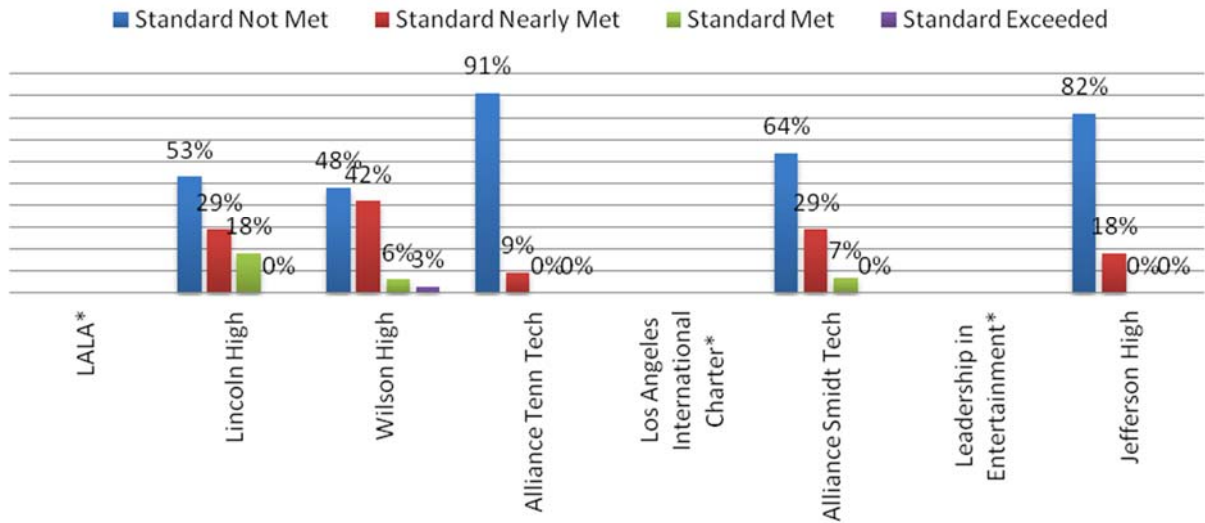
2016 MATH- 8th SPED

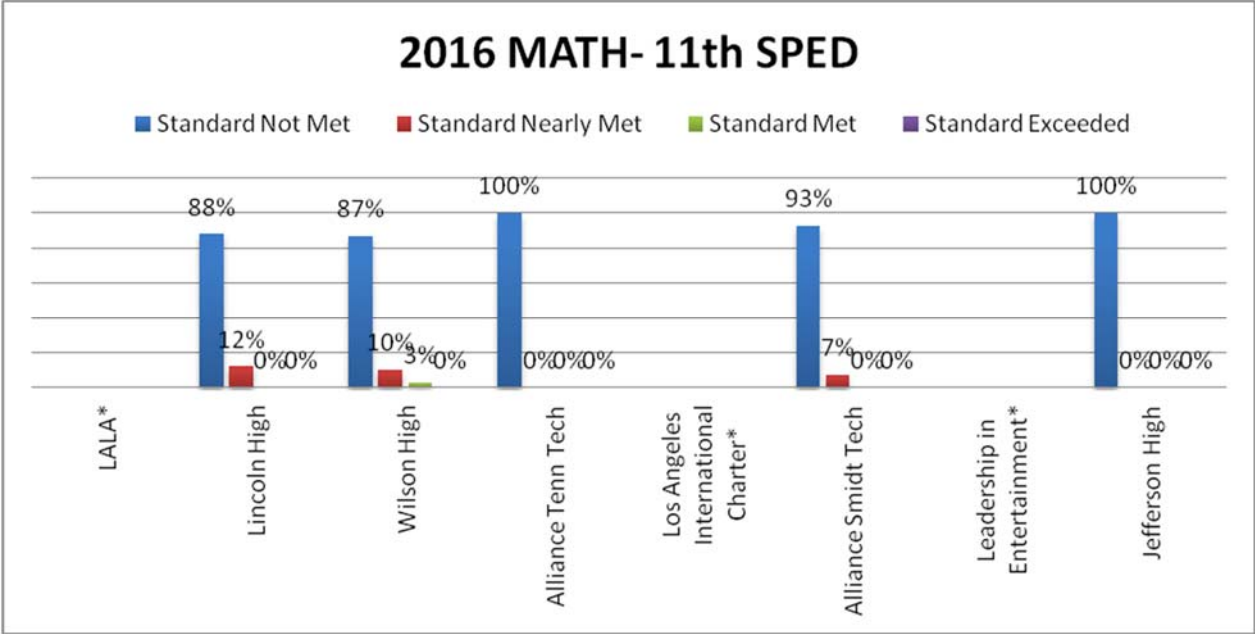


2016 ELA- 11th SPED



2016 ELA- 11th SPED





Increase in Pupil Academic Achievement

Note on Testing Data

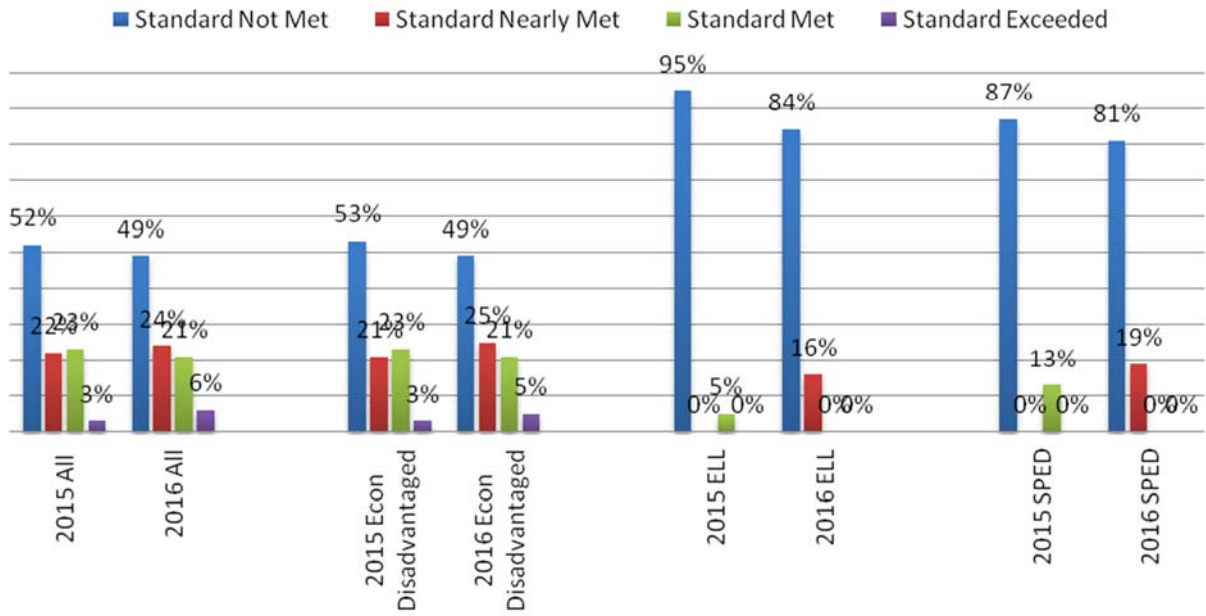
Assembly Bill 484 amended Education Code sections 52052(e)(2)(F) and 52052(e)(4) to allow schools that do not have an API calculated to use one of the following criteria to meet legislative and/or programmatic requirements:

- The most recent API calculation;
- An average of the three most recent annual API calculations; or
- Alternative measures that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant groups.

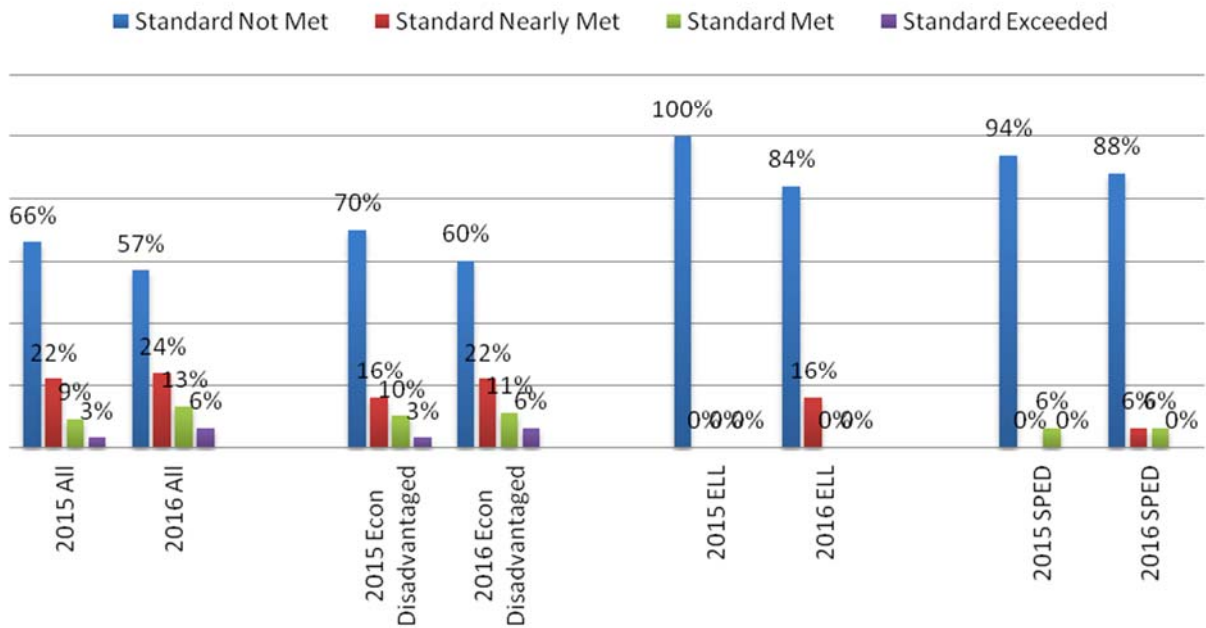
In addition to the data presented above, the Charter School meets the charter renewal criteria established in Education Code Section 47607(b) by utilizing “alternative measures” that show increases in pupil academic achievement for all groups of pupils schoolwide and among significant subgroups as allowed by Education Code Section 52052(e)(4)(C) and presented below.

The following data also satisfies Education Code Section 47607(a)(3), which requires the authorizer to consider increases in pupil academic achievement for all groups of pupils served by the charter school as the most important factor in determining whether to grant a charter renewal.

2015 to 2016 Cohort Comparison ELA: Grade 6 in Spring 2016

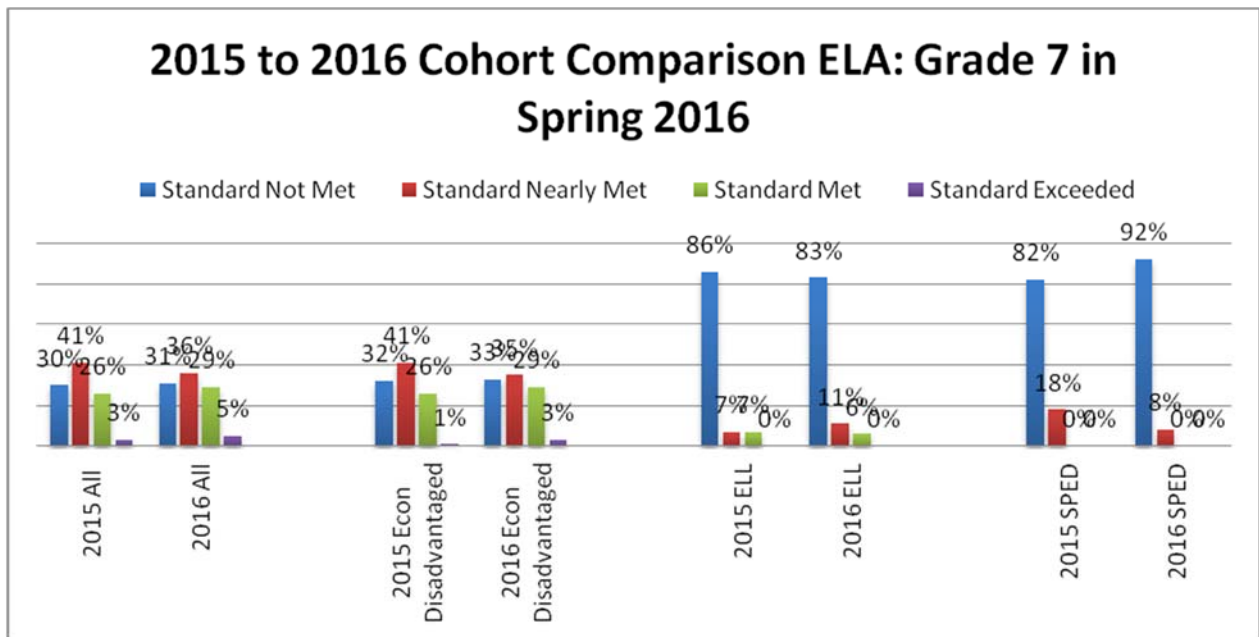


2015 to 2016 Cohort Comparison MATH: Grade 6 in Spring 2016

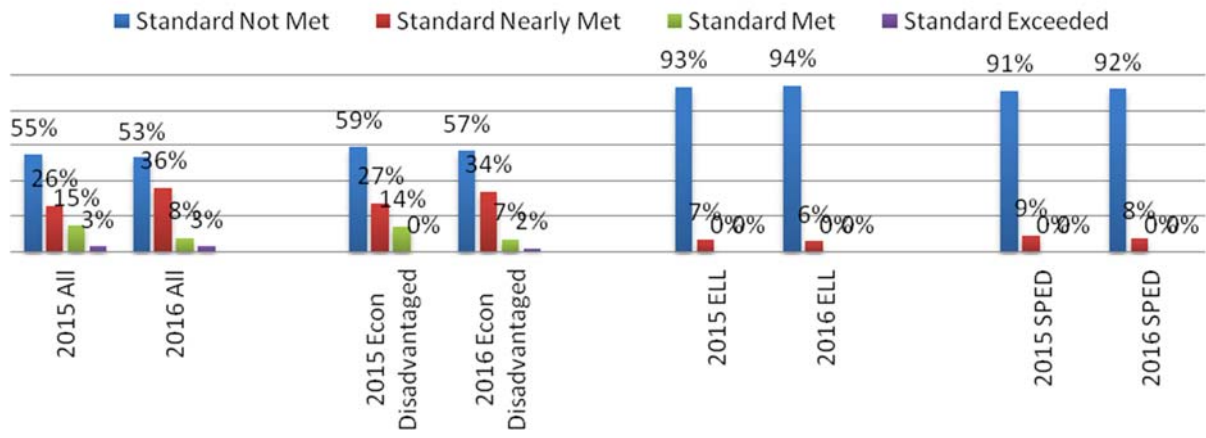


LALA receives all of its incoming sixth grade students from surrounding elementary schools. Thus, tracking achievement by cohort can provide informative data about the progress of the same students as they move through the LALA program from grade level to grade level. The charts above compare the 2016 achievement of sixth graders on the CAASPP to their prior year test results at local elementary schools in the CAASPP base year 2015. The results from year one to year two are almost equal for all students. However, significant subgroup achievement was notable. 6% of SPED students moved from the Standards Not Met category to the Standards Nearly Met category in both ELA Math. 14% of English Learners moved from the Standard Not Met category to the Standard Nearly Met in Math and an impressive 11% of ELs moved from Standard Not Met to Standard Nearly Met in ELA.

In the fall of 2016, the first cohort of Los Angeles Leadership Primary Academy students who choose to, will enter LALA. The achievement of this cohort will be carefully tracked and compared with that of the remainder of the sixth grade class and also with that of other local dual language immersion schools. The tracking of this cohort will provide LALA with information about the achievement of students who move through the program from grade level to grade level, resulting in data that will demonstrate the effectiveness of the program and/or the need for adjustments or refinements.

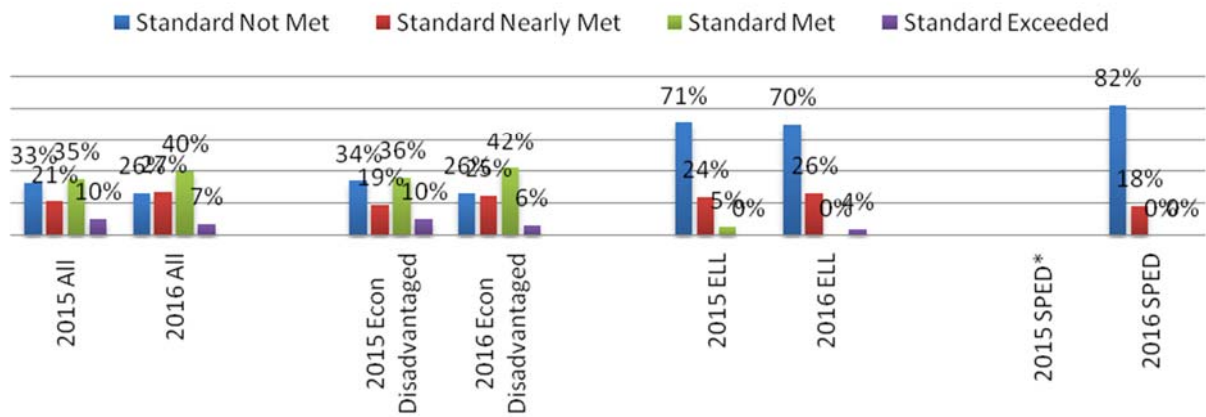


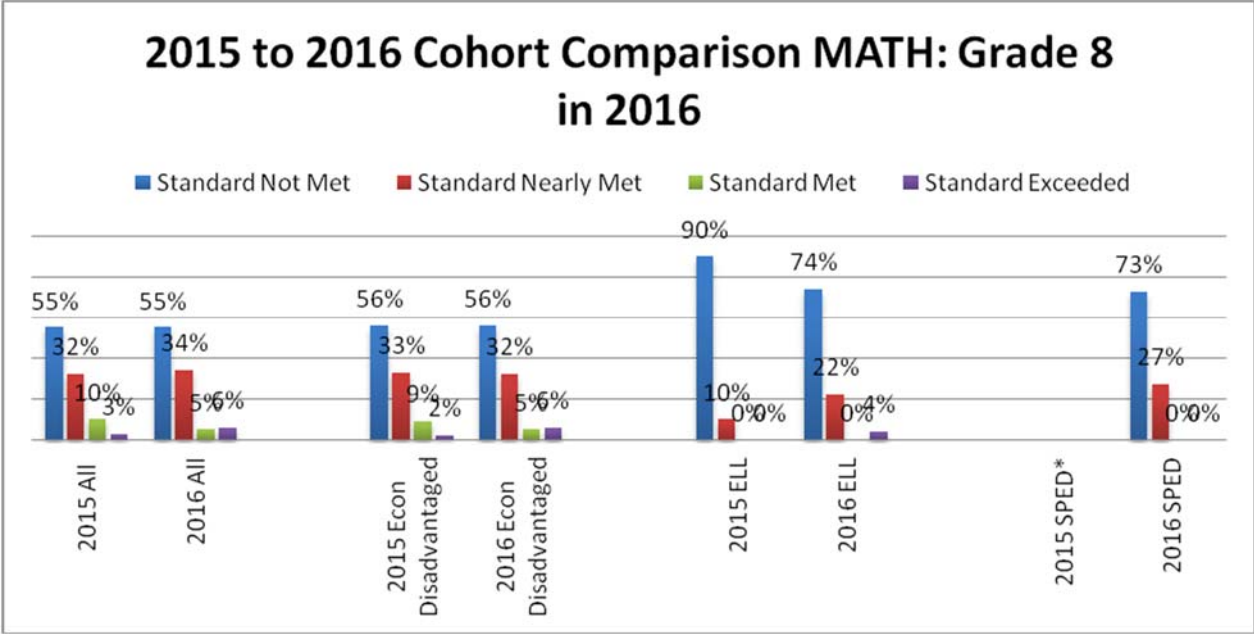
2015 to 2016 Cohort Comparison MATH: Grade 7 in Spring 2016



From 6th (in 2015) to 7th grade (in 2016) 5% more students Met or Exceeded standards in ELA. Significant subgroup data for this cohort in ELA remained about the same, with some gains among Economically Disadvantaged students whose achievement mirrored the overall increase of 5% in the Met or Exceeded standards categories. Math scores somewhat dropped overall and among Economically Disadvantaged students, while remaining consistent among English Language Learners and students with disabilities between 2015 and 2016.

2015 to 2016 Cohort Comparison ELA: Grade 8 in Spring 2016





The CAASPP results for the 7th grade cohort show improvement in ELA achievement between year one and year two (7th and 8th grade). At baseline, 45% of all students met or exceeded ELA standards and in year two 47% of all students met or exceeded ELA standards. Economically disadvantaged students made a 2% gain, while ELLs stayed about the same. No comparative data is available for the special education student subgroup because the baseline year cohort was too small to report.

The CAASPP results for math achievement for all students in this cohort show a need for improvement as previously discussed. However, there is growth in achievement in math for EL students and socioeconomically disadvantaged students in this cohort between year one and year two. In year one no EL students met or exceeded math standards, but in year two 4% of EL students met or exceeded math standards. An additional 2% of socioeconomically disadvantaged students met or exceeded math standards in year two. While the data confirms math instruction as our focus area, it does show that the ELA program is improving achievement for EL students in both ELA and mathematics.

Additional Data

CELDT Comparison

	Beginning 1	Early Int. 2	Intermediate 3	Early Adv. 4	Advanced 5	Total Students
2015-16	17%	8%	27%	35%	12%	113
2014-15	9%	13%	40%	29%	9%	100
2013-14	4%	8%	36%	36%	15%	118
2012-13	3%	14%	32%	31%	20%	104
2011-12	1%	8%	32%	42%	17%	144

The chart above compares student performance on the California English Language Development Test (“CELDT”) from 2011-12 to 2015-16. The data shows performance being largely consistent from year to year, with the majority of the students (62% to 74%) falling in the Intermediate and Early Advanced levels in every year. However, a sharp increase in Beginning and Early Intermediate performance levels is seen for years 2014-15 and 2015-16. This is due to an increase in first-time-U.S.-enrolled students during those years and a general increase in enrollment in 2015-16. It is notable that the percentage of students falling into the Early Advanced and Advanced levels increased by almost 10% between 2014-15 and 2015-16, demonstrating that even with increased enrollment more students are performing at the higher levels. As discussed elsewhere in this petition, in these last two years LALA has made changes to its ELA program designed to improve the language development of its English language learners. In fact, as illustrated by the CAASPP data shown above, ELs are demonstrating strong achievement in ELA across all grade levels, especially when compared to the achievement of students in surrounding schools.

Student mobility does negatively impact our students’ CELDT performance and reclassification rates, specifically as a result of an increase in first-time U.S. enrolled students over the last several years. However, rigorous and consistent reclassification criteria established in the 2014-15 school year play a bigger part in LALA’s reclassification statistics. In 2014-15 LALA evaluated its reclassification process, aligning it with LAUSD and establishing a consistent internal benchmark system using NWEA, which would replace the suspended CST as a criterion for reclassification. Furthermore, LALA evaluates student performance on both NWEA’s Language Usage and Reading assessments to determine English Language Proficiency. These rigorous criteria ensure that students are not reclassified until they are ready, allowing borderline students to continue receiving much needed English Language Development support, in addition to English courses required for all students.

CELDT Cohort Comparison

The chart below compares our seven 2016-17 cohorts (grade levels) over the past three years, using available data. The classes of 2022 and 2021 only have one and two years of data, respectively, as these cohorts entered our school in 6th grade. Performance scores on the five domains (listening, speaking, reading, writing, and comprehension) were averaged to achieve an overall level score, and the total number of students tested in each cohort/year is indicated in order to show changes in the cohort size over the three-year period. Changes in cohort size due to enrollment fluctuations (new students enroll, other students disenroll) make it difficult to compare the actual language achievement of the students in these cohorts, but, as anticipated, the CELDT scores show a higher number of students performing at levels 1 and 2 in grades 6, 7, 8 than in grades 9-12.

	Overall CELDT Level 2013-14	Overall CELDT Level 2014-15	Overall CELDT Level 2015-16
Class of 2022	N/A	N/A	L1: 4 (19%) L2: 3 (14%)

			L3: 9 (43%) L4: 5 (24%) L5: 0 (21 tested)
Class of 2021	N/A	L1: 2 (13%) L2: 3 (19%) L3: 9 (56%) L4: 1 (6%) L5: 1 (6%) (16 tested)	L1: 2 (11%) L2: 3 (16%) L3: 4 (21%) L4: 7 (37%) L5: 3 (16%) (19 tested)
Class of 2020	L1: 2 (8%) L2: 5 (21%) L3: 11 (46%) L4: 6 (25%) L5: 0 (24 tested)	L1: 4 (15%) L2: 7 (27%) L3: 7 (27%) L4: 6 (23%) L5: 2 (8%) (26 tested)	L1: 6 (21%) L2: 0 L3: 6 (21%) L4: 10 (36%) L5: 6 (21%) (28 tested)
Class of 2019	L1: 2 (8%) L2: 1 (4%) L3: 7 (29%) L4: 10 (42%) L5: 4 (17%) (24 tested)	L1: 0 L2: 1 (5%) L3: 5 (25%) L4: 11 (55%) L5: 3 (15%) (20 tested)	L1: 3 (23%) L2: 0 L3: 3 (23%) L4: 7 (54%) L5: 0 (13 tested)
Class of 2018	L1: 1 (6%) L2: 3 (17%) L3: 6 (33%) L4: 7 (39%) L5: 1 (6%) (18 tested)	L1: 2 (14%) L2: 1 (7%) L3: 6 (43%) L4: 5 (36%) L5: 0 (14 tested)	L1: 3 (21%) L2: 1 (7%) L3: 2 (14%) L4: 5 (36%) L5: 3 (21%) (14 tested)
Class of 2017	L1: 0 L2: 0 L3: 6 (55%) L4: 3 (27%) L5: 2 (18%) (11 tested)	L1: 0 L2: 0 L3: 4 (67%) L4: 2 (33%) L5: 0 (6 tested)	L1: 1 (17%) L2: 0 L3: 5 (83%) L4: 0 L5: 0 (6 tested)
Class of 2016	L1: 0 L2: 1 (8%) L3: 2 (17%) L4: 6 (50%) L5: 3 (25%) (12 tested)	L1: 1 (10%) L2: 0 L3: 5 (50%) L4: 3 (30%) L5: 1 (10%) (10 tested)	L1: 0 L2: 2 (17%) L3: 2 (17%) L4: 6 (50%) L5: 2 (17%) (12 tested)

NWEA 2015-16

ELA-READING				
GRADE LEVEL	FALL MEAN RIT	SPRING MEAN RIT	+/- Growth	Growth Projected

6	197.6	206.2	+8.6	5.1
7	201.6	210.4	+8.8	4.0
8	212.7	216.6	+3.9	3.0
9	213.9	218.6	+4.7	1.7
10	223.4	221.1	-2.3	0.6
11	220.9	222.8	+1.9	N/A
12	223.3	221.0	-2.3	N/A
ELA-LANGUAGE USAGE				
6	201.0	206.0	+5	4.8
7	206.5	210.7	+4.2	3.7
8	214.7	216.7	+2	2.9
9	215.7	216.8	+1.1	2.0
10	219.6	221.6	+2.0	1.2
11	221.8	221.9	+0.1	N/A
12	223.1	221.9	-1.2	N/A
MATHEMATICS				
6	205.7	214.6	+8.9	6.8
7	209.6	215.1	+5.5	5.2
8	216.3	221.6	+5.3	4.0
9	222.1	222.2	+0.1	2.6
10	226.8	227.6	+0.8	2.2
11	228.6	229.0	+0.4	N/A
12	240.7	236.0	-4.7	N/A

NWEA Subgroups

ELA-READING			
	FALL MEAN RIT	SPRING MEAN RIT	+/- Growth
EL	Grade 6: 184.3 Grade 7: 188.2 Grade 8: 193.0 Grade 9: 198.9 Grade 10: 217.4 Grade 11: 208.2 Grade 12: 200.4	Grade 6: 191.1 Grade 7: 195.7 Grade 8: 199.6 Grade 9: 204.7 Grade 10: 208.3 Grade 11: 204.8 Grade 12: 193.8	Grade 6: +6.8 Grade 7: +7.5 Grade 8: +6.6 Grade 9: +5.8 Grade 10: -9.1 Grade 11: -3.4 Grade 12: -6.6
SPECIAL EDUCATION	Grade 6: 193.0 Grade 7: 180.4 Grade 8: 190.0 Grade 9: 194.1 Grade 10: 221.2 Grade 11: 213.2 Grade 12: 203.0	Grade 6: 192.1 Grade 7: 189.3 Grade 8: 198.2 Grade 9: 203.3 Grade 10: 205.1 Grade 11: 208.5 Grade 12: 193.3	Grade 6: -0.9 Grade 7: +8.9 Grade 8: +8.2 Grade 9: +9.2 Grade 10: -16 Grade 11: -4.7 Grade 12: -9.7
ELA-LANGUAGE USAGE			
EL	Grade 6: 187.8 Grade 7: 197.4 Grade 8: 199.1	Grade 6: 192.7 Grade 7: 196.1 Grade 8: 199.6	Grade 6: +4.9 Grade 7: -1.3 Grade 8: +0.5

	Grade 9: 203.5 Grade 10: 212.7 Grade 11: 208.0 Grade 12: 205.5	Grade 9: 200.0 Grade 10: 209.1 Grade 11: 203.0 Grade 12: 202.9	Grade 9: -3.5 Grade 10: -3.6 Grade 11: -5.0 Grade 12: -2.6
SPECIAL EDUCATION	Grade 6: 188.0 Grade 7: 191.1 Grade 8: 195.5 Grade 9: 198.4 Grade 10: 220.2 Grade 11: 211.3 Grade 12: 205.4	Grade 6: 193.2 Grade 7: 191.5 Grade 8: 198.9 Grade 9: 200.2 Grade 10: 211.4 Grade 11: 205.4 Grade 12: 201.4	Grade 6: +5.2 Grade 7: +0.4 Grade 8: +3.4 Grade 9: +1.8 Grade 10: -8.8 Grade 11: -4.0 Grade 12: -4.0
MATHEMATICS			
EL	Grade 6: 194.1 Grade 7: 199.9 Grade 8: 204.2 Grade 9: 203.5 Grade 10: 215.4 Grade 11: 213.0 Grade 12: 219.1	Grade 6: 202.5 Grade 7: 200.6 Grade 8: 210.4 Grade 9: 201.8 Grade 10: 218.3 Grade 11: 212.6 Grade 12: 222.0	Grade 6: +8.4 Grade 7: +0.7 Grade 8: +6.2 Grade 9: -1.7 Grade 10: +2.9 Grade 11: -0.4 Grade 12: +2.9
SPECIAL EDUCATION	Grade 6: 189.0 Grade 7: 192.6 Grade 8: 196.5 Grade 9: 193.9 Grade 10: 220.0 Grade 11: 210.0 Grade 12: 216.4	Grade 6: 198.2 Grade 7: 195.3 Grade 8: 202.3 Grade 9: 198.3 Grade 10: 211.3 Grade 11: 213.5 Grade 12: 210.2	Grade 6: +9.2 Grade 7: +2.7 Grade 8: +5.8 Grade 9: +4.4 Grade 10: -8.7 Grade 11: +3.5 Grade 12: -6.2

LALA uses NWEA Measures of Academic Progress (“MAP”) tests to measure student achievement internally. Students are tested three times a year, with fall to spring growth scores compared in the chart above. Although 8th grade math scores were lower than expected (see discussion below), growth in both Math and Reading at the Middle School exceeded expectations and Language Usage showed positive gains as well. We also saw significant growth in Reading, Language Usage and Math for our middle school English Language Learners and Special Education students. At the 6th grade level, Math scores showed significant growth for all students, including for English learners and Special Education students. In response to this data and in accordance with the math improvement plan discussed above, site administrators have implemented a teacher mentor system, pairing veteran teachers with new teachers within the math department. The goal is to improve math achievement in 8th grade while maintaining high achievement in 6th grade and supporting new math teachers through mentorship and professional development.

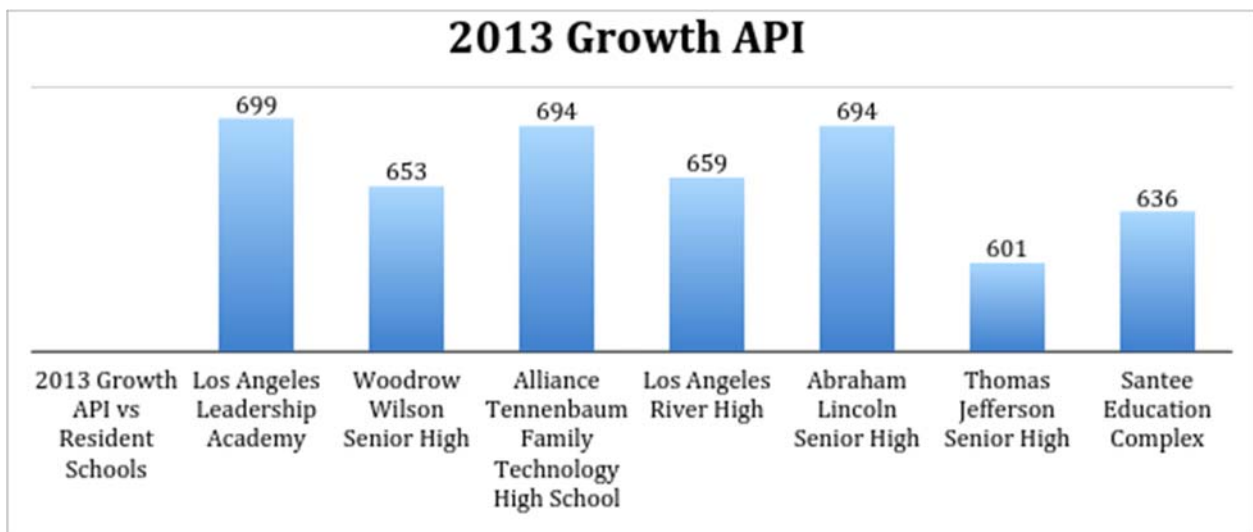
The NWEA data also identified areas of need at the High School, specifically in grades 10-12 and for the subgroup of Special Education students. There was no growth in any of the three tested subjects for 12th grade and growth was small or lower than expected in all three subjects for 10th - 11th grades. Special education students showed growth only in 11th grade math. In response to this data, LALA will make meaningful instructional changes for students, implementing new

curriculum aligned with the Common Core State Standards, and implementing increasingly intensive interventions as identified in the multi-tiered system of supports.

Counselors and administrators encourage seniors to think of their senior year as moving through a transition rather than coming to a finish line, enabling students to maintain their momentum. With respect to 12th grade achievement, LALA has formulated a plan of action as follows. Teachers, counselors, and administrators will help seniors:

- Set short-term goals (e.g. study one hour per day, earn a B on an English or History paper, complete a project) as achieving these goals can offer immediate satisfaction and boost motivation to continue working.
- Enroll in elective classes to stimulate interest and curiosity and provide novelty (e.g. Journalism, Chicano Studies, Intro to Social Justice Activism).
- Schedule down time for relaxation and reflection so that fatigue is manageable and time for these activities is not taken from schoolwork.
- Plan and organize work so time is managed in a way that prevents logjams.

2013 Growth API vs. Resident Schools



LALA’s 2013 Growth API score (699) exceeded that of comparison resident schools Woodrow Wilson Senior High (653); Alliance Tennenbaum Family Technology High School (694); Los Angeles River High (659); Abraham Lincoln Senior High (694); Thomas Jefferson Senior High (601); and Santee Education Complex (636). As shown in the chart above, LALA has made significant progress toward closing the achievement gap compared to other resident schools.

Reclassification of English Learners

	Enrollment	English Learners	Students Redesignated FEP
2015-16	538	98 (18.2%)	0 (0.0%)

2014-15	538	85 (15.8%)	9 (8.6%)
2013-14	541	105 (19.4%)	17 (13.9%)

In 2014-15, the Executive Director, site principals, and the Coordinator of Compliance clarified reclassification criteria to align with that of LAUSD, using a nationally standardized assessment system called NWEA MAP exams in both Language usage and Reading. In 2014-15, using NWEA for the internal assessment metric, LALA identified nine previously unidentified eligible students and reclassified them. In 2015-16, several students with conflicting California Longitudinal Pupil Achievement Data System (“CALPADS”) EL program records were eligible for reclassification, but during the CALPADS clean-up process these students were claimed by their previous LAUSD schools, and we honored these program records. The reclassification of nine students in 2014-15 coupled with the claiming of program records of eligible students to other schools in 2015-16 resulted in no students being eligible for reclassification. LALA has, however, identified eleven students who will be eligible for reclassification during the 2016-17 school year.

ACT

Grad Year	Total Tested		English		Math		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	18	103,024	17.4	21.6	17.4	22.8	18.0	22.1	17.4	21.5	17.7	22.1
2013	38	107,243	14.5	21.6	17.0	22.8	15.8	22.3	15.1	21.5	15.7	22.2
2014	38	113,732	14.1	21.8	15.8	22.8	14.7	22.3	15.3	21.7	15.2	22.3
2015	28	121,815	15.0	22.1	16.8	22.7	16.2	22.6	16.3	22.0	16.2	22.5
2016	38	127,225	16.1	22.1	16.8	22.7	18.3	22.9	16.6	22.1	17.1	22.6

American College Testing (“ACT”) exam achievement rates over the past five years demonstrate a trend of decreased achievement by LALA students from 2012 to 2014 before gradually increasing again. The two subsequent years of ACT data demonstrate growth in all subject areas, especially in Reading. In 2016, Reading scores topped the scores in 2012, the highest in the last five years. State scores, while overall higher than LALA, do not demonstrate this growth trend following the 2014 school year, indicating the results are attributable to a strong, positive response

to instructional changes at Los Angeles Leadership Academy and not due to a cohort or testing bias.

Early Assessment Program Results

	LALA Proficient in MATH	LALA Proficient in ELA	Graduating Year
Fall 2011	14%	14%	Class of 2011
Fall 2012	29%	0%	Class of 2012
Fall 2013	33%	60%	Class of 2013
Fall 2014	26%	26%	Class of 2014
Fall 2015	50%	31%	Class of 2015

The Early Assessment Program (“EAP”) is a program developed by the California State University (“CSU”) system to accommodate its large number of incoming students who need remedial education in English and Math. The CSU worked with the California Department of Education (“CDE”) to incorporate the CSU’s placement standards into existing high school standardized tests. The EAP, among many other benefits, allows students, parents, and teachers to identify their college readiness early enough to allow for a personalized and differentiated college preparation.

LALA’s EAP results over the past five years have shown a steady increase in achievement, with an especially high ELA-achieving outlier cohort in 2013 and a high math-achieving cohort in 2015. This trend shows very strong upward growth in both Math and English proficiency in the last three years.

Graduation Rate and Action Plan

YEAR	Cohort Students	Cohort Graduates	Cohort Graduation Rate
2014-15	52	35	67.3%
2013-14	68	60	88.2%
2012-13	51	48	94.1%
2011-12	76	57	75.0%
2010-11	43	32	74.4%

High school graduates are more likely to be employed, make higher taxable income, and aid in job generation (US Census Bureau, 2012). Additionally, high school graduates earn a national average of \$8,000 more annually compared to high school dropouts (Alliance for Excellent Education, 2015). The mission of Los Angeles Leadership Academy is to prepare urban secondary students to succeed in college and/or their chosen career paths, to live fulfilling, self-directed lives, and to be effective in creating a just and humane world. Thus, Los Angeles Leadership Academy is committed to improving yearly graduation rates.

To achieve this goal, counselors conduct one-on-one meetings with all students to review high school graduation requirements and develop a four-year plan. Subsequent graduation progress meetings are conducted on a yearly basis with students in order to monitor their progress and develop a plan for recovering any failed courses. Credit and grade point average information are reviewed to help students reflect on their progress. Counselors also work with teachers to identify at-risk students in order to provide interventions and needed supports. Time is allocated in the school day for teachers to work with students on reviewing their grades and graduation progress. Advisory period allows teachers and the counselor to collaborate, working with students not only to help them graduate but also to work on college and career planning. Because school connectedness is related to higher academic motivation, classroom engagement and better attendance, which are themselves factors linked to academic achievement (Blum & Libbey, 2004; Blum, McNeely, & Rinehart, 2002), teachers and administrators work to help build tighter connections with students and their school throughout the school day but especially during advisory. Research indicates that students who have a positive view of the relationship between themselves and their educators tend to perform better academically (McClure, Yonezawa, & Jones, 2010), have increased academic expectations of themselves and increased personal accountability (Wallach, Ramsey, Copland, & Lowry, 2006), so developing relationships through meeting and working with teachers and the counselor on a regular basis should improve student graduation rates.

Besides creating positive relationships with students, Los Angeles Leadership Academy strives to increase communication with parents. Parent Square is a tool that is used to keep parents informed about upcoming parent conferences, workshops, and other important dates. PowerSchool is used heavily to help parents and students alike stay informed about grades, work habits, and citizenship. Parents and students are provided detailed instructions on accessing their PowerSchool accounts both in English and Spanish. Additionally, Intervention and Enrichment period is included in the bell schedule to help increase the graduation rates. This period is designed to provide students with additional support. Students are placed in intervention and enrichment classes after a review of benchmark data and school grades. Placement is based on student academic need as evidenced through school data. Students have the opportunity to work on remediating certain subjects, or to receive enrichment during this time. Los Angeles Leadership Academy has adaptive and blended curriculum to support individual needs in making progress toward standards mastery. Two additional periods have been added to the master schedule, which allow students to take additional English and Math Laboratory courses. These courses facilitate learning through providing additional support in English and Math content while students are taking their core English and math courses. Students also have the opportunity to take support classes for Advanced Placement (AP). For example, students can take an AP laboratory course while they take an AP English Literature and Composition course.

Dual enrollment is another component that we use to help increase the graduation rate at Los Angeles Leadership Academy High School. Students have the opportunity to take enrichment courses through Los Angeles Mission College at the Los Angeles Leadership Academy High School campus. As well, college field trips and career day events are provided for students with the aim of increasing motivation to graduate from high school and go on to pursue college.

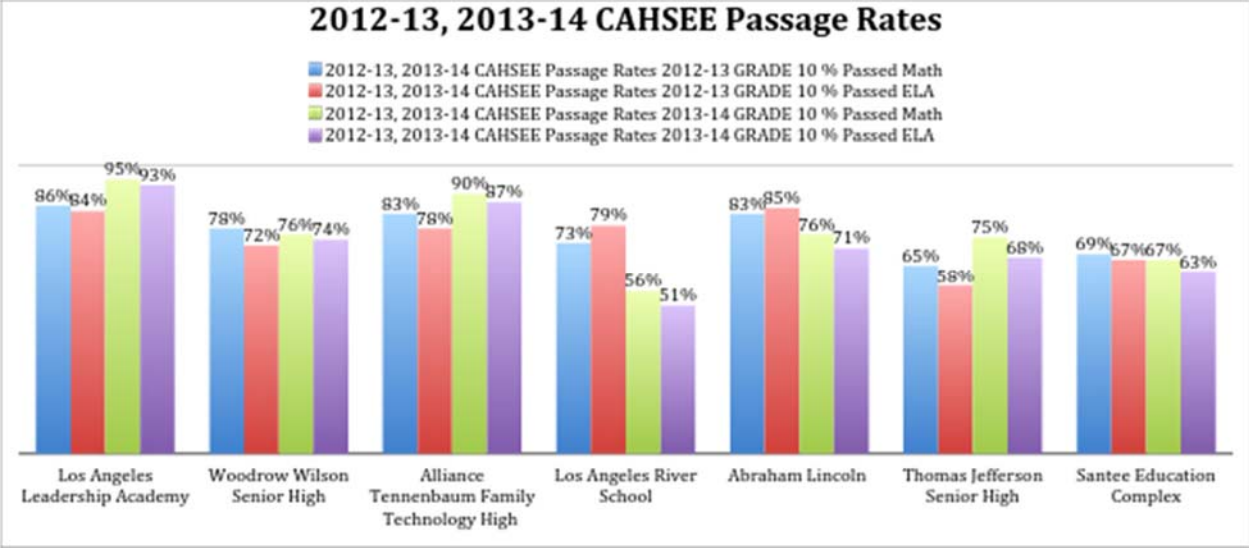
Attendance is very important for passing classes, and thus for graduating from high school (Balfanz & Byrnes, 2012). Los Angeles Leadership Academy makes the effort to identify students that exhibit chronic absenteeism and follow-up with them in the form of home visits and frequent attempts at communicating with parents. Public acknowledgement of students that make the honor roll is another tactic Los Angeles Leadership Academy uses to help increase the graduation rate. Assemblies are held to award students with certificates of achievement. Students are also publicly acknowledged for having perfect attendance.

In addition to all of the above, teachers utilize technology to help raise achievement and graduation rates. Use of Edmodo and Google Classroom helps students stay connected with their teachers and stay informed of their course assignment due dates. This not only helps students keep abreast of class assignments, but it also helps them keep acquiring computer literacy skills. The counselor also uses the telephone app, Remind, in order to stay in communication with students regarding graduation requirements, college and scholarship application deadlines, and other important deadlines. Los Angeles Leadership Academy has 1-to-1 technology, meaning that computers are available for students to facilitate learning. A computer lab is available for students and classes are equipped with ChromeBooks as well as MacBooks. Additionally, some classrooms have a SmartBoard and projector that teachers can use to make their lessons relevant and more accessible to students. Support from alumni students helps current students connect with successful graduates and see possibilities for their own futures. Los Angeles Leadership Academy High School invites alumni to speak to current students, sharing their own high school and college experiences, reflecting on their own progress, and providing tips for success. Inviting alumni as guest speakers allows students to learn from their own peers, create a vision for the future, and instill a sense of motivation.

Another means of increasing graduation rates and meeting the needs of diverse learners is increasing course options for students. Courses to be added will include Career Technical Education (“CTE”) in order to help increase student interest and engagement. Los Angeles Leadership Academy is committed to preparing urban secondary students to succeed in college, career and life, enabling them to live fulfilling, self-directed lives, and to be effective in creating a just and humane world. Increasing the high school graduation rate is important for the students, the Charter School, the larger community, and society, so Los Angeles Leadership Academy will take the steps described above to increase graduation rates.

CAHSEE

Los Angeles Leadership Academy outperformed the following resident schools in 2012-13 and 2013-14 in both ELA and Math passage rates on the California High School Exit Exam (“CAHSEE”): Woodrow Wilson Senior High, Alliance Tennenbaum Family Technology High School, Los Angeles River School, Abraham Lincoln Senior High, Thomas Jefferson Senior High, and Santee Education Complex. Although Abraham Lincoln Senior High performed better than LALA in 2012-13 ELA passage rates by 1%, it fell below LALA in ELA passage rates by 22% in 2013-14. Even though the CAHSEE has been suspended, the results demonstrate that an overwhelming majority of LALA students show competency in grade-level skills far exceeding that of students of resident schools.



Student Population to be Served

Los Angeles Leadership Academy currently serves students in grades 6 through 12 and is home to many students from international families. The student population attending LALA is primarily Mexican, Central American, South American and Chinese in nationality. As the Charter School matures, we will continue to recruit a more diverse student population. Many students speak a language other than English as their first language, with Spanish being the most common. Over 90% of the student population speaks a language other than English in the home, and nearly 21% are classified as English Learners.

The Los Angeles Leadership Academy has built a culture and educational program that helps diversity become a benefit rather than a barrier for students, whether differences among students are by ethnicity, nationality, language, religion, gender, or physical, intellectual, and emotional needs and abilities. The Charter School community respects and celebrates diversity through its activities that celebrate the historical, cultural, linguistic, and personal assets that each student possesses. The educational program helps students see how diverse perspectives and values actually enhance their understanding and effectiveness in the world.

Los Angeles Leadership Academy’s educational program has been flexible enough to allow staff to find creative, unique ways to meet the needs of all students, so that all students succeed, irrespective of individual differences and despite the effects of poverty in their community. Both student recruitment areas (Lincoln Heights and Koreatown) have high concentrations of families living below the poverty line; in fact 90% of LALA students are eligible for the federal Free or Reduced Price Meals Program. The Los Angeles Leadership Academy constantly looks for ways to address community needs with a supportive, responsive staff and program.

Enrollment Roll-Out Plan					
Grade	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
6	79	79	79	79	79
7	79	79	79	79	79

8	79	79	79	79	79
9	79	79	79	79	79
10	78	78	78	78	78
11	78	78	78	78	78
12	78	78	78	78	78
Total	550	550	550	550	550

Goals and Philosophy

Mission

The Los Angeles Leadership Academy prepares urban students to succeed in college or on chosen career paths, to live fulfilling, self-directed lives, and to be effective leaders in creating a just, democratic, and humane world. An integrated curriculum challenges students to think critically and creatively. Supportive relationships among students, staff and families promote a community of well-rounded learners through attention to students’ individual needs and interests. Students develop leadership skills by taking action on important social issues in a process of reflection, research, skill development, and community partnership. Our mission is to create for all students, including economically disadvantaged students and English language learners, an environment where they will experience improved expectations of future outcomes, reduced stress levels, and an abiding sense of self-efficacy.

Vision Statement

Our vision is to create a seamless educational transition for students in grades 6-12 in a school system that is focused on a rigorous, academic and social justice embedded curriculum. LALA believes that combining culturally relevant teaching with opportunities to demonstrate leadership on social issues is valuable to understanding of content and will improve student engagement and achievement for all students, including economically disadvantaged students, Latino/Hispanic students, and English learners.

Our instructional program is data driven and collaborative, so that teachers create professional learning communities at every grade level. LALA teachers will collaborate with their grade level and department teams and meet vertically with their peers all the way through middle and high school. This vertical articulation will be crucial to the implementation of a seamless, CCSS-based 6-12 instructional program. Teachers will utilize lessons learned from reviewing student data to increase the complexity of the lessons or to differentiate the instruction and curriculum for students with diverse needs. Our low student-to-teacher ratio will ensure that a personal and professional relationship is established during each student’s educational career. Our curriculum will have the social justice theme woven throughout the grade levels and content areas so that every graduate steps out of a LALA charter school empowered and strong in their decision-making abilities. As part of the social justice vision, students will learn to be creators, activists, and scholars. Our problem-based learning program will promote career and college readiness. The Charter School’s environment will be safe and nurturing. Parents, students, and community members will feel welcomed and have ownership of the learning environment.

The Charter School targets the next generation of students and instills a drive and desire to pursue higher education. We will increase our students' ability to understand, communicate, and express their need for changes in their community. Our ability to create a continuum of educational excellence will benefit the future leaders who graduate from LALA.

An Educated Person in the 21st Century

LALA defines an educated person in the 21st Century as a self-motivated, reflective, competent, lifelong learner who demonstrates and develops intellectual, personal, and civic qualities—the qualities which are necessary to success in college or on a career path. An educated person integrates into his or her thinking knowledge basic to core academic disciplines and applies methods used by the various academic disciplines designed to ask and answer questions, test ideas, and show proof, to measure and represent information, and to express ideas.

At Los Angeles Leadership Academy, we believe that an educated person in 21st century must acquire the following skills in order to become college and career ready: critical thinking and problem solving, collaboration and teamwork, creativity and imagination, social responsibility and ethics, technology literacy, civic literacy and citizenship, global and cultural awareness, and health and wellness literacy.

Intellectual development includes basic knowledge about the world and deep knowledge about subjects of interest and importance are part of intellectual development, as are skills for effectively using technology and gathering information. Further, intellectual development involves the ability to communicate ideas and information clearly and effectively, in a variety of contexts and for a variety of purposes.

Personal development encompasses social, physical, emotional, and ethical competencies, as well as practical skills, habits, and self-awareness. These include the ability to relate to people in a variety of contexts, to cope with life's many challenges, to view the world with ethical sensibility, to have facility of self-expression, and to monitor and maintain emotional and physical fitness. A quality education also instills habits that help one have control of one's life: to set and attain goals, to learn from experiences, and to know when and how to follow social norms. Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others.

Civic development refers to one's ability to work strategically in a democracy toward a vision for a better world. Effective citizens understand how structures of power function and how they shape the world in which we live. They work effectively and respectfully with others, and are able to negotiate differences, build coalitions and create greater social awareness. Citizenship requires balancing individual and collective needs, in fairness to all people and with mindfulness of ecological and social interconnectedness in an ever-smaller global village. Thoughtful citizens develop personal responses to injustice based on a personal philosophy and a set of beliefs about the social, economic, and political world order. LALA will integrate developmentally appropriate curriculum through literature and other famous historical texts to help students build their civic knowledge and understand their role as active citizens. Civic leaders use practical tools to access

the levers of power to address social problems. They work in cooperation with others to attain solutions to make the world a more just and caring place.

While not every educated person chooses to act as a leader, LALA sees the natural and desirable connection between education and leadership. A leader is a person who employs intellectual, personal, and civic qualities to make the world a better place. A leader considers alternative paradigms to decide what is just and compassionate. A leader takes action, with reflection and courage, in partnership with others. The Los Angeles Leadership Academy will expect its students to examine their roles in the Charter School and in the larger community, and to take action to realize their visions for a positive school community and a better world. LALA believes that by filling leadership roles (for example, student council, participation in the National [and Junior] Honor Society, and completion of the 12th grade culmination project) within the Charter School and in the community at large, students will be inspired to become leaders in addition to being educated people upon graduation from LALA.

Finally, educated persons in the 21st Century must be familiar and comfortable with technology, and must be able to integrate it into all aspects of life and work. LALA offers one-to-one device-to-student ratios, ensuring substantial access to technology for all students. It is the objective of the Charter School to enable students to become self-motivated, competent, lifelong learners.

How Learning Best Occurs

The Los Angeles Leadership Academy learning community will continually seek to link curriculum, instruction, and the Charter School's organization, policies, and practices to a conception of how learning best occurs, which is when learners:

- Start with their own knowledge and experience as the basis for learning;
- Feel that new ideas, information, and skills are relevant, useful, or important;
- Are motivated by genuine interest or purpose;
- Are known well by their partners in learning;
- Are challenged just beyond their present level of performance, and work to high expectations;
- Regularly experience success or accomplish something difficult during the learning process;
- Construct meaning through their experience, “doing” more often listening;
- Are engaged in activities that match personal learning styles;
- Can focus without excessive distraction caused by physical surroundings or personal issues; and
- Practice and apply new skills and concepts to real situations.

The Los Angeles Leadership Academy learning community believes that an effective educational program places learning in the context of personal development and well-being. Learners are best prepared to learn when they are well; well-being must be a priority in any educational environment. Traditional academic learning is only one area of development in which people need to thrive in the world. Families are the primary agents to nurture the healthy and productive development of their children, but when families cope with multiple stressors that cripple their ability to guide their

children in a rapidly changing, challenging world, educators must be prepared to help. The Los Angeles Leadership Academy learning community affirms this obligation, and will build its program based on a conception of the conditions that best promote learning. Such conditions occur when students:

- Are valued, respected, nurtured and supported in their endeavors;
- Work in a safe environment with clear, consistent behavioral norms and consequences;
- Are physically active, eat well, and have proper medical care and housing;
- Have relationships with adults and other students that endure and even improve despite occasional negative interactions;
- Are in touch with their needs, interests, and feelings;
- Communicate effectively with others in many contexts;
- Have a sense of control over what happens in their lives;
- Feel accepted and valued in their social groups;
- Have explanations for troubling events in their lives and in the world;
- Have practical skills for accomplishing their goals;
- Help others in some way;
- Are prepared to cope effectively with life's diverse challenges; and
- Live in accordance with a considered, well-developed ethical view.

Overview of LALA's Educational Philosophy and Practice

LALA follows a whole child approach to education that is clearly defined by policies, practices, and relationships that ensure each child in our school community is safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members--to focus on the long-term success of the students rather than short-term achievement. Our curriculum implementation is grounded on recent research in Piaget's Constructivist Theory, Marzano's Qualitative Inquiry in Education Research, and John Dewey's Learning by Doing Approach. Constructivism and learning-by-doing are described more fully in Program Goals below. Marzano's research has revealed that schools can control some factors impacting student achievement such as optimizing instructional time, establishing achievement goals and monitoring them, and communicating that high academic achievement is a goal of the Charter School program (Marzano 2001). These factors are incorporated into the program's instructional design.

Teachers organize instruction such that students will:

- Be prepared to excel at the college level and in chosen careers;
- Become proficient in asking and answering questions according to the methods of major academic disciplines, and learn to draw on several fields when approaching a problem;
- Understand how culture shapes individuals' perspectives and actions, as well as how individuals affect the culture and the broader society in which they live;
- Develop a vision of a just and caring world, align their actions according to those visions, and know how to act strategically to realize their visions;
- Understand the relevance of learning to personal, community, and social goals;
- Practice creative expression through the visual and performing arts;

- Practice healthy living by maintaining physical fitness, being conscious of diet, and understanding how their developing bodies are functioning; and
- Demonstrate self-awareness, self-direction, and breadth in accomplishment.

Instructional activity must:

- Be grounded in critical pedagogy, a democratic educational practice rooted in a dialogical praxis in which students discover themselves as historical subjects with the power to question, critique, and act in the interest of democratic life;
- Include project-based learning and other constructivist and experiential learning strategies oriented to inquiry and depth;
- Engage student interest, often allowing student choice of topics to explore in depth;
- Have meaning and relevance to students, connecting to their previous knowledge and experience; and
- Reflect teachers' commitment to best practices in education, social justice, and lifelong learning.

The Charter School is organized to:

- Provide teachers common planning time to support an integrated curriculum, information sharing about students, and participatory decision-making;
- Create a working culture of democracy in which staff, students, and parents develop voice and vision;
- Support community members in becoming integrated into the life of the Charter School and students and participate in the productive, cultural, and civic life of the community;
- Make adult learning as high a priority as student learning so that teachers are supported in constantly improving their practice and may serve as true examples of lifelong learners.

All stakeholders are expected to help develop and evolve a school culture that:

- Exemplifies respect, generosity, and fairness to all people;
- Supports students' needs and interests;
- Balances individual and collective needs;
- Builds capacity through leadership;
- Promotes courteous, transparent, and factual communication.

The Los Angeles Leadership Academy will integrate a program of leadership development with academic study. Instruction will develop intellectual, personal, and civic qualities fundamental to the Charter School's mission, vision, and view of an educated person. The curriculum will balance the need for both breadth and depth in all academic areas. A combination of formative and summative assessments will align with the expected learning outcomes. These assessment tools will give a holistic and continuous picture of students' progress that will then be used to guide students and inform ongoing instruction. The whole LALA learning community will be asked to support every student as he or she develops the skills and knowledge required to move through each grade level.

Intellectual Development

An innovative, research-based curriculum will begin with a focus on literacy in 6th grade, gradually raising the complexity of ideas and application as students move from grade level to grade level. Literacy will be reinforced through emphasis on reading, writing, speaking, listening and vocabulary development across all content areas. Students will learn to view problems through the lens of each academic discipline by practicing the methods of each and understanding the language of the disciplines as well as the vocabulary. Application of classroom learning through projects and community-oriented work will help students realize the relevance of their studies to life experience and will help them to experience being practitioners of the disciplines. Instruction will help students learn how to learn, asking critical questions and investigating possible answers with research, logic, and experimentation. Students will also be exposed to the contributions of different cultures in each subject area.

Students will develop an understanding of the fundamentals of the visual and performing arts, health maintenance, physical fitness, technology, and information gathering. Instruction in these areas will move between study, application and reflection. The curriculum will lay the groundwork for students to express themselves artistically, to regulate physical and emotional health, and to experience the benefits of sports and a fitness program. Students will also learn how to gather information from libraries, the Internet, specialists, and other local resources. Students will apply technological skills in their projects. They will study and exercise components of informed, critical judgment and develop effective communication. Students will apply these qualities in a wide variety of contexts.

Woven throughout the coursework in all content areas is a focus on six areas of general intellectual development which ask students to highlight the following:

1. They will consider VIEWPOINT, that is, perspectives that must be considered in analyzing new ideas and information and what ideas are being presented.
2. They will be asked to use EVIDENCE in making judgments and to show how they know what they know.
3. They will make CONNECTIONS within their work and to other issues of interest, sometimes in the context of an integrated curriculum.
4. They will use SUPPOSITIONS to consider alternative outcomes and explanations.
5. They will be asked to find the RELEVANCE of their studies to their own lives and to explain why their inquiries are important.
6. Finally, they will use varied means of COMMUNICATION to present ideas and questions.

Students will demonstrate progress in intellectual development in their portfolios for each area and as a particular focus of their culminating exhibitions.

Personal Development

The curriculum will reflect the belief that education must address students as whole people. Instruction will be developmentally appropriate and promote interpersonal, emotional, and

practical skills so that students will be prepared to maintain healthy relationships, cope with life challenges, and set and achieve personal and career goals. Viewing life from the perspective of ethics will help students develop their own rules for living and a basis for judging right and wrong actions. Ethical and emotional sensibility, keen habits of mind, and breadth of knowledge will contribute to the development of a sophisticated world view grounded in thought and feeling.

Civic Development

Civic development is integrated into instruction through project-based learning across disciplines. Working within a framework of civic leadership, the civic development component will ask students how they might use their talents to benefit society. Students will develop a personal philosophy by considering principles of justice and compassion in current and possible social, political, and economic contexts. Students will identify and map assets in their cultures and in their communities. Knowing about these assets will help equip them to respond as they identify important social problems affecting people in and outside of their communities. Students will practice thinking and acting responsibly while participating in real-life problem solving situations and practicing democratic deliberation. The problem-solving in these projects will require students to synthesize and apply intellectual, personal, and civic learning. The combination of study, practice and reflection will advance students' capacity for civic participation.

Leadership

The Los Angeles Leadership Academy will develop students' leadership skills through a process of study, practice, and reflection as students form and advance their own visions of how the world ought to be. The leadership curriculum will be folded into core subject areas that address component parts of civic leadership by mapping instructional activities onto the desired pupil outcomes of civic leadership. Students will complete projects that are designed to promote group interaction, build self-confidence, and allow students to explore personal understanding. Community action projects and other leadership activities will also develop leadership as a whole by integrating knowledge across all subject areas and synthesizing skills.

The Los Angeles Leadership Academy's conception of leadership hinges on a sense of civic purpose. Principles such as justice, independence and social equality will provide a philosophical framework for students to answer the question: "Why should an individual work with others to realize collective action?" Students will be asked to find purpose using their intellect, feelings, and ethical and civic sensibilities to consider how they want to work for the common good. When they identify social problems to address, they will use their intellectual qualities to understand the nature of the problem, to evaluate solutions, and to gain evidence supporting their intended action. Personal qualities are also critical to good leadership, such as strong interpersonal skills and emotional and ethical sensibilities that inform vision. Finally, civic development will give students the skills to be effective leaders, so that they understand the basics of governance, power dynamics, communication, consultation with communities and stakeholders, and generally how to work to realize a vision.

The Charter School will serve as a laboratory for democracy. The Charter School is conceived as a civic laboratory as all members will be asked to create a democratic, just, caring and respectful

community. The Charter School will promote citizenship by asking students to evolve this community in accordance with these key principles, as members who agree to participate in democratic decision-making, to practice fairness, caring and respect, and to offer feedback on how the Charter School's actual practice measures up to its principles. The Charter School, then, will ask every member to be a leader who recognizes the importance of his or her participation in community life and who will speak and act when observing that something is wrong. Meaningful participation in this mini-democracy will require the use of intellectual, personal and civic skills.

Mandala Words

In 2002, when Los Angeles Leadership Academy opened its doors to 124 sixth and seventh graders, the staff defined the general principles that would describe a student graduating from Leadership Academy. What resulted was a list of "mandala" words and their descriptions.

<i>Community</i>	We are able and willing to express our ideas, beliefs and feelings and to hear and respect the same from others.
<i>Empowerment</i>	We claim our power to define ourselves and to struggle for liberty.
<i>Well-Being</i>	We nurture our minds, bodies and spirits by practicing healthy habits.
<i>Creator</i>	We express our uniqueness, imagine new possibilities, shape ourselves and impact the world.
<i>Love</i>	We care deeply about others and ourselves and express this through our actions.
<i>Integrity</i>	We have the strength and self-confidence to act in accordance with our beliefs.
<i>Inquiry</i>	We constantly seek understanding by asking questions of ourselves and of the world around us.
<i>Scholars</i>	We are critical thinkers engaged in a lifelong pursuit of knowledge.
<i>Activists</i>	We envision a just and humane world, strive to make it real, and inspire others to do the same.
<i>Courage</i>	We have the strength to recognize and challenge our fears.

These principles are conveyed to our students by establishing common language, clear expectations, and a common school-wide college prep culture that is articulated throughout the Charter School. Students will understand their role and responsibility as lifelong learners. They will understand their obligation and responsibility to themselves and their community.

Program Goals

Our program goals will enable our students to become and remain self-motivated, confident, competent, lifelong learners. Our goals will empower students to generate solutions to problems through critical thinking, innovative ideas, products and services for 21st Century needs, and to participate fully and functionally in the diverse society in which they live. Our program focuses on the problem-based learning approach. Problem-based learning is an approach that challenges students to learn through engagement in a real problem. It is a format that simultaneously develops both problem-solving strategies and disciplinary knowledge bases and skills by placing students in the active role of problem-solvers confronted with an ill-structured situation that simulates the kind of problems they are likely to face as future managers in complex organizations. Problem-

based learning exemplifies the constructivist model suggested by Piaget and the type of learning-by-doing advanced by Dewey.

Problem-based learning (“PBL”) is student-centered. PBL makes a fundamental shift from a focus on teaching to a focus on learning. The process is aimed at using the power of authentic problem-solving to engage students and enhance their learning and motivation. There are several unique aspects that define the PBL approach:

- Learning takes place within the contexts of authentic tasks, issues, and problems that are aligned with real-world concerns.
- In a PBL environment, students and the teacher become co-learners, co-planners, co-producers, and co-evaluators as they design, implement, and continually refine their curricula.

PBL is unique in that it fosters collaboration among students, stresses the development of problem-solving skills within the context of professional practice, and promotes effective reasoning. Research in educational psychology has found that traditional educational approaches (e.g., lectures) do not lead to a high rate of knowledge retention. Despite intense efforts on the part of both students and teachers, most material learned through lectures is soon forgotten, and natural problem solving abilities may actually be impaired. In fact, studies have shown that in 90 days students forget 90% of everything they have been told (Smilovitz, 1996). Motivation in such traditional classroom environments is also usually low.

One of the greatest advantages of PBL is that students genuinely enjoy the process of learning. PBL is a challenging program which makes the study of organization design and change intriguing for students because they are motivated to learn by a need to understand and solve real-world problems. The relevance of information learned is readily apparent; students become aware of a need for knowledge as they work to resolve the problems they encounter. Students are self-motivated because they understand the purpose of learning; they are competent because they have actively developed the skills to find requisite information; they are lifelong learners because they recognize that problems are simply opportunities to apply planning, research, and reasoning.

Annual Goals and Actions in the State Priorities

The following table includes a description of the Charter School’s annual goals and actions, school wide and for all numerically significant pupil subgroups, in the eight State Priorities.

LCFF STATE PRIORITIES		
GOAL #1		
To Increase English Literacy	Related State Priorities:	
	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4
	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5
	<input type="checkbox"/> 3	<input type="checkbox"/> 6
		<input checked="" type="checkbox"/> 7
		<input checked="" type="checkbox"/> 8

Local Priorities:

- :
- :

Specific Annual Actions to Achieve Goal

Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in English/Language Arts Literacy through:

- Challenging content lessons reflecting CCSS
- Prescriptive and diagnostic software
- Comprehensive intervention support through tutoring and digital content
- All teachers will have demonstrated subject area competency and will have completed or be engaged in an induction program
- A broad course of study as outlined by our charter
- 3 Additional instructional aides added to the classroom
- Small class sizes (28 or less)
- Accelerated Reader to diagnose and improve reading levels
- IXL online to diagnose and improve Math and English Skills

Internal Assessments:

- Students will take NWEA Fall, Winter and Spring. Baseline data was established in Spring 2015. Year one goal is that 65% of students will meet their RIT growth target.

EL Support

- (MS Only) ELD teacher was hired to teach two sections of ELD and co-teaches in three classes where EL students are clustered
- (MS and HS) Rosetta Stone English provided for 30 minutes a day
- (MS and HS) An intervention period was built into the master schedule where EL students are clustered and additional direct ELD instruction by our ELD teacher
- (HS) English 9 teacher has an ELD period
- (MS and HS) Paraprofessionals added for push-in support

Expected Annual Measurable Outcomes

Outcome #1: To annually increase the percentage of students who met or exceeded standards on the CAASPP for English Language Arts/Literacy for all students, and for significant subgroups.

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (Schoolwide)	40%	At Least ~45%	At Least 50%	At Least 55%	At Least 60%	At Least 65%	At Least 70%

English Learners	4%	~9%	14%	19%	24%	29%	34%
Socioecon. Disadv./Low Income Students	40%	~45%	50%	55%	60%	65%	70%
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	5%	~10%	15%	20%	25%	30%	35%
African American Students	N/A	~50%	55%	60%	65%	70%	75%
American Indian/Alaska Native Students	N/A	0%	5%	10%	15%	20%	25%
Asian Students	74%	~79%	80%	80%	80%	80%	80%
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	40%	~45%	50%	55%	60%	65%	70%
Native Hawaiian/Pacific Islander Students	N/A	0%	5%	10%	15%	20%	25%
Students of Two or More Races	N/A	~50%	55%	60%	65%	70%	75%
White Students	N/A	0%	5%	10%	15%	20%	25%
UNKNOWN students	N/A						

Outcome #2: To increase the Charter School's reclassification rate of English Learners
Metric/Method for Measuring: CELDT

APPLICABLE STUDENT GROUPS	Baseline: 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (Schoolwide)	5%	8%	10%	12%	12%	12%	12%
English Learners	5%	8%	12%	15%	18%	21%	24%

Outcome #3: To increase the percentage of students reaching grade level norm in English Language Arts as measured by NWEA
Metric/Method for Measuring: NWEA

APPLICABLE STUDENT GROUPS	Baseline: 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (School-wide)	48%	53%	58%	63%	68%	73%	78%

Outcome #4: To increase the Mean RIT score of significant subgroups in students in English Language Arts as measured by NWEA
Metric/Method for Measuring: NWEA

English Learners	200	205	210	215	220	225	230
Socioecon. Disadv./Low Income Students	215	220	225	230	235	240	245
Foster Youth	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Students with Disabilities	200	205	210	215	220	225	230
African American Students	214	219	224	229	234	239	244
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	225	230	235	240	245	250	255
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	214	219	224	229	234	239	244
Native Hawaiian/Pacific Islander Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Students of Two or More Races	221	226	231	236	241	245	250
White Students	208	213	218	223	228	233	233

GOAL #2

<p>To increase achievement in math numeracy as measured by the CCSS</p>	<p>Related State Priorities:</p> <table style="width: 100%; border: none;"> <tr> <td><input checked="" type="checkbox"/> 1</td> <td><input checked="" type="checkbox"/> 4</td> <td><input checked="" type="checkbox"/> 7</td> </tr> <tr> <td><input checked="" type="checkbox"/> 2</td> <td><input type="checkbox"/> 5</td> <td><input checked="" type="checkbox"/> 8</td> </tr> <tr> <td></td> <td><input type="checkbox"/> 3</td> <td><input type="checkbox"/> 6</td> </tr> </table> <p>Local Priorities:</p> <p><input type="checkbox"/> : <input type="checkbox"/> :</p>	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8		<input type="checkbox"/> 3	<input type="checkbox"/> 6
<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 7								
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 8								
	<input type="checkbox"/> 3	<input type="checkbox"/> 6								

Specific Annual Actions to Achieve Goal

Students, including all significant subgroups, will meet or exceed targets for growth once set by the state on the CAASPP statewide assessment in Math through:

- Challenging content lessons reflecting CCSS
- Prescriptive and diagnostic software
- Comprehensive intervention support through tutoring and digital content
- Additional instructional aides added to the classroom (see Goal 1)
- IXL online to diagnose and improve Math and English Skills
- Addition of West-ED PD for Math (see PD Goal below)

Internal Assessments

- Based on year one’s baseline data, LALA will determine a reasonably ambitious goal for NWEA. Expected goal for year 1 is to achieve 60% or higher of students performing at the national grade level norm. Fall and winter test results will show trends in the classroom and the NWEA learning continuum will provide goal ranges and focus areas for specific students.

Expected Annual Measurable Outcomes

Outcome #1: To annually increase the percentage of all students, and significant subgroups, who meet or exceed standards on CAASPP Math

Metric/Method for Measuring: CAASPP

APPLICABLE STUDENT GROUPS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (Schoolwide)	13%	At Least ~18%	At Least 23%	At Least 28%	At Least 33%	At Least 38%	At Least 43%
English Learners	4%	~ 9%	14%	19%	24%	29%	34%
Socioecon. Disadv./Low Income Students	12%	~17%	22%	27%	32%	37%	42%
Foster Youth	N/A	N/A	TBD	TBD	TBD	TBD	TBD
Students with Disabilities	2%	~7%	12%	17%	22%	27%	32%
African American Students	N/A	~0%	5%	10%	15%	20%	25%
American Indian/Alaska Native Students	N/A	~0%	5%	10%	15%	20%	25%
Asian Students	68%	~73%	78%	80%	80%	80%	80%
Filipino Students	N/A	N/A	TBD	TBD	TBD	TBD	TBD
Latino Students	8%	~13%	18%	23%	28%	33%	38%
Native Hawaiian/Pacific Islander Students	N/A	~0%	5%	10%	15%	20%	25%
Students of Two or More Races	N/A	~50%	55%	60%	65%	70%	75%
White Students	N/A	~0%	5%	10%	15%	20%	25%
UNKNOWN students	N/A	~18%	23%	28%	33%	38%	33%

Outcome #2: To increase the percentage of students reaching grade level norm RIT in MATH as measured by NWEA

Metric/Method for Measuring: NWEA

APPLICABLE STUDENT GROUPS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (Schoolwide)	29%	34%	39%	44%	49%	54%	59%

Outcome #3: To increase the Mean RIT score of significant subgroups in students in MATH as measured by NWEA

Metric/Method for Measuring: NWEA

English Learners	207	212	217	222	227	232	237
Socioecon. Disadv./Low Income Students	N/A	222	227	232	237	242	247
Foster Youth	N/A	N/A	TBD	TBD	TBD	TBD	TBD
Students with Disabilities	206	211	216	221	226	231	236
African American Students	219	226	231	236	241	246	251
American Indian/Alaska Native Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Asian Students	243	248	253	258	260	260	260
Filipino Students	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Latino Students	224	229	234	239	244	249	254
Native Hawaiian/Pacific Islander Students	227	225	230	235	240	245	250
Students of Two or More Races	231	216	221	226	231	236	241
White Students	231	216	221	226	231	236	236
UNKNOWN students	210	205	210	215	220	225	230

GOAL #3

College and Career Readiness

Related State Priorities:

- | | | |
|----------------------------|---------------------------------------|---------------------------------------|
| <input type="checkbox"/> 1 | <input checked="" type="checkbox"/> 4 | <input checked="" type="checkbox"/> 7 |
| <input type="checkbox"/> 2 | <input checked="" type="checkbox"/> 5 | <input type="checkbox"/> 8 |
| <input type="checkbox"/> 3 | <input type="checkbox"/> 6 | |

Local Priorities:

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Specific Annual Actions to Achieve Goal

- Students will have access to AP classes in core subjects, where teachers are trained in delivering content instruction and adjust as needed in response to analysis of student data
- Maintain 100% completion rate of A-G requirements through academic/college counseling and personalized scheduling
- Maintain high ADA, including intervention for absent students as necessary
- Student retention, promotion, and high school graduation will be increased through support, college-ready pathways, and remediation and intervention as deemed necessary.

- Charter School will increase percentage of high school seniors accepted to four year universities through continued implementation of the following:
 - Extensive Outreach
 - Workshops and College Fairs
 - Mandatory college application process
 - College visits
- Expulsions will be maintained at a rate of less than 1% and suspensions will be reduced through alternatives to suspensions as outlined by LAUSD
- Every year Assistant Principals attend LAUSD alternative to suspension trainings. At least six teachers will attend non-crisis intervention training
- Adoption of We-Tip Program for students, families, and all community members to anonymously alert Charter School admin of potential for new conflicts
- School-Wide Positive Behavior Intervention Support
- Ripple Effects- software used as an alternative to suspension
- Implementation of the following interventions prior to pupil expulsions:
 - Problem solving/contracting
 - Restitution
 - Mini-courses
 - Parent Supervision in school
 - Counseling
 - Community service
 - Appropriate in-school alternatives
 - Behavior monitoring
 - Alternative programming
 - Coordinated behavior plans for any student
- Provide a broad course of study
 - Self Expression: Music and Art (After School All-Stars and YPI)
 - Psychic Development: Charter Education through Advisory classes, Mathematics, Languages (native and foreign)
 - Preparation for Adult Life: Social Sciences and Sciences
 - Practical Considerations: Internships, Community Service Hours
- Hiring of Director of Student Support Services (See Goal 1 budget)
- HS Principal and College counselor attended NACAC (National Association for College Admission Counseling)
- SES- Supplemental Education Services
- After-school and summer tutoring, enrichment, music/arts offerings by After-School All-Stars (middle school grades) and Youth Policy Institute (high school grades)

Expected Annual Measurable Outcomes

Outcome #1: To maintain an average daily attendance (“ADA”) rate of greater than 95%.
Metric/Method for Measuring: ADA rate

APPLICABLE STUDENT GROUPS	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (School-wide)	TBD	>95%	>95%	>95%	>95%	>95%	>95%

Outcome #2: To reduce the number of student suspensions
Metric/Method for Measuring: Suspension rate

APPLICABLE STUDENT GROUPS	Baseline 2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
All Students (School-wide)	5.6%	TBD	2%	1%	1%	1%	1%
English Learners	<1%	TBD	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	4%	TBD	<1%	<1%	<1%	<1%	<1%
Foster Youth	0%	TBD	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	<1%	TBD	<1%	<1%	<1%	<1%	<1%
African American Students	0%	TBD	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	0%	TBD	<1%	<1%	<1%	<1%	<1%
Asian Students	0%	TBD	<1%	<1%	<1%	<1%	<1%
Filipino Students	0%	TBD	<1%	<1%	<1%	<1%	<1%
Latino Students	4%	TBD	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	0%	TBD	<1%	<1%	<1%	<1%	<1%
Students of Two or More Races	0%	TBD	<1%	<1%	<1%	<1%	<1%
White Students	0%	TBD	<1%	<1%	<1%	<1%	<1%

Outcome #3: To reduce the number of student expulsions
Metric/Method for Measuring: Expulsion rate

APPLICABLE STUDENT GROUPS	Baseline	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-22
All Students (Schoolwide)	0%	0%	<1%	<1%	<1%	<1%	<1%
English Learners	0%	0%	<1%	<1%	<1%	<1%	<1%
Socioecon. Disadv./Low Income Students	0%	0%	<1%	<1%	<1%	<1%	<1%
Foster Youth	0%	0%	<1%	<1%	<1%	<1%	<1%
Students with Disabilities	0%	0%	<1%	<1%	<1%	<1%	<1%
African American Students	0%	0%	<1%	<1%	<1%	<1%	<1%
American Indian/Alaska Native Students	0%	0%	<1%	<1%	<1%	<1%	<1%
Asian Students	0%	0%	<1%	<1%	<1%	<1%	<1%

Filipino Students	0%	0%	<1%	<1%	<1%	<1%	<1%
Latino Students	0%	0%	<1%	<1%	<1%	<1%	<1%
Native Hawaiian/Pacific Islander Students	0%	0%	<1%	<1%	<1%	<1%	<1%
Students of Two or More Races	0%	0%	<1%	<1%	<1%	<1%	<1%
White Students	0%	0%	<1%	<1%	<1%	<1%	<1%

Outcome #4: Graduation Rate
 2014-15: 67.3 %
 2013-14: 88.2 %
 2012-13: 94.1%
 2011-12: 75%
 2010-11: 74.4 %

Outcome #5: Dropout rates for middle and high school students

Middle School
 2016-17: <1%
 2017-18:<1%
 2018-19:<1%
 2019-20:<1%
 2020-21:<1%
 2021-22:<1%

High School
 2016-17:13%
 2017-18:11%
 2018-19:9%
 2019-20:7%
 2020-21:5%
 2021-22:3%

GOAL #4

Professional development

Related State Priorities:

<input checked="" type="checkbox"/> 1	<input type="checkbox"/> 4	<input type="checkbox"/> 7
<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 5	<input type="checkbox"/> 8
<input type="checkbox"/> 3	<input type="checkbox"/> 6	

Local Priorities:

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Specific Annual Actions to Achieve Goal

-
- Continue implementation of professional development timeline/plan to address faculty's needs and to differentiate based on teacher effectiveness data
 - Identify areas for growth and development where stakeholders can work on creating and developing effective evaluation tools around stated goals and objectives reflecting rigorous academic instruction
 - Provide opportunities to send teachers to CCSS content specific professional developments
- School-wide professional development
 - Lessons will be designed and implemented to reflect standards based instruction in alignment with the latest state board adoptions across all core content
 - Continue professional development activities initiated in 2014-15 focused on CCSS
 - Develop a vertical/across content curricular plan for literacy, writing and math content standards through a committee of teacher leaders and administrators
- AP Art Institute
- CMC Conference for Math
- NGSS Training- LACOE funded
- Innovation Lab- NCLR funded
- West-Ed for Math
- Training on MathLinks curriculum
- Training on Carnegie curriculum
- Training on developing performance tasks
- Admin PD through CCSA
- Blended Learning
- Socratic Seminar
- Project Based Learning
-

Expected Annual Measurable Outcomes							
Outcome #1: Professional Development reflects depth and complexity							
Metric/Method for Measuring: Teacher survey data							
RESULTS	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Teacher Satisfaction Rate	N/A	TBD	TBD	TBD	TBD	TBD	TBD
Outcome #3: Professional Development focused on CCSS							
Metric/Method for Measuring: Teacher evaluation survey of the PD session and classroom observation data							

RESULTS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
PD Aligned to CCSS (measuring teacher satisfaction and classroom implantation that PD is aligned to CCSS)	100%	100%	100%	100%	100%	100%	100%
GOAL #5							
Basic services					Related State Priorities: <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input type="checkbox"/> 3 <input type="checkbox"/> 6		
					Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :		
Specific Annual Actions to Achieve Goal							
Site operations manager will assess maintenance needs and identify items requiring attention in the following ways: <ul style="list-style-type: none"> • Daily morning walk-through of the building to ensure safety and security prior to opening of the building (e.g. water spills, graffiti checks, broken windows, etc.) • Weekly meetings with Plant Manager to go over facilities requests submitted by staff members • Monthly official, documented building inspections using the Insurance Co. checklist • Annual walk-throughs with our Insurance provider, feedback, and follow-up visits will ensure safety and compliance and maintain our insurance rate (Correct all areas identified in need of repair or replacement) • Positive feedback from Fire Marshal during random walkthroughs which happen approximately on a quarterly basis • Installation of security cameras on both campuses • MS installation of PA system • Review and update school safety plan • Red Cross and NCI training • PBIS Plan IT-addition of three part IT clerks							
Expected Annual Measurable Outcomes							
Outcome #1: To provide and maintain Charter School facilities that are safe, clean, and in good repair Metric/Method for Measuring: Insurance Site Inspection, random Fire Marshall Walkthroughs, Student/Parent/Community Facilities Satisfaction Survey results							

RESULTS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Insurance Site Inspection	<i>Passing Score</i>	<i>Passing Score</i>	<i>Passing Score</i>	<i>Passing Score</i>	<i>Passing Score</i>	<i>Passing Score</i>	<i>Passing Score</i>
Fire Marshall Walkthroughs concluding verbal or written reports	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>	<i>Positive Feed-back</i>
Outcome #2: All teachers will be properly credentialed and appropriately assigned.							
Metric/Method for Measuring: Credentials and classroom assignments.							
RESULTS	Baseline	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Credentials	100%	100%	100%	100%	100%	100%	100%
Classroom assignments	100%	100%	100%	100%	100%	100%	100%
GOAL #6							
Parent involvement				Related State Priorities: <input type="checkbox"/> 1 <input type="checkbox"/> 4 <input type="checkbox"/> 7 <input type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 6			
				Local Priorities: <input type="checkbox"/> : <input type="checkbox"/> :			
Specific Annual Actions to Achieve Goal							
<ul style="list-style-type: none"> • Increase connectedness to school by students, families, and community through: <ul style="list-style-type: none"> ○ Continued implementation of after- school programs, family and community outreach and other programs integral to Charter School operations ○ Annual Stakeholder satisfaction surveys identifying focus areas ○ Parent communication through various pathways: website, teacher websites, Google email, newsletter, and Phone Blasters <input type="checkbox"/> Monthly parent workshops that foster knowledge within the various systems used by the schools and regarding college readiness and preparedness <input type="checkbox"/> Parent feedback on LCAP annual update <input type="checkbox"/> Charter School will provide opportunities for parent involvement through the Parent-Teacher Council as well as monthly workshops that foster knowledge regarding the various school systems 							
Expected Annual Measurable Outcomes							

Outcome #1: Increase sense of connectedness to the Charter School by students, families, and the community

Metric/Method for Measuring: LCAP survey participation

RESULTS	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
LCAP Parent Survey Participation	30%	50%	60%	70%	80%	80%	80%

Outcome #2: To provide parents access to opportunities for participation and input on decision-making

Metric/Method for Measuring: Number of parent attending activities/events that allow for meaningful discussion and input

RESULTS	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22
Activities/events (measured by sign-in sheet)	30%.	50%.	60%	70%	80%	80%	80%.

Instructional Design

LALA focuses on engaging students through hands-on, student-centered, constructivist problem-based learning. Students are scholars, activists, and creators who will demonstrate love, courage, inquiry, empowerment, integrity, community, and well-being through:

- Collaboration—developing individual and collaborative working skills
- Communication—articulating ideas, opinions and information clearly;
- Creativity—using verbal, written, technical, and creative expression effectively
- Critical thinking—demonstrating problem-solving skills and analytical thinking; evaluating, synthesizing, and applying new information; using acquired skills to be a responsible citizen at the Charter School and in the community.

LALA follows the CCSS, the California Standards for History-Social Science, and the New Generation Science Standards (“NGSS”) in its core curricula. The curriculum is taught strategically in a sequential manner, ensuring that students master fundamental skills and knowledge at designated points in time in order to assure that higher order skills and more complex knowledge have a foundation in which to take root.

Essential to the instructional program are the following principles:

- Allocate sufficient time to attain essential skills
- Introduce new information in manageable and sequential units
- Identify prerequisite skills and build on students’ prior knowledge
- Review previously taught skills
- Administer ongoing assessment to inform instruction

- Provide immediate intervention strategies (delivered by classroom teachers, instructional assistants, and intervention assistants) during school for those students who are not demonstrating progress towards unit goals and grade level standards

Assessments are administered at multiple points—at the beginning of a unit of study (diagnostic), throughout the unit of study (formative) and at the end of the unit of study (summative). This approach helps teachers determine areas of strength and need, plan effective instruction, and gauge student progress toward mastery while informing teacher instructional methods and intervention strategies needed to ensure learning and student success.

The foundation of LALA’s instructional program is problem-based learning, a pedagogical approach rooted in constructivist theory. Problem-based methodology creates opportunities for students to apply learning to complex problems as well as to develop products that require written and oral expression, extended research, analysis and synthesis of information, planning, perseverance, and organization – all skills needed for success in college and the world beyond. Problem-based learning also links the curriculum content with students’ real world experiences, making learning relevant, personalized and valuable to students’ lives outside of school. An integrated curriculum facilitates deep learning and connections across subjects and teachers collaborate formally and informally to integrate themes and concepts in designing and instructing classes. Problem-based learning also offers collaborative opportunities to students, helping them develop teamwork skills and providing meaningful opportunities to contribute for students with a wide range of academic skills. As student collaborative groups focus on different aspects of an assigned problem, each member of the group brings a different idea, approach, suggestion, or solution to the table, broadening perspectives, highlighting individual competencies, and deepening cognitive skills. Additionally, the interdisciplinary curriculum and use of real-world problems provide equity and relevancy for an ethnically and culturally diverse student population. Problem-based tasks promote collaborative, relevant, active, interdisciplinary learning wherein students exercise choice about how and what they will learn, thereby increasing motivation and engagement and the development of skills designed to help students succeed in the real world.

Students also engage in Socratic Seminar in the classroom. The Socratic seminar is a formal discussion, based on a text, in which the leader asks open-ended questions. Within the context of the discussion, students listen closely to the comments of others, think critically for themselves, and articulate their own thoughts and their responses to the thoughts of others. They learn to work cooperatively and to question intelligently and civilly. In practice, Socratic Seminar includes the following:

1) Text Selection:

The teacher selects authentic texts that invite authentic inquiry—an ambiguous and appealing short story, a pair of contrasting primary documents in social studies, or an article on a controversial approach to an ongoing scientific problem.

2) Preparing the students:

The teacher informs students ahead of time when they will be expected to participate in a Socratic Seminar.

3) Preparing the questions:

Though students eventually are given responsibility for running the entire session, initially the teacher fills the role of discussion leader as students learn about seminars and questioning. After critically reading the assigned texts, students generate as many open-ended questions as possible, aiming for questions whose value lies in exploration of meaning, not their answers. Indeed, the utility of the Socratic methodology lies in “the ongoing, honest quest for information and understanding through the act of questioning” (Copeland 2005).¹

4) Establishing student expectations:

Because student inquiry and thinking are central to the philosophy of Socratic seminars, teachers include students integrally in the establishment of norms for the seminar. They ask students to differentiate between behaviors that characterize debate (persuasion, prepared rebuttals, clear sides) and those that characterize discussion (inquiry, responses that grow from the thoughts of others, communal spirit). They ask students to hold themselves accountable for the norms they agree upon.

5) Assessing effectiveness:

Socratic seminars require assessment that respects the central nature of student-centered inquiry. The most global measure of success is reflection, both on the part of the teacher and students, on the degree to which text-centered student talk dominated the time and work of the session. Reflective writing, asking students to describe their participation and set their own goals for future seminars, can be effective as well. Another method of assessment is anecdotal observation of students’ application of skills learned in Socratic Seminars to other texts and contexts. For example, when given a passage to read, students comfortably use critical reading skills such as underlining key phrases, noting repetition of key vocabulary to signal main ideas, and writing questions with the goal of improving understanding of meaning. Assessment should take into account that, like the seminars themselves, the process of gaining capacity for inquiring into text is more important than “getting it right” at any particular point.

Because classroom settings are often result-focused (obtain the right answer), Socratic Seminars offer a fresh and important emphasis on academic skills through developing creativity, enabling critical thinking, enhancing reading and reflection skills, refining reasoning, sharpening active listening skills, and improving self-expression. Socially, participating in Socratic Seminars develops team and community building, hones conflict resolution skills, and boosts confidence. Awareness that “all new understanding is linked to prior understanding, that thought itself is a continuous thread woven through our lives rather than isolated sets of questions and answers” is a key underpinning for success in the classroom, the workplace, and life (Copeland 2005).²

¹ Copeland, M. (2005). *Socratic circles: fostering critical and creative thinking in middle and high school*. Portland, Maine: Stenhouse Publishers.

² Id.

Technology is used as a tool throughout students' courses and integrated into the instructional design based on the "SAMR: implementation model that includes the following levels:

1) **Substitution**

In the substitution level, teachers or students are only using new technology tools to replace old ones. For instance, using Google Docs to replace Microsoft Word is simply substituting one tool for another to accomplish the same task (writing).

2) **Augmentation**

In the augmentation level, students would again use Google Docs instead of Microsoft Word for a writing task, but they would be augmenting instead of substituting because instead of writing a document, manually saving it and then emailing it to others as an attachment, Google Docs provides automatic functions which enhance and facilitate the writing experience, including auto-saving, auto-syncing, and automatic real-time sharing in the Cloud.

3) **Modification**

In the modification level, technology is being used not to do the same task using different tools but to expand and redesign the task. For example, using the commenting service in Google Docs to collaborate and share feedback on a given task would constitute modification. Use of technology at this level is more effective in terms of time and energy and transforms student learning from passive to active mode.

4) **Redefinition**

In the redefinition level, students use technology to conceive and create entirely new tasks and products. Examples of possibilities include creation of movies, podcasts, narrated multimedia presentations, or infographics.

Integration of technology and curriculum does more than provide students ease of word processing and information graphing. It offers opportunities for students to design simulations, collect data, demonstrate concepts, receive feedback, excite senses, play learning games, take virtual field trips and more, thus transforming learning from routine to unique, from memorization to enlightenment, while creating limitless possibilities for expression of knowledge and new understanding.

Collaborative Learning Environment

A collaborative learning environment declares that everyone is a learner. In this environment, teachers become facilitators who know their students' talents, prior school experiences, and needs. This knowledge enables teachers to take into account student backgrounds to support learning. Teachers create a learning environment that is emotionally, intellectually, and psychologically safe, an environment where learners can acknowledge what they do not know, take risks, and reflect on what they have learned. True collaboration promotes social and emotional intelligence through active listening and careful observation of others' responses. It curbs failure avoidance by allowing students to explore the unknown together in a safe forum. Finally, a collaborative

learning environment allows everyone to think on his or her own, interpret information, share ideas, and evaluate those ideas through both personal and group perspectives. LALA utilizes rubrics that assess effective collaboration, and makes changes where necessary.

Key Educational Theories

The educational program has its roots in constructivist theory, collaborative learning, and experiential learning. Jerome Bruner posits that learning is an active process in which the learner constructs new ideas using existing schema to make meaning of new information and experiences, a process called scaffolding.³ Appropriately organizing the information to be learned is the key to effective scaffolding. Additionally, spiraling the curriculum, or teaching skills in a sequential order, offers students the opportunity to build upon what they already know—their existing scaffold—thus facilitating the comprehension of new information. As explained above, curriculum is taught strategically and sequentially in order to implement Bruner’s ideas about instructional design.

Collaborative learning is an instructional method in which students work in groups towards a common academic goal. Collaborative learning invites higher levels of thought by promoting discussion and reflection. In addition, collaborative learning helps students develop thinking and learning habits, a critical goal for at-risk learners, because it is important to meaning making. “One important aspect of meaning is that it is obtained within a culture” (Wilson 2010).⁴ The culture can be that of society or that created within a collaborative classroom community, a culture of dialogue and inquiry. Further, “collaborative learning fosters the development of critical thinking through discussion, clarification of ideas, and evaluation of others’ ideas” (Gokhale 1995).⁵ Developing critical thinking skills, including those of evaluation and analysis, is one of the primary focus areas at Los Angeles Leadership Academy. Therefore, the instructional design includes educational experiences that are social, engaging, and student-oriented in order to improve scholarship and enhance creativity.

Experiential learning has its foundation in the work of John Dewey. Dewey suggests that students develop their own ideas through interacting with and manipulating information—learning by doing. Further, Dewey places importance on the individual nature of learning. Each individual encounters content from his or her individual perspective, colored by his or her personal experiences and ability or readiness to interact with the content. As a result, not every student learns the same lesson from a given set of information; thus, learning is a process not an outcome.⁶

³ Bruner, J. (1966). *Toward a Theory of Instruction*. Cambridge, MA: Harvard University Press. Accessed from <http://www.instructionaldesign.org/theories/constructivist.html> on 29 Aug. 2015. <http://www.instructionaldesign.org/theories/constructivist.html> on 29 Aug. 2015.

⁴ Wilson, Donna. (2010). *Thinking for results: strategies for increasing student achievement by as much as 30 percent*. Orlando, FL: BrainSMART.

⁵ Gokhale, Anuradha A. Collaborative learning enhances critical thinking. *Journal of Technology Education* Volume 7, Number 1 Fall 1995. Accessed from <http://scholar.lib.vt.edu/ejournals/JTE/v7n1/gokhale.jte-v7n1.html> on 29 Aug. 2015.

⁶ Dewey, J. (1938/1997). *Experience and education*. New York, NY: Macmillan Co.

Kolb builds on this foundation by positing that learning is a holistic adaptive process.⁷ According to Kolb, activities such as creativity, problem-solving, and decision-making are similar adaptive processes which occur in all settings, not just the classroom. “When learning is conceived as a holistic adaptive process, it provides conceptual bridges across life situations such as school and work, portraying learning as a continuous, lifelong process” (Kolb 1984).⁸ Additionally, Kolb suggests that it is valuable to view learning as degrees of extensions in time and space. For example, performance is the name given to a short-term adaptation; learning is the name given to a longer-term adaptation; and development is the name for a long-term adaptation to a life situation (Kolb 1984). Each of these adaptations involves learning in response to experience, but the name of the learning changes with respect to its occurrence in time. This holistic adaptive perspective is embraced in the instructional design, which strongly emphasizes problem-based learning (performance), critical thinking and reflection (learning), and collaborative skills [use of knowledge and interpersonal skills in new contexts] (development).

Research-Based Evidence

The following ideals are embodied in the instructional design and have research-based evidence to support their efficacy in serving an economically disadvantaged student population.

Self-efficacy

Enabling students to become self-motivated is one of the objectives of our education program (Education Code Section 47605(b)(5)(A)(i)). A core belief of Los Angeles Leadership Academy is that motivation is strongly linked to self-efficacy, the idea that behavior and effort make a difference in performance. Since achievement is a combination of both effort and ability, increasing a student’s sense of self-efficacy will positively impact the student’s motivation and, in turn, achievement. In fact, “studies have found [self-efficacy] to be the second most important predictor (after ability) of a student’s academic achievement.”⁹ Our problem-based, collaborative program is designed to increase motivation, giving students an opportunity to take responsibility for their own learning within the supportive construct of a group, controlling the amount of effort exerted and providing a sense of self-efficacy that will flow into academics and other areas of life. Increasing a student’s sense of self-efficacy also increases self-esteem, thus enhancing the motivation to continue working and succeeding.¹⁰ This is especially important for students from economically disadvantaged backgrounds whose families may lack the financial resources to provide incentives, enrichment, and emotional support.

Mastery

⁷ Kolb, D.A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood cliffs, NJ: Prentice hall.

⁸ Id. (p. 33)

⁹ Slavin, Robert E. (2003). *Educational psychology: theory and practice*. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon.

¹⁰ Wilson, Donna. (2010). *Thinking for results: strategies for increasing student achievement by as much as 30 percent*. Orlando, FL: BrainSMART.

Feeling the success of controlling the outcome through the application of effort is the first step. Students build their sense of self-efficacy in classrooms where teachers distinguish between mastery goals and performance goals. Mastery goals are those motivated by gaining competence in the skills being taught; performance goals are those motivated primarily by the desire to gain positive judgment and earn good grades.¹¹ Mastery goals include improvement, progress, effort, learning, hard work, and challenge. Emphasizing mastery goals rather than performance goals also helps to curb failure avoidance. Failure avoidance occurs when students are more motivated to avoid failure than to seek success.¹² In a setting where mastery is emphasized, each student can attain learning goals regardless of the performance of others. This environment is helpful for students from economically disadvantaged backgrounds because the emphasis on effort and improvement instead of performance meets them where they are academically and helps them to move forward on their own path, setting the stage for success for every student regardless of socioeconomic status.

Growth Mindset

The idea that intelligence can be developed and is not a fixed quantity is known as a growth mindset. Carol Dweck has identified two mindsets, fixed and growth. The fixed mindset, the idea that an individual's qualities and abilities are fixed and unchangeable, is limiting and impacts achievement negatively. The growth mindset, the idea that an individual's qualities and abilities can be nurtured, developed, and improved, is encouraging and impacts achievement positively.¹³ Success isn't just a product of natural ability; it's a product of willingness to work hard. Promoting this mindset is significant when serving students from economically disadvantaged backgrounds because it teaches that individuals have the power to develop their abilities, rise to challenges, persist after failure or disappointment, and seek mastery through effort all in spite of their economic circumstances. This essential understanding drives motivation and fuels learning.

Hope and Learned Optimism

Persisting in the face of failure or disappointment is challenging for all students, but it is especially so for students from economically disadvantaged backgrounds. It is this persistence, however, that delivers results. Students from low socioeconomic backgrounds can feel hopeless because of their circumstances. They may believe that they will never get ahead and their lives are fixed on a downward path no matter what they do. Adding to this negative perception, statistics show that, for a number of reasons, students from economically disadvantaged backgrounds perform less well than more affluent students.¹⁴ It is tempting for students and teachers to make the assumption that little can be done to bridge this gap because students from low socioeconomic backgrounds have fewer resources, both physical and emotional, than other students. But hopelessness can lead to

¹¹ Slavin, Robert E. (2003). *Educational psychology: theory and practice*. Robert E. Slavin (7th ed.). Boston, MA: Allyn and Bacon

¹² Id.

¹³ Dweck, Carol S. (2008). *Mindset: the new psychology of success*. New York, NY: Random House, Inc.

¹⁴ American Psychological Association (n.d.) "Education and socioeconomic status." Accessed from <http://www.apa.org/pi/ses/resources/publications/factsheet-education.aspx> on 30 Aug. 2015.

learned helplessness, an adaptive response to circumstances. “Many kids with learned helplessness become fatalistic about their lives, and they’re more likely to drop out of school or become pregnant while in their teens.”¹⁵ Avoiding hopelessness and its attendant learned helplessness is critical for these students. The natural consequence of being hopeful and optimistic is that students will try harder. If they believe they have the power to influence their life paths, they will develop goals and dreams, working hard to achieve them. “Hope and learned optimism are crucial factors in turning low-SES students into high achievers.”¹⁶ Teaching these skills impacts all students positively, but may most significantly change the lives and futures of students from economically disadvantaged backgrounds. These skills will be taught throughout the core curriculum through PBL, student activities, and literature.

Curriculum and Instruction

Process of Selecting Curriculum, Materials, and Instructional Activities

Curriculum, materials, and instructional activities will be chosen based on how well they reflect best practices in education, align with the desired pupil outcomes, and accommodate the interests and passions of students and teachers. The criteria will incorporate research data and understanding of cognitive learning processes. To best align the Charter School’s instructional philosophy and desired pupil outcomes, methods and materials will not regard subject matter in isolation, but as parts that fit with the overall objectives of the Charter School. For example, an important civic development outcome is that students understand the principles of justice, independence and social equality. To have a full appreciation of these principles, students must encounter them in varied ways throughout the Charter School’s activities and curriculum. Therefore, the curriculum, materials, and instructional activities cannot be simply the sum of separate subject area materials. Instructional methods and materials must support an integrated curriculum.

Curriculum - Middle School

English Language Arts (Core)

Los Angeles Leadership Academy engages students in purposeful reading and writing each day. In each grade, writing units are designed based on the CCSS. The CCSS are grouped into units in our pacing plans. The curriculum that is implemented is *McGraw Hill Education: California Study Sync*, a comprehensive blend of ELA/ELD for grades 6-8. This curriculum is designed to meet the needs of all students, exposing them to a media-rich learning experience that advances their reading, writing, speaking, listening, and language skills. Offering a diverse selection of high quality text, both literary and informational, the program also presents short and long-form writing assignments with built-in tools for teacher and peer review.

The core curriculum is supplemented with Accelerated Reader 360. This online program allows teachers to focus instruction by choosing articles based on a topic or a particular ELA skill and which are written at a particular Lexile or grade level. Through Accelerated Reader 360, students

¹⁵ Jensen, Eric. (2009). Teaching with poverty in mind: what being poor does to kids’ brains and what schools can do about it. Alexandria, VA: ASCD.

have access to a collection of high-interest, non-fiction articles that make content appealing and accessible.

The EL population at LALA middle school includes students with a variety of home languages, including Spanish, Vietnamese, Korean, Mandarin and other Chinese dialects. The ELD program implements both the current California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The Charter School’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to “ensure that ELs are fully supported as they develop an understanding of the content through informational text and literary information.”

The Charter School’s ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework including, among other things, reading and interpreting a variety of texts; understanding the dynamic nature of language in making meaning; utilizing text structure, organization and other text features in making meaning; contributing meaningfully to class discussion; demonstrating knowledge of content in various modes; and developing proficiency in shifting registers based on task, purpose and audience.

EL students, like their English-fluent counterparts, are expected to gain progress in each of the language domains--listening, speaking, reading, and writing. LALA has created a Master Plan for English Learners based on state and federal standards and designed to guide the structure of academic programs and the delivery of instruction for the ongoing development and assessment of English learners’ language skills. The Director of Student Support Services Coordinator monitors EL progress through formal and informal assessments, including grades, standardized test scores, and ongoing communications with classroom teachers and the students’ parents/guardians.

The LALA ELD program is integrated within the English Language Arts program. In this class, the state-adopted ELA/ELD Framework and standards are the basis for instruction. As mentioned above, the curriculum is *McGraw Hill Education: California Study Sync*, and it helps students meet the standards by:

- Providing a comprehensive core ELA/ELD curriculum covering 180 days of instruction.
- Providing a digital library of text varying in range, level, and complexity including standards-aligned fiction and non-fiction text.
- Providing differentiation tools for teachers.
- Providing a web-based curriculum for easy access.
- Providing opportunities for students to collaborate and promote literary discussions.
- Providing lessons requiring close reading of texts and follow-up writing opportunities.
- Providing real-world topics that challenge students to read, write and share ideas with peers.

Teachers design lessons using SDAIE strategies to meet the needs of ELD students. The key strategies include:

- Placing emphasis on developing content knowledge in English.
- Using English as the dominant language during instruction.
- Front-loading key English vocabulary.
- Scaffolding abstract ideas and concepts.

Designated ELD (Non-Co

During the elective period, ELD students take a designated ELD class instead of an elective. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. *McGraw Hill Education: California Study Sync* is used as the foundation curriculum, but the structure and direction of the class is differentiated significantly based on individual students' needs. For example, during this period, students with skills ranging among all three instructional proficiency levels (emerging, expanding and bridging) might be in the classroom. Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress.

The ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group uses computer language instruction (*Achieve 3000*) for verbal, writing, reading, and listening skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by:

- Reading aloud and engaging in dialogue with others (collaborative);
- Reading, comprehending, and analyzing written and spoken texts (interpretive);
- Creating and engaging in oral/written presentation activities (productive).

Mathematics Curriculum (Core)

LALA believes that 21st century skills include the ability to ask and answer questions, test ideas, show proof, measure and represent information, and express ideas clearly and effectively (see Goals and Philosophy portion of Petition for Renewal). Mathematics is a natural discipline in which to practice these and other problem-solving and critical-thinking skills. For example, to

develop problem-solving skills, students must think about the processes involved, not just about whether the answer is correct. To develop critical-thinking skills, students must be able to apply learning from one context to another. Therefore, mathematics instruction at Los Angeles Leadership Academy Middle School is focused on fully developing the Common Core State Standards for Mathematics and Mathematical Practices in grades 6-8.

The middle school has adopted a math program called *MathLinks*. This program was written and developed by the Center for Mathematics and Teaching (“CMAT”), a non-profit organization whose mission is to create engaging mathematical instructional materials for middle school students. *MathLinks* is a CCSS-aligned, state-adopted math program whose design is based on the Sheltered Instruction Observation Protocol (“SIOP”) model of instruction, a boon for ELs, and whose unique structure offers content in manageable chunks, providing enrichment opportunities and skill-building in every lesson. Importantly, CMAT offers professional development specifically designed to help teachers use the curriculum effectively.

History Social-Science Curriculum (Core)

In order to develop global citizens and agents of change, it is important for LALA students to develop a strong sense of historical, social, economic, and political trends which have shaped the world. Incorporating reading and writing into history and social science, teachers share stories, fairy tales, folk tales, historical fiction, and nonfiction materials directly related to the concepts being taught. By listening to, reading, and discussing literary works, students deepen their historical knowledge and develop a sense of ethical literacy. In addition, students experience multiple perspectives on a topic through careful selection of literature and nonfiction materials. This integrated approach to history-social science is used as a way to bring the content to life, deepening students’ understanding of the content and helping them connect learning across content areas. Further, the integrated approach creates authentic opportunities to think critically, hear differing views, develop informed opinions, and research topics to express ideas in both oral and written forms. The history-social science curriculum is developed with the aim of mastering the History-Social Science Content Standards for California Public Schools.

Teachers in grades 6-8 use *History Alive!* as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. *History Alive!* is an online program that teachers use as a resource to plan lessons.

Science (Core)

LALA’s focus for student learning in science is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in these goals, the department:

- develops a hands-on lab/ project per unit which includes the creation of a site specific science laboratory
- plans science field trips, one per grade level
- commits to engage guest speakers from the fields of science for class visits and career day.

The science faculty provides rich and engaging science experiences for our students. For example, LALA's annual 6-12 STEM EXPO encourages students to engage in science-based innovative projects. All student work on projects as part of course work, and have the opportunity to present in the STEM EXPO. Projects such as these increase engagement and relevancy for our students and allow them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support ELs and struggling students by presenting content visually, orally, and kinesthetically; incorporating Socratic seminars into instruction to increase engagement and hone critical thinking; and utilizing inquiry laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning. Further, all students have access to individual assistance from their science instructor during the school-wide study hall period, during office hours, and during the after-school tutoring program.

Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to and use interactive white boards (Smart Boards) to help engage students in science-related concepts and topics. Science teachers also use technology in the form of document readers, MacBooks, Apple TVs, iPads, and projectors. Teachers have access to differentiated learning resources, learning tasks, and informal and formal assessments. To increase student engagement, the one-to-one program is helping teachers transition to increased use of online classroom platforms for students to receive resources, engage in 21st century collaboration and communication practices, submit assignments, and engage in online assessments.

An additional goal in science classes is to improve literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature in Common Core Appendix C and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines.

Besides addressing literacy skills, students are provided with authentic experiences applying math skills as they would be used in science research. Further, the integration of math skills into the science content supports the math component of the Common Core standards. For example, science courses incorporate the analysis of graphs and data sets as well as calculations where applicable.

Ongoing science department goals include increasing:

- Hands on lab activities and projects
- Science related field trips
- Use of technology in science classrooms
- Development of science site specific laboratory
- Participation in the Los Angeles County STEM Expo

Looking ahead to 2017-18, the science department has created a five-year plan to help implement the NGSS standards as they gain momentum across all schools nationwide. The five-year plan is as follows:

- a. Year One- Develop performance tasks for Crosscutting Concepts that encompass the whole school. Attend multiple professional development seminars regarding NGSS implementation.
- b. Year Two- Fully replace investigation and experimentation standards with science and engineering practices.
- c. Year Three- Review and adopt textbook and NGSS curriculum schoolwide.
- d. Year Four- Implement NGSS curriculum across all grade levels.
- e. Year Five- Continue implementation of NGSS across all grade levels and hold NGSS Science Fair.

Physical Education (Core)

The 6-8 physical education program provides students access to the skills and knowledge necessary to be physically fit and helps students develop a sense of confidence and a positive attitude. The goals of the PE program are as follows:

- Develop and maintain acceptable levels of physical fitness
- Develop a variety of movement and manipulative skills to experience success in becoming fit
- Establish goals for fitness and for more healthful food choices
- Seek out and enjoy physical activity
- Develop the ability to cooperate and collaborate with others

Standards-based, age-appropriate health education lessons will be incorporated into the academic curriculum wherever possible. Students will learn about maintaining healthy bodies and how to develop responsible habits in and out of the classroom. Through lessons in the classroom students learn about healthy eating, food groups, and where food comes from.

An innovative component of our physical education and health program is the adoption of a Wellness Policy encouraging students to develop healthy eating habits.

Universal Access Period/Elective Period (Non – Core)

The Universal Access period is designed to provide support and enrichment for students in multiple ways. During each week, one portion of the Universal Access period focuses on math support/enrichment using the math program called *ALEKS*. This Web-based program uses adaptive questioning to determine exactly what a student knows and does not know in his or her grade level course. Based on the adaptive questioning, students receive instruction on topics that they are ready to learn. As the students work through the program, it reassesses them to ensure they are comprehending and retaining the material. This program is used two to three times a week during the assigned period.

Another portion of the Universal Access period consists of the Global Awareness Hour. Twice a week during this period, teachers lead a lesson using Junior Scholastic Magazine with the embedded lessons that are aligned to the Common Core Standards. In addition to the Global Awareness Hour, students also use *Achieve 3000*. An adaptive, Web-based program, *Achieve 3000* assesses students' Lexile Reading Levels and provides students differentiated, grade appropriate, nonfiction passages that are matched to the students' individual reading levels. Both Global Awareness Hour and *Achieve 3000* regularly assess students' abilities to comprehend text.

Besides math and language arts support, students also have the opportunity to access two other structured activity programs during this period. The first is Virtual Job Shadow, an online career planning and career exploration resource that provides students with the tools and resources for charting a career path. Students can also sharpen their typing skills during this period by using *Edu Typing* online keyboarding software which is aligned to the California K-12 Technology Skills Standards.

Electives (Non-Core)

Los Angeles Leadership Academy Middle School offers an elective period that is embedded in the regular and minimum day bell schedules. The elective class gives students the opportunity to increase their achievement by offering English Language Arts Intervention and Math Intervention. As students master the content standards, elective offerings will provide enrichment and exposure to areas that address the interests of the students such as Music, Art, Drama, Dance and World Languages.

One of the World Languages that is offered is Spanish. The Spanish Language Arts curriculum is *McGraw Hill Education: California Maravillas*. The curriculum is designed to create a parallel, equitable, Spanish Literacy program for developing students who are bilingual, bi-literate and bicultural. Students are exposed to rich, authentic Spanish literature, featuring classic and contemporary selections. The strategies that are embedded in the curriculum help students acquire the target language while attaining the rigor of the Common Core standards.

Curriculum High School

LALA offers courses that meet the UC A-G subject requirements and are approved by the University of California for ninth through twelfth grades. LALA has a highly effective curricular plan that is accessible to all students. This is a testament to the effectiveness of our curriculum, especially considering the extreme challenges faced by students in our urban Los Angeles community. LALA's curricula align with the newly-adopted Common Core State Standards, the pre-existing California State Content Standards, the Next Generation Science Standards, and the California English Language Development Standards.

Courses are offered in English Language Development, English Language Arts, Mathematics, History-Social Science, Science, Visual Arts, Foreign Language, Career/ Technical Education, Physical Education, and Health.

a. English Language Arts (Core, College Preparatory)

The English Language Arts curriculum is a broad survey of literature and rhetoric, including fiction and nonfiction texts, visual texts, films, documentaries, radio interviews, and art in various forms. All courses focus on developing critical reading and thinking skills and require students to generate evidence-based answers to questions, especially during discussion and when writing essays. Teachers use interactive discussions (whole class, small groups, Socratic seminars) and vocabulary development to tackle difficult texts and provide background research as introduction to new topics. In addition, teachers collaborate within the department and across the grade levels to create challenging curriculum with similar expectations for all students. To ensure equity and access, the curriculum is differentiated according to students' needs. The English curriculum consists of various levels of classes (college-preparatory, Honors, or AP) to address a variety of needs. Further, teachers take the time to get to know students on an individual basis in order to determine their specific learning needs. This is done in various ways. For example, teachers may hold individual conferences as the rest of the class is engaged in independent work or during office hours. Additionally, teachers analyze students' written work, such as essays and short answers, which reflects both writing and reading comprehension skills. The curriculum offers a wide range of multicultural literature in an effort to connect to all students on all levels as well as to foster a sense of understanding and respect for cultural differences. Acknowledging and examining varied cultural points of view reflects not only the goals of the California Common Core State Standards but LALA's mission as well.

Teachers often help students create learning tools to supplement the curriculum and to enhance both teaching and learning. One example is an individualized vocabulary notebook in which the student records a word that he/she does not know and then provides the definition of the word and quotation of the author's sentence to show context. To complete the entry, the student uses the word in his/her own sentence emulating the author's style. Research demonstrates that students retain vocabulary learned in context and not in isolation from a list, so this activity is designed to optimize vocabulary development. In addition, this exercise improves students' writing as they analyze and emulate the writing styles of various professional authors. Another such tool is the dialectical journal in which students select lines from their reading material and explain and interpret those lines in a journal format. The dialectical journal is an effective formative assessment for both reading comprehension and critical thinking because it requires comprehension of text, reflection, and description of insights or understandings gleaned from the text. In addition to dialectical journals, teachers utilize various forms of assessment, both formative and summative. Assessments include but are not limited to writings (essays, short answers, research papers); tests and quizzes; small group and whole class discussions including Socratic seminars; research projects, unit culminating projects; presentations; and benchmark and standardized assessments.

Teachers utilize technology regularly to support student needs. Teachers have access to document readers and projectors, and students have 1:1 access to laptops. The English Language Arts curriculum, *StudySync*, is a blended curriculum that allows teachers to individualize student learning tasks by combining face-to-face instruction with online learning activities. In addition, teachers are transitioning to online classroom platforms such as Edmodo and Google Classroom

to provide students with access to a variety of resources and enable students to submit assignments and participate in online discussion and collaboration opportunities. Through use of technology, students also gain access to additional resources such as Acellus and Khan Academy. Besides one-to-one access in the classroom, the library provides computer and Internet access to all students.

Beginning in 9th grade, students are prepared for the highest level of English course offered at Los Angeles Leadership Academy. All English Language Arts classes emphasize critical reading and analytical writing, using textual evidence to support claims and interpretations. All students write at least six to eight full-length (four to six paragraph) essays per year in MLA format. Using a format designed to align to California State Common Core Standards, essays contain a thesis statement supported by relevant, sufficient textual evidence, facts, or definitions as applicable. Additionally, students write reflections on literature they have read, write creative pieces, and conduct research, synthesizing information and evidence from a multitude of sources including newspapers, documentaries, and primary and secondary sources. Finally, students meet the CCSS for listening and speaking through collaborative discussion, oral presentation of information/ideas, and thoughtful evaluation of speakers' premises, evidence, and use of rhetoric and reasoning.

Courses currently offered include:

English 9
English 10
English 10H
English 11
AP English Language & Composition
English 12
AP English Literature & Composition
Women's Literature
Journalism
Speech and Debate
Public Speaking and Communication

Intervention and enrichment programs include:

- Working skills-based modules from *Study Sync* for enrichment, intervention, and ELD instruction
- providing enrichment opportunities through additional literature courses such as Women's Literature, Intro to Social Activism, LGBTQ studies, Farming for Social Justice, Law classes from Mission College, and the concurrent enrollment program
- engaging students in writing competitions such as Skipping Stones, Scholastic Writing Awards, Bennington Young Writers Awards, and the Claremont Review Writing Contest
- interesting students in submitting writing for publication in periodicals such as *Teen Ink*, *The Blue Pencil*, *Canvas*, *Cicada*, *Figment*, and *Polyphony HS*
- organizing internship opportunities within the community and online which focus on writing and its development

b. English Language Development (ELD)

The ELL population at LALA includes students with a variety of home languages, including Spanish, Vietnamese, Korean, Mandarin, and other Chinese dialects. The ELD program implements both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework). The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework including, among other things, reading and interpreting a variety of texts; understanding the dynamic nature of language in making meaning; utilizing text structure, organization and other text features in making meaning; contributing meaningfully to class discussion; demonstrating knowledge of content in various modes; and developing proficiency in shifting registers based on task, purpose and audience.

Designated ELD - Core

During the elective period, ELD students take a designated ELD class instead of an elective. This class is a multi-level class of students with varying English proficiencies. It is designed to allow students to grow in their English skills at a pace that best fits their learning style and needs. The blended English Language Arts curriculum *Study Sync* is used as the foundation curriculum and *English 3D* is an additional resource, but the structure and direction of the class is differentiated significantly based on individual students' needs.

The ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group uses computer language instruction (*Rosetta Stone*) for verbal, writing, reading, and listening skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by

- Reading aloud and engaging in dialogue with others (collaborative)
- Reading, comprehending, and analyzing written and spoken texts (interpretive)
- Creating and engaging in oral/written presentation activities (productive)

c. Mathematics (Core, College Preparatory)

The *Carnegie Learning* curriculum was adopted during the 2015-2016 school year. It is a research-based, blended, adaptive math curriculum which has demonstrated improved academic achievement in mathematics for urban minority students. During the first year of adoption of the Carnegie Learning curriculum, LALA began the transition to Integrated Math. By the 2017-2018 school year, LALA will have phased in Integrated Math courses 1, 2, and 3. In addition,

we will continue to offer Statistics and Data Analysis, Pre-Calculus, AP Calculus, and AP Computer Science.

The CCSS emphasizes development of literacy skills across the disciplines, so literacy is a key component of all LALA math courses. Reading and writing-based activities are an integral part of the *Carnegie Learning* curriculum. In addition, teachers design and create literacy-rich environments in math classes by incorporating tasks and quarterly projects with language arts components including discussion, oral presentation, and reading and written communication of mathematical knowledge/reasoning. All material taught in math classes directly addresses one or more of the Common Core State Standards (CCSS) for mathematics and mathematical practice. Teachers in the math department are currently creating projects that directly align to these standards and enable students to actively apply the material they are learning to real- life or realistic settings to further reinforce these concepts and enhance their relevance. Informal assessments are used frequently to analyze student learning and to adjust teaching accordingly. Additionally, technology (document cameras, scientific or graphing calculators, Smart Boards) and e-learning tools (Geometer's Sketchpad, Geogebra, WolframAlpha) are used to enhance student engagement and motivation. Most teachers maintain their own websites, blogs, or social media pages to inform students and parents of upcoming assignments and tests.

The math department collaborates and utilizes internal assessments and standardized test results (NWEA MAP, CAASPP, AP exams, etc.) to inform instruction and develop learning activities. To address the needs of all students, there are many unique programs and supports available. For example, in addition to oral reminders, written notes, outlines, diagrams, and other handouts (paper or electronic), use of translation devices (electronic or paper) is encouraged for English Learners with limited vocabulary. These devices support learning by allowing students to better comprehend the learning expectations and the mathematics standards. Paraprofessionals are also available to support students in math, especially ELL and SPED students.

As required by the state, a Math Placement Policy has been created and approved by the school board to provide guidelines for math placement in ninth grade. The math department also offers enrichment opportunities for Gifted and Talented students. In addition to access to enrichment through the adaptive, blended curriculum, AP courses, and dual enrollment opportunities at the local community colleges, LALA competes with other schools in math contests through the California Mathematics League (CAML) and the American Scholastic Mathematics Association (ASMA). LALA is also applying for 2016 membership with Mu Alpha Theta, a national high school and two-year mathematics honor society that allows students who are mathematically inclined an opportunity to delve deeper into the high school math standards and to apply the knowledge to non-traditional problem solving. The members of this society compete against each other and against other schools from around the country and internationally.

For students achieving below-grade level, the math department offers many resources. Students needing to improve math skills are provided support through an intervention period during the school day. Students in critical need of support are scheduled for both the intervention period and an additional math lab for intensive support. After-school tutoring support is also available until 6pm daily. Credit recovery is available for students at LALA throughout the school year and summer.

One of the innovative components of the department's curriculum is the retake policy. Every student in Integrated Math 1, 2, and 3 has the opportunity to re-take any chapter test in order to improve upon the original score. As students move through the Integrated Math courses, there will be limitations to and restrictions on the grade increases students can earn. These limitations will become more prohibitive as students advance. The department initiated this policy in 2016-2017 and will continually monitor and adjust it as needed in each successive year.

Additional supports for students include access to free educational learning software and online programs such as Khan Academy and YouTube; access to school-owned graphing calculators and other resources necessary to complete math tasks; and fee waivers for AP exams. Paraprofessionals are also available during math classes and intervention classes to provide support.

Current courses offered include:

Integrated Math 1

Integrated Math 2

Integrated Math 3

Statistics and Data Analysis

Pre-Calculus

AP Calculus

Teachers obtain access to instructional materials through the department chairpersons. Many teachers find supplemental material through their own research and through professional conferences such as the CMC South Conference in Palm Springs or through topic specific AP by the Sea summer institutes at the University of San Diego. The process at LALA for requisitioning supplementary materials includes discussing the resources needed during a math department meeting and then forwarding the request to administration for approval.

d. History-Social Science (Core, College Preparatory)

The Social Sciences Department believes that studies of history, economics, and government are connected not only in the experience of a current worldview, but also in how these disciplines have made an impact on human progress over time. Students are exposed to a variety of philosophies and cultures with the aim of developing global awareness. The department's goal is to prepare students to critically analyze topics that might be viewed differently from a historical perspective and from a social perspective. Analyzing concepts through the lenses of cause and effect and change over time develops independent thinking rather than rote memorization and prepares students to think about how information or identification of patterns/trends from the past informs and transforms the actions and thoughts of those in the present. Social justice and leadership, the core components of our school mission, are deeply entrenched in the social science courses as problem-based learning tasks include past and current community issues, allowing students the opportunity to participate as activists and agents of change.

The department collaborates to create a variety of project-based learning assignments, using Depth of Knowledge (DOK) levels to assure that students are offered opportunities to learn

deeply and broadly. Additionally, teachers use Kaplan’s Depth and Complexity Icons for tasks and project menus to provide differentiated opportunities for learning and varied levels of complexity. Differentiation is especially important when designing learning opportunities that meet the needs of English Learners and students with special needs such as gifted and talented students. Further, the focus on experiential learning provides an avenue for vocabulary building, collaboration, and discovery, helping students move forward on their personal learning pathways. Technology, such as Google Translate and electronic dictionaries, offers additional support for students who may struggle to access the curriculum.

The Social Studies department continually seeks out innovative ways to keep current and help students develop 21st century skills. For example, virtual fieldtrips and online simulations are used to engage and motivate students while delivering content. To improve equity and access to advanced placement courses, AP European History and AP US History were offered as course options during the 2015-16 school year. Anticipating the need to increase participation and prepare interested students, the department offered enrichment courses the semester before the AP courses became available. The enrichment courses served as a bridge to prepare students for their first social science AP course. In addition, a summer bridge was hosted to support new AP students with summer learning tasks. Finally, teachers undertook extensive AP training to prepare for implementation.

Current social science course offerings include:

- World History
- AP European History
- US History
- AP US History
- Government
- Economics
- Chicano Studies
- Intro to Social Justice Activism
- LGBTQ Studies
- Farming for Social Justice

In order to broaden students’ experience with and knowledge of the social sciences, the department has created a set of goals. These goals include expanding the variety of courses offered to include courses such as Psychology and Geography; providing access to additional social science courses through dual enrollment in local community colleges; and supporting students in community outreach projects to develop leadership skills and encourage activism.

e. Science (Core, College Preparatory)

The Science Department’s focus for student learning is based on exploration and analysis of data and experimentation, with the goals of equipping students with the skills and knowledge necessary to analyze details, understand the underlying causes of natural events observed in the world, and grasp real world connections to science. To aid in achieving these goals, the department has:

- adopted Career and Technical Education courses that are A-G approved and connect science learning to real world applications
- collaborated to create and maintain an organic farm to serve as a classroom and lab for real world science application
- committed to a hands-on lab/ project for every unit
- planned science field trips
- committed to engage guest speakers from the fields of science for class visits and career day

An additional focus of the science department is improving literacy skills. By having students read, analyze, and discuss current non-fiction scientific literature, teachers provide real world applications of science content, increasing the relevancy of course content for students while improving literacy. To this end, the science department selected texts recommended for science literature in Common Core Appendix C and added rigorous engaging resources for students such as documentaries, movies, podcasts, and science magazines.

Further, the newly-adopted CTE courses increase the opportunity for authentic experiences and application of math skills as they would be used in scientific research. The integration of math skills into the science content supports the Common Core standards for mathematics and mathematical practice in that science courses incorporate the analysis of graphs, data sets, patterns, trends and calculations as well as helping students make sense of problems and persevere in solving them.

Technology is used in varied applications. To assist teachers in delivering content and instruction, all science teachers have access to document readers, projectors, and 1:1 laptops. Through use of technology, teachers have access to differentiated learning resources, learning tasks, and informal and formal assessments. Teachers are beginning the transition to online classroom platforms enabling students to receive resources, engage in 21st century collaboration and communication practices, submit assignments, and take online assessments.

The science faculty provides rich and engaging science experiences for our students. For example, LALA's annual 6-12 STEM EXPO encourages students to engage in science-based innovative projects. Projects such as these increase engagement and relevancy for our students and allow them to practice the habits of scholars, creators, and activists. Additionally, the science faculty collaborates to implement a variety of instructional strategies that support the needs of different types of learners enrolled in science courses. Examples of some of the successful strategies include supporting arguments with evidence; using SDAIE techniques that support ELLs and struggling students by presenting content visually, orally, and kinesthetically; incorporating Socratic seminars into instruction to increase engagement and hone critical thinking; and utilizing inquiry laboratory investigations to develop content knowledge and allow high-achieving students to extend their learning. Further, all students have access to individual assistance from their science instructor during the school-wide study hall period, during office hours, and during the after-school tutoring program.

Current courses offered include:

Physics - 9th grade

Biology

Chemistry

Anatomy

Marine Biology

Environmental Science

Physics - 12th grade

In order to broaden students' experience with and knowledge of the sciences, the department has created a set of goals. These goals include expanding the variety of courses offered; increasing use of the farm as a laboratory; developing internship opportunities; providing access to additional science courses through dual enrollment at the community college; and participating in the Los Angeles County Science Fair.

f. Visual Arts (Core, College Preparatory)

The goal of visual arts instruction is for students to recognize the relationship between the arts and society and appreciate the connection of visual arts to global world cultures. While nurturing originality and providing new pathways to self-expression, visual arts classes enable students to take ownership of their personal creative process and products as they develop, direct, and redirect ideas. Critical thinking skills are employed as students make informed judgments about the arts and aesthetics. Students explore the notion that the visual arts represent a nonverbal, fluid expression of culture and society and that trends and styles depict responses to changes within society while perceptions of and reactions to visual art reflect the differences in and across cultures and societies.

Various visual arts courses meet the needs of our diverse student body. Students have the opportunity to enroll in Art 1, Art 2, and in 2015-2016 we added AP Studio Art. In addition, interdisciplinary collaboration between the Art Department and other departments has increased the opportunity to use art as a learning tool or to demonstrate learning. Some of these interdisciplinary projects include symmetry projects for math, propaganda posters for a project about dictators in World History, online graphic design for Physics 9, filming student-created sitcoms for US History, and designing a creative website for a project about the Great Gatsby. Besides demonstrating the connections between art, self-expression and learning, student artwork provides evidence that students are practicing the habits of scholars, creators, and activists. Thus, student work is exhibited throughout the school campus, on our school website, and in community businesses.

At this time, performing arts opportunities are only accessible to students through projects in core courses such as Poetry Aloud competitions and dramatic performances in English classes. The after-school enrichment program provided by YPI also offers some performing arts options.

Our current visual arts courses include:

- Art 1
- Art 2

- AP Studio Art: 2-D Design, and Drawing

The Art Department has formulated a set of goals to provide additional opportunities for students to develop as creators. These goals include increasing the course options for visual arts; increasing dual enrollment opportunities in art courses at LACC and Trade Tech; adding course offerings for performance arts; establishing an annual exhibition of student work that focuses on social justice and leadership through art; increasing collaboration with local artists; engaging in community outreach and supporting student projects to visually improve the community and add to its rich culture; and developing partnerships with local businesses to create art internships.

g. Physical Education (Non-Core, Non-College Preparatory)

Physical Education (PE) is part of the curriculum for all students. During PE, students learn lifetime physical fitness concepts to help them develop motor skills, learn the components of a healthy lifestyle, and reap the benefits of physical activity. In addition, PE can help students develop a positive self-image, hone social skills, and experience the benefits of teamwork and cooperation. The PE curriculum provides for sequential development of knowledge and skills designed to help students develop competency in motor skills, acquire knowledge of their bodies, and achieve and maintain an acceptable level of physical fitness. Equality in instruction is provided for all students regardless of gender, ability, disability, race/ethnicity, religion or appearance, and adaptive PE is provided for students with special needs according to their IEPs. Instruction is aligned to the Physical Education Model Content Standards for California Public Schools and the FITNESSGRAM Performance Standards, which represent a fitness level sufficient to guard against diseases and disorders resulting from a sedentary lifestyle. Technology is used in PE classes and may include heart rate monitors, push up testers, digital videos of skills or student performances, websites, and use of music whenever appropriate. Students demonstrate knowledge and understanding through the performance of exercises and skills, written examinations, and observations by the instructor. Like other departments, the PE department supports literacy by including learning tasks involving reading, writing, speaking and listening such as research on diseases, presentations about athletes or sports, reading current events about sports, athletics, or health, reading and discussing reviews about sports equipment, and maintaining and analyzing progress data.

Currently, students are able to participate in other physical activities that represent alternatives to PE such as team sports, dance, and aerobics through the after-school enrichment program offered by YPI.

The PE Department has defined a set of goals which include increasing collaboration between the school farm and the PE Department to support nutrition instruction; increasing the variety of PE course offerings during the school day; increasing dual enrollment opportunities at LACC; adding opportunities for sports that qualify for CIF credit; and providing nutrition and health support for students at-risk of developing diseases specific to our student demographic.

h. Foreign Language (Core, College Preparatory)

The goal of the Foreign Languages department is to help students become literate in Spanish and have the opportunity to earn the Seal of Biliteracy. In the Foreign Languages classes, students

will develop listening, writing, and speaking skills in another language along with knowledge of the target culture. The department currently offers three years of Spanish. LALA also offers Advanced Placement Spanish Language & Culture.

The foreign language teachers use technology to share information and visual aids with students; however, the majority of instruction is face-to-face. A goal of the department is to incorporate a comprehensive language lab so students can practice speaking and listening privately and demonstrate their speaking ability directly to the instructor instead of in front of the class, which can be intimidating for some students. The addition of a language lab would make speaking practice more accessible and less frustrating, improving the achievement and confidence of students and thereby encouraging more students to move on to advanced courses. Another goal is to increase access to additional foreign language courses through dual enrollment opportunities at the local college, which offers a greater variety of foreign languages than does the Charter School. LALA is currently considering the addition of AP Spanish Literature to the course options.

Our current courses include:

Spanish 1 Non-Native
Spanish 2 Non-Native
Spanish 1 Native
Spanish 2 Native
Spanish 3
AP Spanish Language & Culture

i. Career Technical Education (Core, College Preparatory)

LALA has recently adopted Career/Technical Education (CTE) courses which are UCCI-developed and which meet the A-G requirements for social science or science. CTE courses integrate core academic content with an industry sector pathway. For example, the course *Engineering Geometry with Physics* integrates the a-g subject requirements for mathematics with the career pathway of engineering design. UCCI courses teach content while equipping students with skills for living and earning a living.

Our current course offerings include:

- Physics 9 - Engineering Geometry with Physics (UCCI)
- Biology - Technology of Biology (UCCI)
- Chemistry - Water We Doing? (UCCI)
- World History - World History by Design (UCCI)

j. Computer Science (Non-Core, College Preparatory)

Technology literacy is essential to the 21st Century skillset. In addition to knowing how to work a computer, students need to have a basic understanding of how a computer works.

Los Angeles Leadership Academy Renewal Charter

During the 2015-2016 school year we offered an introductory Computer Science course. The students in that first course were engaged and successful with the content and enthusiastic about more learning opportunities in this discipline. To address student requests for more computer science courses, we added an AP Computer Science Principles course to the 2016-2017 course offerings.

Currently, the courses offered include:

- Intro to Computer Science
- AP Computer Science Principles

Our goals include adding courses such as Women in Technology and Robotics and providing students with opportunities to participate in robotics competitions such as VEX Robotics, First Robotics Competition (FRC), and/ or RoboFest.

k. Technology (Non-Core, Non-College Preparatory)

Basic coding and digital skills are part of technology literacy. Based on student requests, during the 2016-2017 school year, we added online technology courses. Successful completion of each series of courses leads to industry certification in STEM careers.

Current courses offered include:

- Mobile Application Design
- Web Development
- Computer and Web Animation
- Coding and 3D Video Game Design

In addition to the opportunity to earn certification within a STEM industry and improve Career Readiness competencies, students will improve College Readiness skills specific to STEM industries.

l. Health (Non-Core, Non-College Preparatory) and Life Skills (Non-Core, Non-College Preparatory)

While many high schools have eliminated this course as a standalone class and instead teach health concepts in a science or physical education class, this one-semester course continues to be a graduation requirement because LALA recognizes the importance of health education in reducing risky behaviors and preventing disease and disability. Further, health education is critically important because it helps students to adjust and adapt to the challenges of adolescence. Currently, Health and Life Skills are offered as online courses, but it is our goal to develop health education courses that integrate the CDC's National Health Education Standards, which define grade-level content standards and performance indicators for curriculum development,

instruction and assessment in health education. It is also our goal to hire a qualified, credentialed Health Science teacher to teach these courses.

m. Special Education

The Special Education (SPED) population at LALA has increased. LALA serves a population of SPED students with mild disabilities in an inclusive setting. Students with special needs participate in a Resource Program and follow the same curriculum as general education students. The small school/ classroom environment allows for comprehensive student support, improving achievement and increasing student confidence. The goal of the SPED program is to support all students, enabling them to succeed in school and earn a high school diploma.

Student support is provided in multiple tiers. For instance, students in math classes receive additional support from an RSP teacher and/or assistant, and are then grouped into a second support period with that same RSP teacher who can review concepts learned in the general education class. The textbooks that students use in their other academic classes are used in Resource elective classes, so extra support can be provided. This support is in addition to an intervention class four times per week and a study hall four times per week. Students also have access to after-school tutoring, sports, and enrichment activities through the after school program with the Youth Policy Institute (YPI).

Technology is integrated into Resource elective classes through the use of student laptop computers for online classes and the use of LCD projectors, document cameras, and SmartBoards. Students have 1:1 access to computers both in the general education classrooms and within the resource room.

Innovative Curricular Components

As detailed above, LALA provides an engaging, hands-on educational program with real world connections. We strive to increase the variety of options available for students to fulfill graduation requirements, to accelerate their academic progress, and to explore a variety of fields and potential future careers. In addition, our curricular program offers the following innovations:

Advisory - Students are more successful if they develop strong relationships with a supportive adult. While all LALA teachers are committed to helping students, advisory is a time for students to connect with an assigned teacher advisor who provides mentorship, advocacy, and guidance throughout students' four years of high school. Advisory is not an attendance or sponge period; it is a time for the teacher who is paired with those students to observe and support their academic and socioemotional development by asking and answering questions, acknowledging accomplishments, addressing concerns, and creating a caring community. The advisory teacher also works to develop a collaborative relationship with students' parents or guardians. The relationships built during advisory help students move more easily through their high school years by providing them access to the same committed, caring adult who has come

to know each student and each student's family, enabling that adult to offer appropriate and individualized guidance and support.

Block Schedule – Research has shown that a block schedule has many advantages. Blocks allow more time for individualized instruction, increase the opportunity for in-depth study of topics, enable longer time for cooperative learning activities, and increase instructional time because less time is wasted in transitions from class to class and record-keeping activities such as attendance-taking, plus fewer transitions means fewer tardy students and fewer discipline issues due to fewer opportunities for disruption (O'Neill 1995; Eineder & Bishop 1997 in "Block Scheduling" 1998). In short, block scheduling allows students the time to learn and apply skills in order to build and develop understanding. It also allows students to focus on a few classes per day rather than all classes daily, requiring toting of fewer textbooks and creating less fatigue. Limiting the number of daily courses is especially helpful for students with special needs who may have difficulty with the executive skills required to successfully navigate all of the transitions required in a six-period daily schedule or complete homework assignments for six classes. Importantly for the success of LALA's population, "statistics reveal that fewer at-risk students drop out of a school with block scheduling" (Northeast and Islands Regional Educational Laboratory [1998, p. 12]). "Block Scheduling: Innovations with Time." Northeast and Islands Regional Educational Laboratory May 1998. Retrieved from <https://www.brown.edu/academics/education-alliance/sites/brown.edu.academics.education-alliance/files/publications/block.pdf>

Study Hall - In addition to the morning advisory period, students are scheduled to attend study hall during an all-school study hall period daily. Students are scheduled with their advisor for study hall, but may request to meet with a teacher from whom they need support. This requires that students and advisors review grades and conference about progress to determine study hall priorities. All-school study hall was implemented to help students build study skills and practice study strategies, learn to seek material and human resources, strategize for academic progress, and build a habit of studying regularly. If students demonstrate scholarly behavior, such as earning a 3.0 GPA or higher, they are allowed to leave the assigned classroom to study in supervised public spaces such as the library, the cafeteria, or the patio, allowing students to make decisions about how to use their time and building to the gradual release of responsibility for time management to students themselves. Study hall is supervised and supported by credentialed faculty allowing students to practice college-like studying behavior and time management. GPAs are checked every 5 weeks so students are incentivized to earn this privilege. Through this study hall period, we seek to introduce a college culture/college environment while helping students hone study skills needed for college success.

Blended learning - The use of blended learning has increased at LALA. Some of the blended learning being implemented is a required component of the curriculum adopted for math (*Carnegie Learning*) or English (*StudySync*), but in some cases a blended course has been developed by a teacher who is teaching face-to-face but wishes to also include an online classroom component to deliver resources, create discussions, organize online collaborative projects, provide a platform for submission of school work and assessments, or create interdisciplinary connections or assignments with other teachers. Interdisciplinary projects

hosted online by multiple teachers have been able to increase student work submission rates up to 100% in some cases.

CTE Courses – UCCI-developed CTE courses meet a-g requirements and are UC- approved. Besides technical education, UCCI courses promote Career Readiness preparation through real world application of learned skills and knowledge. We have adopted several of these courses for science and history. Our experience has been that the CTE courses are more engaging and effective for student learning than traditional courses. We plan to continue increasing CTE course options in order to provide enough courses to create full career pathways. LALA has also adopted online CTE courses that prepare students for tech careers such as web design, gaming design, and app design.

LALA HS Farm - The school grounds include an organic farm. This farm provides the classroom for the course on Farming for Social Justice, and also serves as a lab for interdisciplinary projects for other courses. For example, the Physics 9 class worked with the farm to develop and test irrigation systems that effectively utilize gravity. The Math 1 class observed the work of worms during composting and gathered data to estimate the number of worms needed to change the waste to compost. The English 10 class engaged in a unit on Food Deserts and used the information about the farm and its harvest as part of the evidence for conclusions drawn from the lesson. In the future, the art students will grow some of their pigments on the farm, making connections to the preparation and use of dyes throughout history. Food grown on the farm is harvested and shared through our daily salad bar. It is also used by the after school club, Pioneros, to teach about organic food and food access at the local farmer's market and to fundraise for the farm.

Early College Track - In the spring of 2016, we began the dual enrollment program by hosting a college course on our campus as an enrichment class for our advanced students. It was successful in allowing advanced students an opportunity to take a rigorous course; it provided students interested in a career in law with exposure to that profession; and it provided students an opportunity to build confidence in their ability to succeed at the college level while earning credits transferable to a four-year college. We will continue to host face-to-face college courses on campus. We will also add dual enrollment opportunities in online college courses that students may access on our campus using our technology. Further, we will provide the time and transportation for students to take college courses on the community college campus of LACC and Trade Tech. These opportunities will increase student confidence in their abilities to be successful in higher education and will afford them the experiences to become more resourceful and independent in a college setting. Since these courses are transferable to a four-year college, students will have the opportunity to take college level courses that not only fulfill high school graduation requirements but also lead to a certification pathway and/ or college credits earned without financial impact. Our stakeholders are extremely excited about the dual enrollment opportunity we are offering as an Early College Track.

Course Descriptions

❖ English Language Arts

- o English 9AB (Core/College Preparatory). The purpose of English 9 A/B is to expose students to various forms of classic and modern fiction and works of nonfiction. Students will understand various literary concepts, including point of view, author's purpose and literary analysis. This course will allow students to increase reading comprehension by making predictions and inferences and analyzing structure, format, and style. The purpose of this course is to increase reading fluency, vocabulary, speaking and listening comprehension and grammar skills. Students will structure multiple academic essays requiring the processing of knowledge through research and construction of evidence-based arguments. Representative readings include: "I Have a Dream" by Martin Luther King, "Seven Ages of Man" from Shakespeare's *As You Like It*, selected stories from *The Complete Fairy Tales of the Brothers Grimm*, *An Absolutely True Diary of a Part-Time Indian* by Alexie Sherman, *The Odyssey* by Homer (Fitzgerald's translation), *A Raisin in the Sun* by Lorraine Hansberry, selected vignettes from *Metamorphoses* by Mary Zimmerman, and various short stories and poems as they relate to themes that are developed.

- o English 10AB (Core/College Preparatory). The English 10 AB course focuses on the continuing improvement of students' reading, writing, speaking, and critical thinking skills through study and analysis of major works of literature and important non-fiction texts. Students respond orally and in writing to these texts, re-evaluating and refining personal beliefs in light of reading and class discussion, applying intellectual autonomy, and expressing original thoughts. Students will also continue developing research and technology skills introduced in English 9. Some of the texts analyzed in this course include *The Metamorphosis*, Kafka; *Fahrenheit 451*, Ray Bradbury, *The Tragedy of Macbeth*, Shakespeare, and *Animal Farm*, George Orwell.
 - o Honors English 10 AB (Core/College Preparatory). The Honors English 10 course will build upon and extend the analytical reading and writing skills that students learned in their English 9 class. Through readings, written compositions, and inquiry-based class discussions, students will explore the themes of identity, culture, and power both as reflected in literature and in their own lives. Students will also be able to present evidence-based oral and written arguments, be able to effectively synthesize and convey intricate information gleaned from multiple perspectives, and be able to focus their research by asking thoughtful questions and seeking valid, responsive evidence. In addition, students will enhance their presentation skills with technology. Honors English 10 is an Honors course designed to provide a survey of literature while fostering the critical thinking, reading, and writing skills expected of students on the path to college-level rigor. Some of the texts included in this course are *The Catcher in the Rye* by J.D. Salinger, "The Tell Tale Heart" by Edgar Allan Poe, *Fences* by August Wilson, "Ain't I A Woman?" by Sojourner Truth, "On Women's Right to Vote" by Susan B. Anthony, and "I've Been to the Mountaintop" by Martin Luther King, Jr. Through these texts students are introduced to a variety of genres and literary periods, ranging from the 1500s to the 20th century. The writing expected at

this level increases in complexity. Using the Toulmin model of argumentation, students build upon skills already established in the lower grades. Students will broaden their repertoire of writing modes, including writing to understand, writing to explain, writing to persuade, and writing to evaluate. In Honors English 10, students work on developing a more academic tone and more confident voice. Annotating techniques, Socratic seminars, and other class activities will help students develop an awareness of a text's language (both literal and figurative), symbolism, imagery, and tone with the purpose of understanding how an author crafts a text to develop meaning. Recognition and understanding of author's crafting techniques will help students utilize these tools in their own work, producing writing that reflects a deeper understanding and more sophisticated interpretation of the readings. Students will continue developing research, presentation, and technology skills introduced in English 9. In both oral and written forms, students will learn to tolerate, acknowledge and learn from other informed viewpoints and use that learning to re-evaluate and refine their own beliefs, defending their arguments with evidence and sound reasoning.

- English 11AB (Core/College Preparatory). The 11th grade English course integrates American literature and the composing skills needed for expository, reflective, narrative and persuasive essays. Students approach texts with a critical posture, attempting to determine the underlying assumptions and societal values presented in American literary works and discover the connections between historical events and movements/trends in literature. Oral discussion, written composition, and participation in research projects are integral parts of the course. The course may follow a chronological development of literary movements or a thematic arrangement that surveys a wide range of works by American writers. The representative readings include both digital and paper bound written for both a narrow and broad audience. For 11th grade characteristically 30 percent of literacy comes from non-fiction/literary (stories, drama, poetry) In addition, 70 percent typically comes from informational text which includes the subgenres of argument, functional text in the form of personal essays, exposition, speeches, opinion pieces, essays about literature, memoirs and biographies. There are also technical "how to text" journalism pieces, scientific, and historical/economic accounts.
- English 12 AB (Core/College Preparatory). The course will teach students to analyze a broad spectrum of literary genres including fiction and nonfiction, poetry, short stories, drama, and novels. In addition to instruction in critical reading skills, students will receive instruction in grammar and vocabulary with the goal of practicing and developing writing skills. This is a WRITING-intensive course requiring substantial recursive writing in response to a variety of rhetorical tasks designed to produce audience-focused, organized, communicative writing. Representative readings include *The Gift of the Magi* by O'Henry, *The Glass Menagerie* by Tennessee Williams, *Candide* by

Voltaire, Beowulf, Grendel by John Gardner, Macbeth by Shakespeare, The Canterbury Tales by Chaucer, "Ozymandias" by Percy Bysshe Shelley, "Ode to a Nightingale" & "Ode to a Grecian Urn" by John Keats, "Story of an Hour" - by Kate Chopin, "The Love Song of J. Alfred Prufrock" by T.S. Eliot, Brave New World by Huxley.

- *StudySync*, from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12. It is a comprehensive, blended ELA/ELD program designed for diverse classrooms and includes digital instruction with the option for full print support. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students' everyday experience with the world. *StudySync* is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards-based assessments.

- AP English Language and Composition AB (Core/College Preparatory). The AP English Language and Composition course is designed to help students become analytical readers and skillful writers through engagement with the following course components: Reading nonfiction (e.g., essays, journalism, science writing, autobiographies, criticism) selected to give students opportunities to identify and explain an author's use of rhetorical strategies and techniques; Analyzing graphics and visual images both in relation to written texts and as alternative forms of text themselves; Composing in several modes (e.g., narrative, expository, analytical, and argumentative essays) about a variety of subjects; Writing as a process (several stages or drafts, with revision aided by teacher and peers); Writing informally (e.g., imitation exercises, journal keeping, collaborative writing), which helps students develop awareness of the techniques employed by other writers and awareness of themselves as writers; Writing formal expository, analytical, and argumentative compositions based on readings representing a variety of prose styles and genres; Developing research skills and the ability to evaluate, use, and cite primary and secondary sources; Conducting research and writing argument papers in which students present an argument of their own that includes the analysis and synthesis of ideas from an array of sources; Citing sources using a recognized editorial style (e.g., Modern Language Association, The Chicago Manual of Style). Primary sources and novels are the main resources used for AP English courses. Course materials also include *The Language of Composition: Reading, Writing, Rhetoric* by Shea, Scanlon, and Aufses, published by MacMillan Learning.

- AP English Literature AB (Core/College Preparatory). The course is designed to help students become analytical readers and skillful writers through engagement with the following course components: Reading complex imaginative literature (fiction, drama, and poetry) appropriate for college-level study; Writing an interpretation of a piece of literature that is based on a careful observation of textual details, considering the work's structure, style,

and themes; the social and historical values it reflects and embodies; and such elements as the use of figurative language, imagery, symbolism, and tone; Composing in several modes (e.g., narrative, expository, analytical, and argumentative essays) based on students' analyses of literary texts; Writing formally (proceeding through several stages or drafts, with revision aided by teacher and peers); Writing informally (e.g., response journals, textual annotations, collaborative writing), which helps students better understand the texts they are reading.

- Primary sources and novels are the main resources used for AP English courses. Course materials also include *The Bedford Introduction to Literature - Reading, Thinking, Writing* by Michael Meyer.

❖ English Language Development/English as a Second Language

To increase literacy achievement for this critical subgroup, it is our goal to increase opportunities for students to improve in the three modes of communication by

- Reading aloud and engaging in dialogue with others (collaborative)
- Reading, comprehending, and analyzing written and spoken texts (interpretive)

Creating and engaging in oral/written presentation activities (productive)

Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress. The Designated ELD class is taught in a group rotation with students rotating through 3-4 groups on a daily basis. One group receives direct instruction from the teacher. While the direct instruction takes place, another group uses computer language instruction (*Rosetta Stone*) for verbal, writing, reading, and listening skills. Yet another group works on independent literacy with activities (such as creation of presentations) related to the reading, while the remaining group uses a reading/writing/grammar workbook in support of the direct instruction curriculum.

- Designated ELD. This is a multi-level class of students with varying English proficiencies designed to allow students to grow in their English skills at a pace that best fits their learning styles and needs, utilizing SDAIE strategies. Though a textbook is used as a foundation, the structure and direction of the class is differentiated significantly based on individual students' needs. For example, during this period, students with skills ranging among all three instructional proficiency levels (emerging, expanding and bridging) might be in the classroom, with differentiated instruction using SDAIE strategies. Since student language abilities vary not only by proficiency level but also by proficiency in the different language domains, instruction is geared to maximize individual progress.
- *English 3D: Course C* (2013) from Houghton Mifflin Harcourt is used for the Designated English Language Development/ English as a Second Language class.

❖ Mathematics

- **Integrated Math 1AB (Core/College Preparatory).** Common Core Integrated Math 1 is the first of a sequence of three courses from Integrated Math 1, 2, and 3. The first half of the course focuses on functions, algebra, and the number system. It uses functions as models of real situations and spends most of the time on linear functions, linear equations, and linear inequalities. The second half of the course is focused on geometry, defining and constructing geometric figures, using rigid motions to develop proofs of congruence and other geometric properties, and using geometric shapes to model natural objects. The second half also includes statistics in which students summarize, represent, and interpret various types of data. The purpose of Integrated Math 1 is for students to develop basic understanding of functions, especially linear functions and equations, and to work with geometric transformations to understand congruence and properties of geometric figures. In this course students also learn how to represent and interpret categorical and quantitative data and use the modeling process for algebraic and geometric models.

- **Integrated Math 2AB (Core/College Preparatory).** Common Core Integrated Mathematics 2 continues a three-year sequence of courses (CC IM1, CC IM2 and CC IM3) designed to align to the California Common Core State Standards for Mathematics. At the conclusion of the three course sequence, students will be prepared to take Pre-Calculus. In CC Integrated Mathematics 2, students will solve problems that have real-world context that involve an introduction to proofs, congruency, line and angle properties, transformations, trigonometry, quadratics, real and imaginary number systems, inverse functions and probability. CC Integrated Mathematics 2 integrates the Standards of Mathematical Practice in the instruction and assessment of students. Students will be expected to interpret multiple representations of information such as connecting the components of the equation, graph and table representations and describing how each component is present in the other representations. Students will be required to justify or provide a rationale for their own work and also to critique the work of others, spotting errors or evidence to support their arguments. Students will communicate their understanding of the curriculum through writing activities and verbally with classmates and with the teacher. There is a focus on classroom discourse as a tool to deepen understanding of the material, and teachers will use higher level questioning strategies in class to ensure their students are engaging with material on a rigorous level so students understand what they are doing and why they are doing it as opposed to simply using algorithms to solve problems.

- **Algebra II/Integrated Math 3AB (Core/College Preparatory).** This course focuses on polynomial relationships, solving rational and radical functions, and graphing and solving polynomial functions that were introduced but not developed in Integrated Math 1 and Math 2. As the first semester comes to an end, students will also be introduced to basic statistics, drawing conclusions from statistical data with the use of normal distribution, binomial distribution,

and random sampling methods. The course then introduces students to trigonometric concepts such as the unit circle, evaluating and graphing trigonometric functions, and proving the law of sines. As the second semester continues, students will be solving and graphing exponential and logarithmic functions which will give way to the concept of inverse functions. Lastly, the modeling unit will integrate all of the types of graphs that students have seen thus far in Integrated Math 1, 2 and 3 in such a way that students see their relationship with real-life problems. The conceptual categories are polynomial relationships, solving rational and radical functions, statistical data, trigonometry, inverse functions, and modeling.

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- o Statistics and Data Analysis (College Preparatory). This is an introductory course in statistics that emphasizes statistical thinking. The focus is on statistical ideas and reasoning and on their relevance to such fields as medicine, education, environmental science, business, psychology, sports, politics, and entertainment, as well as decision-making in everyday life. This course enables all students to formulate questions that can be addressed with data and to collect, organize, and display relevant data to answer those questions; select and use appropriate statistical methods to analyze data; develop and evaluate inferences and predictions that are based on data; and understand and apply basic concepts of probability. Additionally, students learn how to use a graphing calculator. This course is designed to be accessible for those students who understand their need for additional mathematics education, but who do not feel prepared for AP Statistics, Pre-calculus, or Calculus. Successful completion of this course will prepare students to succeed in college-level statistics. Course materials include *The Basic Practice of Statistics* by David S. Moore, *Excel Manual for Moore's The Basic Practice of Statistics*, and *CK-12 Advanced Probability and Statistics Concepts*, published by the CK-12 Foundation. The latter text provides an introduction to the real-world applications of probability and statistics such as collecting data for study, common types of samples, evaluating and displaying data, central tendency, probability, probability distribution, combinations and permutations, normal distribution and chi-square distribution, predicting and testing, linear regression and reasoning.
- o Pre-Calculus AB (College Preparatory). The primary goal of a mathematics education is not to solve random problems, but to exercise the reasoning centers of the mind in order to better equip students to make intelligent choices when faced with difficult decisions. This class will revisit many topics introduced in Algebra 2 and explore them in greater depth with a focus on how to learn math in preparation for the rigors of college academics. Our Units of Study will include: Functions and their Graphs, Polynomial and Rational Functions, Logarithmic and Exponential Functions, Trigonometric Functions and Analytic Trigonometry, Linear Systems and Matrices,

Sequences, Series and Probability, Limits and an Introduction to Calculus. Prerequisites include satisfactory completion of Algebra 1, Algebra 2 and Geometry or Integrated Math 1, 2, & 3. Course materials include *Pre-Calculus: Real Mathematics, Real People* by Ron Larson.

- AP Calculus AB (College Preparatory). AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. The course teaches students to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections among these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Course materials include *Schaum's Outline of Calculus 6th edition*, Frank Ayres & Elliot Mendelson, McGraw Hill, 2012.

❖ History-Social Studies

- World History AB (Core/College Preparatory). The course is divided into two semester courses. World History A focuses on the development and impact of Western Civilization. The official historical starting point of this course is 1450 A.D., which is generally considered to be the beginning of the Modern Period. However, to put this time period in context, students will briefly examine the historical background preceding the Modern Period. This first course will then help set the stage for the events of the 20th Century. All of the time periods studied in these units overlap one another and, because of that, have profound effects on each other. World History B begins in a New Global Age where Nationalism and Imperialism are increasing throughout the world. The global issues outline the path to WWI. Decade by decade, students will engage in the World's quest for freedom, equality, stability, dominance, and justice in Europe, Asia, and the Americas. World History is presented as an extraordinary story of leadership, conflict, failure, and success. Students will be required to complete a research project where they can formulate questions, develop library skills, examine the nature of evidence, and consider how evidence is created, identified, curated, accepted or rejected. Students will create a narrative and an analytical argument as part of their research project. Course materials include *Politics* by Aristotle, Plato's *Republic*, *The Twelve Tables*, the Magna Carta, "The White Man's Burden," by Rudyard Kipling, *The Black Man's Burden*, *King Leopold's Ghost*, Adam Hochschild, Article 231 of the Versailles Treaty, and *The Origins of the World War*, Sydney Bradshaw Fay and *TCI History Alive! World Connections*.
- AP European History AB (Core/College Preparatory). The course is divided into two semester courses. The AP European History course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of

European history for significant events, individuals, developments, and processes in four historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. Students explore five themes (interaction of Europe and the world, poverty and prosperity, objective knowledge and subjective visions, states and other institutions of power, and individual and society) throughout the course in order to make connections among historical developments in different times and places. Students will be required to complete a research project where they can formulate questions, develop library skills, examine the nature of evidence, and consider how evidence is created, identified, curated, accepted or rejected. Students will create a narrative and an analytical argument as part of their research project. Course materials include *History of Western Society, Combined Volume 11e & Launch Pad for A History of Western Society 11e CMB(Access Card), 11th edition* published by Bedford/St. Martin's.

- US History AB (Core/College Preparatory). Students will dive into the history of the United States, exploring its growth from the pre-colonial period in the late 1400s to present day. As students journey through history, they will gain an understanding of how each action impacted the society of that time and the future. This course will include all major aspects of American history starting with the pre-colonial period and incorporating political, diplomatic, intellectual, cultural, economic and social aspects. In addition, the course will teach students how to read, understand, analyze and interpret a wide variety of both primary and secondary texts together with maps, graphs and pictorial materials associated with them. Through the course, students will gain knowledge and understanding of oral and written communication through multiple avenues, including class discussions, assigned oral presentations/debates, and ongoing writings, which will demonstrate content knowledge, analytical and interpretive skills. Each unit within this course will ask students to think like historians and interact with the content to further engagement and understanding. Students will be required to complete a research project where they can formulate questions, develop library skills, examine the nature of evidence, and consider how evidence is created, identified, curated, accepted or rejected. Students will create a narrative and an analytical argument as part of their research project. Course materials include *TCI History Alive! Pursuing American Ideals*.
- The AP U.S. History course focuses on the development of historical thinking skills (chronological reasoning, comparing and contextualizing, crafting historical arguments using historical evidence, and interpreting and synthesizing historical narrative) and the development of students' abilities to think conceptually about U.S. history from approximately 1491 to the present. The course is constructed around seven themes of equal importance: American and National Identity; Migration and Settlement, Politics and

Power; Work, Exchange, and Technology; America in the World; Geography and the Environment; and Culture and Society. Each theme provides areas of historical inquiry for investigation throughout the course. These themes require students to reason historically about continuity and change over time and make comparisons among various historical developments in different times and places. The course also allows teachers flexibility across nine different periods of U.S. history to teach topics of their choice in depth. Students will be required to complete a research project where they can formulate questions, develop library skills, examine the nature of evidence, and consider how evidence is created, identified, curated, accepted or rejected. Students will create a narrative and an analytical argument as part of their research project. The course material for this this class is “Give Me Liberty” by Eric Foner.

- **Government (Core/College Preparatory).** American Government is a one-semester course designed to aid students in pursuing a deeper understanding of the institutions of the federal government. This course compares systems of government in the world today and analyzes the history and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state, and local governments, with particular attention paid to important historical documents. This course represents the culmination of civic literacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship. Students will be required to complete a research project where they can formulate questions, develop library skills, examine the nature of evidence, and consider how evidence is created, identified, curated, accepted or rejected. Students will create a narrative and an analytical argument as part of their research project. Some of the primary and secondary source documents analyzed in this course include the “Declaration of Sentiments and Resolutions” adopted at Seneca Falls; “What to the Slave Is the Fourth of July?” an address delivered by Frederick Douglass in Rochester, New York, on 5 July 1852; and *America’s Constitution: A Biography*, by Akhil Reed Amar.
- **Economics (Core/College Preparatory).** This one-semester course is for twelfth-grade students and is designed to prepare students to be financially literate consumers and savers. Students will gain a basic understanding of money management, the role of national governments in markets, and the role media plays in economic decision-making. Additionally, students will learn how to critically evaluate the information they are presented with by various media (television, Internet, print, etc.). The course covers the fundamental principles of the American and global economic systems. In this course, students will achieve proficiency in fundamental economic concepts, applying knowledge of graphs, statistics, and equations to the understanding of operations and institutions of economic systems. The course is approached

from a historical context and will include the major topics of micro- and macroeconomics, international economics, comparative economic systems, measurement and methods. Students will also address individual topics in personal finance. Some of the topics included include Economic Fundamentals, Markets, Economic Institutions and Organizations, Public Sector, Measuring and Managing, Globalization. The course material used for this course is “Econ Alive” by TCI.

❖ Science

o Physics 9 (9th grade) (Core/College Preparatory). Consistent with our goal to add integration of engineering CTE industry sector pathways to the curriculum, UCCI’s “Engineering Geometry with Physics” is a pair of math/science courses designed to be taught concurrently and providing an introductory college and career preparatory course in physics and geometry. The course is comprised of a series of units that are guided by project-based learning strategies to ensure adequate scaffolding and integration of content knowledge and requisite skills in the three focus areas of Geometry, Engineering, and Physics. These units include: catapults, bridges, solar energy, wind energy and turbines, Archimedes screw, telescopes, energy efficient houses, musical instruments, and race cars. In order to gain an understanding that all new engineering discoveries have relied on the innovations of the past, each unit begins with a historical perspective and progresses to the point where students in their design brief challenges are asked to make new innovations while keeping the spirit of the original innovation or technology. Our Integrated Math 1 and Physics 9 instructors collaborate to identify and reinforce interdisciplinary connections through their courses, helping students to ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. It is recommended that Integrated Math 1 or Algebra 1 be a prerequisite of this course, but students may take the course while taking Integrated Math 1 Course materials include *Conceptual Physics* by Paul Hewitt and *Merrill Physics Principles & Problems* by Paul W. Zitzewitz. These materials will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- o Biology AB (Core/College Preparatory). Biology students conduct field and laboratory investigations, use scientific methods during investigations, and make informed decisions using critical thinking and scientific problem-

solving. Students in Biology study a variety of topics that include structures and functions of cells and viruses; growth and development of organisms; cells, tissues and organs; nucleic acids and genetics; biological evolution; taxonomy; metabolism and energy transfers in living organisms; living systems; homeostasis; ecosystems; and plants and the environment. Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. Algebra I is a recommended prerequisite. The current primary text is *Biology* by Sylvia S. Mader and Michael Windelspecht. This textbook will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- o Chemistry AB (Core/College Preparatory). Algebra I or Integrated Math 1 are prerequisites. Chemistry is a two-semester, laboratory-based course designed to develop scientific habits of mind and align with the eight practices of science and engineering. This course teaches critical thinking and application and will provide students with an understanding of the following topics: atomic and molecular structure, chemical bonding, stoichiometry, gases and their properties, acids and bases, solutions, chemical equilibrium, chemical thermodynamics, nuclear processes, reaction rates, and organic and biochemistry. A systems-based approach helps students understand that all environmental systems consist of matter and elements which both operate independently and interact with each other, an essential understanding for solving current and future global issues. This course covers the Chemistry content standards and helps students understand the major ideas and principles of chemistry. Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. The current primary text is *Chemistry* by Wilbraham, Staley, Matta and Waterman, published by Prentice Hall. This textbook will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- Marine Biology (Core/College Preparatory). Marine Biology is a laboratory science course that focuses on life in the ocean. Topics include, but are not limited to chemical and physical features of the ocean, marine invertebrates, marine fishes, marine mammals, marine ecology, marine ecosystems, and human impact on ocean environments. Students will study the interrelationships and adaptations for survival that have driven the evolution of marine organisms. The course will include a substantial number of scientific investigations throughout the year to achieve firsthand knowledge and understanding of marine life. Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. Prerequisites include Algebra II, Biology, and Chemistry. The current primary text is *Marine Science: Marine Biology and Oceanography* by Thomas F Greene. This textbook will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- Anatomy AB 11th and 12th Grade(Core/ College Preparatory). Human Anatomy provides an overview of the design and function of the human body with an emphasis on health, wellness, and exercise. Through classroom discussions and investigations, readings, direct examination, laboratory experiments, and reflections on health-related phenomena in the media and their own lives, students become familiar with the intricate and often invisible workings of their own bodies. Over two semesters students are guided through the structural and functional features of the eleven major organ systems. Students gain insight into the roles of each individual system and the interactions that enable them to collectively maintain homeostasis. Students will utilize and expand upon their understandings of Biology and Chemistry in a way that is directly relevant to their lives. This course offers a valuable foundation for those considering further study in the biological sciences. Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. Prerequisites include Algebra I, Biology, and Chemistry. The

current primary text is *Essentials of Human Anatomy and Physiology* by Marieb and Hoehn. This textbook will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- Physics (12th Grade) (Core/College Preparatory). In “Physics and Engineering: Motion by Design” students apply principles of physics and engineering to an iterative cycle of product design. In this yearlong, integrated, college preparatory course, students will develop an understanding of fundamental physics concepts in kinematics, mechanics, mechanical and electromagnetic waves, and electricity/electromagnetism while exploring robotics, computer programming, computer-aided design (CAD) and rapid product development. The course culminates with competition-ready, semi-autonomous devices presented as marketable products designed to serve a specific purpose in the student’s local community. By successfully completing the course, students will be prepared for success in college science and engineering as well as in high demand careers like automation and advanced manufacturing. Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. The current primary text is *Merrill Physics Principles & Problems* by Paul W. Zitzewitz. These materials will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

- Environmental Science 11th and 12th Grade (Core/College Preparatory). The Earth is probably unique in our solar system—a rare platform for complex life forms. The conditions present on Earth are maintained within a reasonable range by a series of global cycles linking geological systems with diverse forms of life present in almost every available niche. This course asks: What makes Earth unique among planets? How are life forms (namely, human beings) sustained by the Earth's overall ecosystem, and, in turn, what effects do humans have on its natural systems? What does Earth's future look like? Given current trends, what can be predicted and what might be expected if we acted in concert to mitigate our impacts on the planet itself? Students will ask questions and define problems, develop and use models, plan and carry out investigations, analyze and interpret data, use mathematics and computational thinking, construct explanations (for science) and design solutions (for engineering), engage in argument from evidence, and obtain evaluate, and communicate information. Formative and summative assessments are used to

assess student development of content understanding, which may include but are not limited to multiple choice, short answer, laboratory reports, essays, projects, poster presentations and videos. This course includes culturally relevant topics such as biological evolution, unity and diversity. Students will use *The Habitable Planet: A Systems Approach to Environmental Science* to access course curricula. *The Habitable Planet* is a Web-based, multimedia course consisting of 13 units. Each unit is composed of a thirty-minute video and an online text chapter. The website acts as a home base to begin study and organize the course materials. It provides access to all the course components plus additional resources, which include five interactive lab activities, a navigable glossary, a compilation of animations and images used in the videos and textbook chapters, scientist biographies, and edited transcripts from each of the video case study interviews. Additionally, the website has a professional Development Course Guide. This program will be updated and replaced when recommendations from Next Generation Science Standards (NGSS) become available.

❖ Visual and Performing Arts

- Art 1 AB (Core/College Preparatory). This year-long course is designed for students interested in art. We will learn how to draw by examining edges, space, light, and shadows. We will develop an understanding of art history and how to use it in our work. We will discover how to use different mediums and techniques in our work and develop our own creative approach to making art. In the first semester, students will learn about art in world cultures, drawing, watercolor, and printmaking techniques. In the second semester, students will learn about color theory and art history, and they will create paintings and mixed media artworks. This course addresses the major components of the National Core Arts Standards. Students are assessed through performance tasks, verbal assessments, and traditional exams. Materials used for this course include Scholastic Art magazines, online resources, and art exemplars.

- Art 2 AB (College Preparatory). The purpose of this course is for students to develop an advanced understanding of studio art and art history. Students acquire advanced technical skills in drawing and painting as well as analyze various periods of art history in greater depth. Here, they hone their skills to think critically about a variety of artistic practices as well as consider the intentions behind artistic creations. Students cultivate their own artistic style and exhibit this in gallery events, showcasing their points of view. This course will be a setting in which students can explore the world of art in a way that relates to their own lives while gaining a broader perspective on how art has influenced and continues to influence cultures around the world today. This course addresses the major components of the National Core Arts Standards. Students are assessed through performance tasks, verbal assessments, and traditional exams. Materials used for this course include Scholastic Art

magazines, online resources, and art exemplars. Art 1 is a prerequisite course for Art 2.

- AP Studio Art: 2-D Design (College Preparatory). The AP Studio Art course is designed for students who are seriously interested in the practical experience of art. AP Studio Art assessment is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. The AP Studio Art Program consists of three portfolios entitled 2-D Design, 3-D Design, and Drawing, with requirements corresponding to common college foundation courses. Each of the three portfolios consists of three sections. The Breadth section illustrates a range of ideas and approaches to art-making. The Concentration section shows sustained, deep, and multi-perspective investigation of a student-selected topic. The Quality section represents the student's most successful works with respect to form and content. Works in this section may be selected from the other two sections. AP Studio Art students work with diverse media, styles, subjects, and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. Students are asked to document their artistic ideas and practices to demonstrate conceptual and technical development over time. The AP Studio Art Program supports students in becoming inventive, artistic scholars who contribute to visual culture through art-making. This course addresses the major components of the National Core Arts Standards. Materials used for this course include Scholastic Art magazines, online resources, and art exemplars.

❖ Health and Physical Education

- Physical Education AB (Non-college preparatory). Two years of Physical Education are required per our board-approved graduation requirements. Students will participate in a variety of individual and team activities providing the opportunity to practice and develop the skills necessary to maintain a healthy lifestyle. Some of the units during the semester may include but are not limited to badminton, basketball, fitness, soccer, and other sports. Cardiovascular activities WILL be part of each day's class grade through the activity units.
- Health (Non-core/College-preparatory). This one semester online health course (offered through Acellus) assists students in developing greater responsibility for their health and wellness in all aspects of their life. Units include A Healthy Life, Physical Fitness, How Your Body Works, Understanding Disease, Drugs and Medicines. Each student learns to analyze and evaluate the root cause of his or her current unhealthy behaviors to live a healthier, happier and more productive life. The course emphasizes authentic, doable changes that last a lifetime.

❖ Foreign Language

- Spanish 1 AB (Non-native) (Core/College Preparatory). This course is designed for students whose first language is not Spanish. Students will be introduced to the basic language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language such as introducing themselves, interviewing a classmate, describing a day at school, creating a podcast, and culture presentations. In order to help foster improvement in speaking and listening skills, use of online activities, discussion with peers and teachers, recitations, and formative and summative assessments will be implemented. The primary text for this course is *Realidades 1* published by Prentice Hall.

- Spanish 1 AB (Core/College Preparatory). This course is designed for students who are native Spanish speakers. Students will be introduced to the language and culture of the Spanish-speaking world. Language and culture are acquired through meaningful communicative activities centered on real life situations involving everyday common topics. Students develop linguistic proficiency as they perform relevant tasks in the new language. In order to help foster improvement in speaking and listening skills, use of online activities, discussion with peers and teachers, recitations, and formative and summative assessments will be implemented. The primary text for this course is *Sendas Literarias 1* published by Prentice Hall.

- Spanish 2 AB (Non-Native) (Core/College Preparatory). This course is designed for students whose first language is not Spanish. Spanish level 2 is a one-year course that has been developed to provide students with language-use experiences that meet 21st century needs. This course emphasizes each of the four language skills (listening, speaking, reading, writing) that build student ability to enhance the overall quality of receptive (listening and reading) and productive (speaking and writing) performance. This course is structured to present language in an interesting, interactive and effective manner incorporating the knowledge, skills and experiences that non-heritage speakers bring to the classroom as well as a thematic approach that highlights Hispanic cultures within and beyond the United States, to support development of a strong sense of identity and a high level of self-esteem. Some of the performance tasks include creating travel brochures, interviewing a classmate, and writing a movie review, business task, or an advice column. In order to help foster improvement in speaking and listening skills, use of online activities, discussion with peers and teachers, recitations, and formative and summative assessments will be implemented. The primary text for this course is *Realidades 2* published by Prentice Hall.

- Spanish 2 AB (Core/College Preparatory). Spanish level 2 is a one-year course that has been developed to provide heritage language learners with language-use experiences and competencies embodying 21st century skills.

Spanish 2 builds upon listening, speaking, reading and writing knowledge gained in Spanish 1. Emphasis is on perfecting pronunciation, mastery of the basic grammatical structures, and increased communicative proficiency. Acquisition of functional vocabulary is expected. Students will be exposed to the past tenses, future, conditional and subjunctive mood. Students will be expected to apply these in their writing and speaking. This course emphasizes each of the four language skills that build student ability to enhance the overall quality of receptive (listening and reading) and productive (speaking and writing) performance. This course is structured to present language in an interesting, interactive and effective manner incorporating the knowledge, skills and experiences that heritage speakers bring to the classroom as well as a thematic approach that highlights Hispanic cultures within and beyond the United States, thus developing a strong sense of identity and a high level of self-esteem. In order to help foster improvement in speaking and listening skills, use of online activities, discussion with peers and teachers, recitations, and formative and summative assessments will be implemented. The primary text for this course is *Sendas Literarias 2* published by Prentice Hall.

- Spanish 3 AB (Core/College Preparatory). Spanish 3 is a course designed for Spanish speakers focused on preparing them for use of the language with academic and socio-cultural intention. This one-year course places emphasis on the development of reading and comprehension, reflective and/or critical writing, and refinement of the academic language through cultural investigation and introduction to literature written in Spanish such as Mario Benedetti - Una palabra enorme, Julio Cortazar - La noche boca arriba, Antonio Machado - Poemas: Es una tarde clara, Yo voy soñando caminos, Gabriel García Márquez - El ahogado más hermoso del mundo, Un día de estos, Ana María Matute - El árbol de oro, Rigoberta Menchu - Me llamo Rogoberta Menchu y así me nació la conciencia, Pablo Neruda - Poema XX, Confieso que he vivido, Julio Ramón Ribeyro - Los gallinazos sin plumas, Hernando Tellez - Espuma y nada más, Sabine Reyes Ulibarrí - Un oso y un amor, Alfonsina Storni - Tú me quieres blanca, Jorge Luis Borges - La casa de Asterion. Spanish for Spanish Speakers level 3 is structured to provide 1) interpersonal, interpretive and persuasive communication; 2) a direct bonding with the perspectives and practices of various cultural groups; 3) acknowledgment of the importance of the relationship between language and culture in a multicultural society, and 4) a better understanding of the world that we live in through development of Spanish language skills. In order to help foster improvement in speaking and listening skills, use of online activities, discussion with peers and teachers, recitations, and formative and summative assessments will be implemented. The primary text for this course is *Realidades 3* published by Prentice Hall.
- AP Spanish Language and Culture AB (College Preparatory). The AP Spanish Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal,

interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP Spanish Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Spanish. AP Spanish Language and Culture aims to sharpen students' communicative skills in Spanish through advanced study and review of grammar, culture and literature. The class provides quality opportunities for students to synthesize their language skills through performance assessments, use of cultural materials, and focused classroom discussions. Students will work individually, in pairs and in groups to achieve a high level of ability with formal writing, interpersonal and presentational speaking and writing, and aural comprehension through level appropriate media and texts. Students will be encouraged to improve speaking and listening skills. Examples of methods and resources include language lab, pair work, online activities, discussion with peers or instructor, call and response, total physical response (TPR), recitation or signing. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication. Speaking and listening skills will be evaluated informally and formally through teacher observations and online programs / websites. The texts for this course are *Temas AP Language and Culture* published by Vista Higher Learning and *Tejidos: Comunicación Auténtica en un Contexto Cultural* published by Wayside Publishing. Additional primary and secondary sources will also be included.

- ❖ Electives and other courses/areas of study required for graduation/A-G requirements (secondary schools)
 - Speech and Debate (College preparatory). Speech and Debate is a two-semester course which prepares students for interscholastic competition. Though not a requirement of the course, students are highly encouraged to compete on the school's speech and debate team. Students write reflections after each tournament that self-assess their performances. Tournament judges' critique sheets are used as feedback for reflective writing. The study of rhetoric, logic, and argumentation prepares students for the critical thinking component of competition. The study of propaganda and persuasion, including the interpretation of public messages/ communications, dovetails with our school's mission of social justice as students use their skills to understand these powerful tools and become agents of change. The course also offers instruction in the fundamentals of effective oral delivery, including body control, use of voice and diction, and analysis of audience. Instruction stresses organization, selection, and arrangement of material and use of transitions and rhetorical effects in making speeches to inform, persuade, or entertain. Supporting material, methods of research, critical thinking, logical argumentation, and effective language are applied in learning discussion and debate techniques. Students learn to structure ideas and arguments in their

speeches in a sustained, persuasive manner, supporting them with precise and relevant examples. Students will also read, discuss and write about speeches in order to interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text. They will analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text. Students will also study persuasive techniques used in the communications of governments and corporations. Curriculum materials include *Breaking Down Barriers* by West Coast Publishing.

- Journalism (College preparatory). Social Justice Journalism is a two-semester course providing an introduction to media studies and emphasizing newspaper writing with the purpose of allowing students to examine the role that a free press can play in effecting social change. During the course of the year, students engage in a close reading of articles in both *The New York Times* and the *Los Angeles Times* with the dual task of appreciating the skills of responsible journalism and the overall impact of the media in a democratic society. Because we are a charter school with a social justice mission, there will be a special emphasis on three issues over the course of the academic year: 1) immigration and issues relating to undocumented students; 2) educational reform issues; 3) and local election coverage in California. Within these areas, students will analyze and produce news-writing, opinion writing, and in-depth feature writing during the first semester. Sports and review writing will be examined in the second semester. The class will be responsible for producing at least one monthly issue of the student newspaper, *The Voice*, and each student will be required to contribute at least two articles each month for publication. In addition, the course will present an overview of American journalism from 1776 to the present, with a special focus on the muck-raking journalists including Lincoln Steffens, Upton Sinclair, Jacob Riis, John Hersey, Edward R. Murrow, Seymour Hersh and Ruben Salazar. Students will write a short research paper on a famous journalist, and they will view a series of student-produced short documentaries with the goal of helping students see how all media, even non-print, is "constructed" and has its own language and point of view. In addition to improved interviewing skills, information analysis skills, and writing skills, students will emerge from Social Justice Journalism with knowledge of the structure of print and film media and a better understanding of audience and purpose, including how journalists can, at times, play an important social role in advancing (if not advocating) a cause for social betterment. Course materials include *Insider Reporting* by Tim Harrower and *The Student Newspaper Survival Guide* by Rachele Kanigel.

- Leadership AB (College preparatory). This course gives students a foundation in leadership principles to be applied to high school and beyond. Using *The Art of War* by Sun Tzu as a framework, students navigate the art of planning for, communicating with, and motivating diverse groups of people. Students

explore historical and modern leaders, analyzing effectiveness and commonalities. In building public speaking skills and obtaining hands-on experience with marketing and event planning, students learn to problem solve, work well with others, and assume responsibility. Students also explore the ethics of leadership and the care required when responsible for different tasks. Finally, students explore the world of entrepreneurship and college expectations and opportunities in this field. This class supports ELA Common Core curriculum, integrating critical reading, writing, speaking, and listening tasks in every unit. Since *The Art of War* serves as the cohesive text for the entire year of Leadership, students maintain a Connections Journal throughout the year. In this journal, students summarize the main points of each chapter, analyze important quotes and symbols within each chapter, make personal connections to the text, and make literary and cross-curricular connections. Students use critical thinking skills to translate the ancient militant strategies and tactics into strategies for life, business, and navigating diverse relationships. Students use *The Art of War* to analyze effective and ineffective leaders and use Sun Tzu's teachings to evaluate current events and to intelligently discuss pivotal points in history. In this way, *The Art of War* contextualizes the entire year, launches rich discussions, and connects history and ELA content. As a summative assessment, students prepare a leadership portfolio to submit to the National Association for Student Councils (NASC). Curriculum materials include *The Art of War*, Sun Tzu, published by Nabla, 2010.

The LALA Student Leadership Council is comprised of elected officers who work with parents, teachers, and administration on behalf of the student body. The council is committed to embracing and promoting leadership in the school through a range of committees whose purpose is to serve the needs of the LALA community. The Leadership Council is dedicated to developing leadership skills, enhancing college-ready scholars, and putting into practice LALA's social justice mission. In addition, the Leadership Council provides students with opportunities to become leaders through coordinating events, peer tutoring, working in the Student Store, fundraising, and mentoring. By working with other students, the Leadership Council encourages and evolves new, empowered leaders who will continue to develop LALA's future scholars, leaders, and activists. As representatives of the student body, Leadership Council Officers advocate for the students' well-being through advising the administration in matters concerning student privilege, behavior policies, and academic classes. The Council provides the opportunity for personal growth, leadership development, and school and community involvement.

- Computer Science AB (College Preparatory). This course is designed to introduce students to the breadth of the field of computer science through an exploration of engaging and accessible topics. Rather than a focus on learning particular software tools or programming languages, the course is designed to

focus on the conceptual ideas of computing and help students understand why certain tools or languages might be utilized to solve particular problems. The goal of this course is to develop in students the computational thinking or practices of algorithm development, problem-solving and programming within the context of problems that are relevant to the lives of today's students. Students will also be introduced to topics such as interface design, limits of computers, and societal and ethical issues. This course is designed to allow learners to move through successive refinements from informal to complex ideas about computer science. As students work through the course, the sequential units present learning experiences that introduce, reinforce, and apply key ideas and concepts of computer science. Curriculum materials include the v7 curriculum published by Exploring Computer Science, a division of the National Science Foundation. Algebra I is a prerequisite to this course.

- AP Computer Science AB (College preparatory). The AP Computer Science Principles course is designed to be equivalent to a first-semester introductory college computing course. In this course, students will develop computational thinking vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them. They will also develop effective communication and collaboration skills, working individually and collaboratively to solve problems, and discussing and writing about the importance of these problems and the impacts to their community, society, and the world. Curriculum materials include the online text resource UTeach CS Principles developed by the University of Texas.

- Chicano Studies AB (College preparatory). This course is a basic introduction to the field of Chicano/Ethnic Studies, as well as other major fields of the Humanities and Social Sciences (Political Science, Sociology, Literature, Art, etc.), designed to expose students to and/or interest them in disciplines that might lead to future major or minor studies. More fundamentally, however, the aim of the course is to help bridge the gap between the standards-based history curriculum and the unique experiences of the Chicano/Latino community in this country's history. In response to research documenting that Latino students question the absence of their experiences in the textbooks and mainstream curriculum materials, this course reaches out to students at all academic levels and offers a different way to look at history and Latino education, one which directly connects to students' lives. Through emphasis on literacy and critical thinking, students will come to a more profound understanding of the importance of educational attainment and the value of cultural identity and diversity. The course consists of the following

components: Daily writing prompts. Each day will begin with an on-demand writing assignment stemming from an audio clip, video clip, image, or quote. Students are expected to write freely then participate in both pair and larger group discussions. Taking Sides. Students will use the Taking Sides articles to participate in formal discussions such as Socratic or Paideia Seminars. Students are expected to use notes on the articles as evidence of their preparation for class. Classwork. Students will regularly participate in analysis and discussion of primary source documents in textual, visual, or audio format. Students will be tasked with identifying point of view, premise, audience and bias, and with developing and responding to discussion questions and in-class writing prompts of various lengths. Course materials include *Occupied America: A History of Chicanos*, Rodolfo F. Acuna, Pearson, 8th Edition.

- Farming for Social Justice (College Preparatory). This course connects the choices of natural resource use and the socio-economic and political impact of those choices from the local to the global level. Students will examine various aspects of farming and apply the physical science of growing, treating and harvesting food and the impact of those processes on the environment, labor, food, and society. Using a social justice approach to the food movement, students will study selected readings and case studies, hear guest speakers, and conduct labs and field studies on topics of the politics of food in Congress, the California history of farming, and the role water (and drought) plays in the social and ecosystems. Students will create a thesis and conduct research with hands-on field studies in their local community. Professionals within the local agriculture industries will be involved in activities and projects. Upon completion of this course, students will be able to apply farming concepts to the food movement, will develop a personal career plan and statement, and will acquire critical thinking skills related to creating a positive impact on farming and natural resource use from the local to the global level. Course materials include *Food, Farms, and Community: Exploring Food Systems*, Lisa Chase & Vern Grubinger, New Hampshire, 2014.
- LGBTQ Studies (College Preparatory). This one-semester course is an introduction to Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) studies, exploring the social, cultural, historical, and political factors affecting LGBTQ individuals and communities in the United States and beyond. Students study the of LGBTQ persons and cultures across time and place; engage in theoretical debates regarding sexual orientation and identity formation; identify intersecting oppressions (e.g., LGBTQ people of color); examine the roles of gender and gender identity; analyze homophobia; and investigate the current state of HIV/AIDS transmission and treatment. The course also addresses contemporary LGBTQ issues in families, education, religion, media, and the law. Students study activist strategies and the ways in which LGBTQ identity is expressed in the arts, including a survey of music,

poetry, sculpture, painting, dance and theatre. Course materials include *Finding out: An Introduction to LGBT Studies*, Michelle Gibson et al., Sage Publications, 2010 and *Gay America*, Linas Alsenas, Amulet Books, 2008.

- Intro to Social Justice Activism (College Preparatory). Social Justice Activism is a service-learning, action-research-based class in which students examine social justice campaigns and movements throughout history and assess and interact with various grassroots, non-profit, and/or community-based organizations. Students develop skills in active inquiry, research, critical thinking, expository writing, presentation, and campaign development and implementation. Essentially, the class equips students with civic knowledge, skills, and dispositions that are essential elements of active citizenship in a democratic society. Course materials include *Racial and Ethnic Groups (14th edition)*, Richard T. Schaefer, published by Pearson.
- Public Speaking and Communication (College Preparatory). Public Speaking and Communication is a year-long course where students will sharpen their speaking skills and become more effective communicators. This college and career readiness course will provide students with 21st century presentation skills and relevant communication techniques applicable to their future career paths and their everyday lives. Course materials include *Speak Up: An Illustrated Guide to Public Speaking (2nd edition)*, Fraleigh & Tuman, Bedford/St. Martin's, 2011.
- Graphic Novels and Comics (College Preparatory). Graphic Novels and Comics is a survey of the history of the American Comic Book and Graphic Novels. It explores the evolution of the art form from simple children's fiction, to pulp fiction to its own recognized genre in the world of art. Students learn to dissect and analyze the comic form and how authors use the different forms to build characters and how comic books have influenced art, pop culture and society through the ages. Course materials include: *Understanding comics: The invisible art*, Harper Collins, 1994.

Comprehensive course list or table that shows all course offerings for all grades to be served. For high schools: Identify which courses will meet A-G and graduation requirements.

Subject Area	9 th Grade	10 th grade	11 th grade	12 th grade
History/Social Science		<ul style="list-style-type: none"> ● World History AB* ● AP European History AB* 	<ul style="list-style-type: none"> ● US History AB* ● AP US History AB* 	<ul style="list-style-type: none"> ● Government/Economics*

English	<ul style="list-style-type: none"> English 9AB* Designated ELD 	<ul style="list-style-type: none"> English 10AB* Honors English 10AB* Designated ELD 	<ul style="list-style-type: none"> English 11AB* AP English Language & Composition AB* Designated ELD 	<ul style="list-style-type: none"> English 12AB* AP English Literature & Composition* AB*[] Designated ELD
Math	<ul style="list-style-type: none"> Integrated Math I AB* 	<ul style="list-style-type: none"> Integrated Math IIAB* 	<ul style="list-style-type: none"> Algebra IIAB*/Integrated Math III AB* 	<ul style="list-style-type: none"> Pre-Calculus AB* Statistics & Data Analysis AB* AP Calculus AB*
	<ul style="list-style-type: none"> Integrated Math II AB* 	<ul style="list-style-type: none"> Algebra IIAB* Integrated Math III AB* 	<ul style="list-style-type: none"> Pre-Calculus AB* Statistics & Data Analysis AB* AP Calculus AB* 	
Science	<ul style="list-style-type: none"> Physics 9AB* 	<ul style="list-style-type: none"> Biology AB* 	<ul style="list-style-type: none"> Chemistry AB* Environmental Science AB[] 	<ul style="list-style-type: none"> Environmental Science AB[] Marine Biology[] Anatomy[] Physics[]
Foreign Lang.	<ul style="list-style-type: none"> Spanish IAB* Spanish IAB* (Non-Native) 	<ul style="list-style-type: none"> Spanish IIAB* Spanish IIAB* (Non-Native) 	<ul style="list-style-type: none"> Spanish IIIAB* AP Spanish Language & Culture AB[] 	<ul style="list-style-type: none"> AP Spanish Language & Culture AB[]
Visual/ Per. Arts	<ul style="list-style-type: none"> Art IAB* 	<ul style="list-style-type: none"> Art IIAB[] 	<ul style="list-style-type: none"> Art IIAB[] AP Studio Art: 2-D Des. AB[] 	<ul style="list-style-type: none"> AP Studio Art: 2-D Des. AB[]
Elective (50-70 credits)	<ul style="list-style-type: none"> Chicano Studies AB[] Leadership AB[] Public Speaking & Communication AB[] LGBTQ Studies[] 	<ul style="list-style-type: none"> Chicano Studies AB[] Speech & Debate AB[] Intro to Computer Science AB[] Leadership AB[] Journalism 	<ul style="list-style-type: none"> Chicano Studies AB[] Speech & Debate AB Journalism AB[] Intro to Computer Science AB[] Leadership 	<ul style="list-style-type: none"> Chicano Studies AB[] Speech & Debate AB[] Journalism AB[] Intro to Computer Science AB[] Leadership AB[] LGBTQ Studies Farming for

	<ul style="list-style-type: none"> • Graphic Novels and Comics AB 	<ul style="list-style-type: none"> • Public Speaking & Communication AB□ • LGBTQ Studies□ • Farming for Social Justice AB□ • Intro to Social Justice Activism AB□ • Graphic Novels and Comics AB 	<ul style="list-style-type: none"> • AB□ • Public Speaking & Communication AB□ • LGBTQ Studies • Farming for Social Justice AB□ • Intro to Social Justice Activism AB□ • AP Computer Science • Graphic Novels and Comics AB 	<ul style="list-style-type: none"> • Social Justice AB□ • Intro to Social Justice Activism AB□ • Graphic Novels and Comics AB
P.E. (20 credits)	<ul style="list-style-type: none"> • Physical Education ABφ 	<ul style="list-style-type: none"> • Physical Education ABφ 	<ul style="list-style-type: none"> • Physical Education ABφ 	<ul style="list-style-type: none"> • Physical Education ABφ
Health (5 Credits)	<ul style="list-style-type: none"> • Health (one time semester course, any year) 	<ul style="list-style-type: none"> • Health (one time semester course, any year) 	<ul style="list-style-type: none"> • Health (one time semester course, any year) 	<ul style="list-style-type: none"> • Health (one time semester course, any year)

Key

□ = College Preparatory Course

* = Core/College Preparatory Course

φ = Non-Core/Non College Preparatory Course

Middle School:

Subject Area	6 th Grade	7 th grade	8 th grade
Math	<ul style="list-style-type: none"> • Math 6 AB 	<ul style="list-style-type: none"> • Math 7 AB 	<ul style="list-style-type: none"> • Math 8 AB
English	<ul style="list-style-type: none"> • ELA 	<ul style="list-style-type: none"> • English 7 AB 	<ul style="list-style-type: none"> • English 8AB

Science	• Science/Social Studies	• Life Science	• Physical Science
Elective /Intervention/Enrichment	Universal Access	Universal Access	Universal Access
History	• Social Studies	• Life Science	• US History
P.E.	• Physical Education	• Physical Education	• Physical Education

c. Curricular and Instructional Materials

LALA uses materials aligned with the state standards, including Common Core, to support the curriculum. Teachers in each content area may work with the principal to gain approval for the use of alternative materials to those listed in this charter petition.

Instructional Materials Chart

English 9, 10, 10H, 11, 12	<i>StudySync</i> , from McGraw Hill, is used as the English Language Arts curriculum for grades 6-12. It is a comprehensive, blended ELA/ELD program designed for diverse classrooms and includes digital instruction with the option for full print support. It has a library of hundreds of texts and multimedia lessons linking literacy and learning with students’ everyday experience with the world. <i>StudySync</i> is a flexible platform with strong classroom management tools, built-in ELD supports, and online, standards-based assessments, additional novels per CCSS Appendix B
Designated ELD	<i>English 3D: Course C</i> (2013) from Houghton Mifflin Harcourt is used for the Designated English Language Development/ English as a Second Language class.
AP English Language & Composition	The Language of Composition; Reading, Writing, Rhetoric - MacMillan Learning

AP English Literature	The Bedford Introduction to Literature - Reading, Thinking, Writing by Michael Meyer
	Understanding comics: The invisible art, Harper Collins, 1994
Integrated Math 1	Carnegie Learning is the adopted curriculum for the integrated mathematics curriculum for 9 th through 11 th grades in Integrated Math 1, 2 and Algebra 2 courses. During the 2017-2018 school year we will transition from Algebra 2 to Integrated Math 3. The primary goal of <i>Carnegie Learning</i> is to get students to think. The curriculum is designed to provide students with appropriate tools to think deeply about mathematics. Each student lesson, questions, instruction, and worked examples are designed to engage students as they develop their mathematical understanding. Lessons are structured to provide opportunities to reason, model, and expand on explanations about mathematical concepts. Throughout the curriculum, an overarching questioning strategy is used to promote analysis and higher order thinking skills. Students will internalize the processes and reasoning behind the mathematics by explaining problem-solving steps. The textbook is context and real-world problem driven with nearly all sections taught through a real-life situation or simulation where mathematics is used to model, investigate and solve the problem presented.
Integrated Math 2	
Algebra 2 to be transitioned to Math 3 for 2017-2018+	
Statistics and Data Analysis	Advanced Probability and Statistics Concepts, by CK-12 Foundation
Pre-Calculus	Basic Practice of Statistics by David S. Moore PreCalculus: Real Mathematics, Real People by Ron Larson
AP Calculus	Schaum's Outline of Calculus, 6th Edition by Frank Ayres and Elliott Mendelson - McGraw Hill 2012
World History (CTE)	TCI History Alive! World Connections

AP European History	History of Western Society, Combined Volume 11e & LaunchPad for A History of Western Society 11e CMB (Access Card), Eleventh Edition
US History	TCI History Alive! Pursuing American Ideals was created by teachers and provides the curriculum for history-social studies. The TCI online curriculum includes lesson plans, student handouts, assessment tools, and enrichment resources for teachers. Students discover information, reason through problems, and debate complex issues. TCI lessons are research-based, including components of many respected learning theories and successful instructional strategies. For example, lessons employ Essential Questions, a concept advanced by the Understanding by Design curriculum model (Wiggins & McTighe). Marzano's nonlinguistic representations instructional strategy appears in the graphic organizer activities provided. Gardner's Multiple Intelligences learning styles are addressed through multiple means of accessing the curriculum including movement and role-playing. Cooperative Interaction is an instructional strategy that has been demonstrated to result in higher student achievement (Cohen), so many of the learning activities involve cooperative group work. Finally, Bruner's Spiral Curriculum theory informs the sequencing and presentation of the curriculum, helping students move from simple to complex thinking skills.
AP US History	Give Me Liberty!: An American History by Eric Foner
Intro: Social Justice Activism	<i>Racial and Ethnic Groups (14th edition)</i> , Richard T. Schaefer, published by Pearson
LGBTQ Studies	Gay America: Struggle for Equality by Linas Alsenas Finding Out: An Introduction to LGBTQ Studies, Michelle A. Gibson, et al.
Farming for Social Justice	<i>Finding out: An Introduction to LGBT Studies</i> , Michelle Gibson et al., Sage Publications, 2010 and <i>Gay America</i> , Linas Alsenas, Amulet Books, 2008.

Physics 9 - Engineering w/ Geometry and Physics (CTE)	<i>Conceptual Physics</i> by Paul Hewitt and <i>Merrill Physics Principles & Problems</i> by Paul W. Zitzewitz
Biology - Technology of Biology (CTE)	<i>Biology</i> by Sylvia S. Mader and Michael Windelspecht.
Chemistry - Water We Doing? (CTE)	<i>Chemistry</i> by Wilbraham, Staley, Matta and Waterman, published by Prentice Hall
Anatomy	<i>Essentials of Human Anatomy and Physiology</i> by Marieb and Hoehn
Marine Biology	<i>Marine Science: Marine Biology and Oceanography</i> by Thomas F Greene
Environmental Science	<i>The Habitable Planet: A Systems Approach to Environmental Science</i> to access course curricula. <i>The Habitable Planet</i> is a Web-based, multimedia course consisting of 13 units. Each unit is composed of a thirty-minute video and an online text chapter. The website acts as a home base to begin study and organize the course materials. It provides access to all the course components plus additional resources, which include five interactive lab activities, a navigable glossary, a compilation of animations and images used in the videos and textbook chapters, scientist biographies, and edited transcripts from each of the video case study interviews. Additionally, the website has a professional Development Course Guide.
Physics	<i>Merrill Physics Principles & Problems</i> by Zitzewitz, Neff, Dawicks – Glencoe
Spanish 1 Non-Native	<i>Realidades 1</i> published by Prentice Hall.
Spanish 2 Non Native	<i>Realidades 2</i> published by Prentice Hall
Spanish 1	<i>Sendas Literarias 1</i> published by Prentice Hall
Spanish 2	<i>Sendas Literarias 2</i> published by Prentice Hall
Spanish 3	<i>Realidades 3</i> published by Prentice Hall
AP Spanish Language & Culture	<i>Temas AP Language and Culture</i> published by Vista Higher Learning and <i>Tejidos: Comunicación Auténtica en un Contexto Cultural</i> published by Wayside

	Publishing. Additional primary and secondary sources will also be included.
Art 1	Scholastic Art Magazine
Art 2	Scholastic Art Magazine
Art 3	Scholastic Art Magazine
Intro to Computer Science	Curriculum materials include the v7 curriculum published by Exploring Computer Science, a division of the National Science Foundation.
AP Computer Science Principles	UTeach CS Principles developed by the University of Texas.
Public Speaking	<i>Speak Up: An Illustrated Guide to Public Speaking (2nd edition)</i> , Fraleigh & Tuman, Bedford/St. Martin's, 2011
Journalism	<i>Insider Reporting</i> by Tim Harrower and <i>The Student Newspaper Survival Guide</i> by Rachele Kanigel.
Leadership	As a summative assessment, students prepare a leadership portfolio to submit to the National Association for Student Councils (NASC). Curriculum materials include <i>The Art of War</i> , Sun Tzu, published by Nabla, 2010
Chicano Studies	<i>Occupied America: A History of Chicanos</i> , Rodolfo F. Acuna, Pearson, 8th Edition
Speech and Debate	<i>Breaking Down Barriers</i> by West Coast Publishing
Graphic Novels & Comics	Understanding comics: The invisible art, Harper Collins, 1994

Middle School:

English	McGraw Hill Education: California Study Sync, Accelerated Reader 360
Math	Mathlinks
History Social-Science	History Alive!

Science	Literature in Common Core Appendix C, hands-on Lab/ projects per unit which includes the creation of site specific science laboratory and science base field trips
Physical Education	Standard-Based, age-appropriate Health Education lessons
Universal Access	ALEKS and Achieve 300
Elective Spanish	McGraw Hill Education: California Maravillas

Intervention and Enrichment Programs

Multi-Tiered System of Supports (MTSS)

Los Angeles Leadership Academy will implement California’s Multi-Tiered System of Supports (MTSS) to ensure the academic, behavioral, and social success of all students. MTSS provides a framework for identifying students with learning and behavior needs and supporting them through tiers of intervention of increasing intensity. The MTSS process begins with high-quality instruction and universal screening of all children in the general education classroom. Using assessments, progress monitoring, and teacher observations, struggling learners are identified and provided with individualized interventions, including social/emotional and behavioral support, to accelerate their rate of learning and achieve desirable social outcomes.

Tier 1:

General Education Common Core Instruction

All the students receive high quality, research-based instruction provided by the classroom teacher. All students are screened on a periodic basis to establish an academic and behavioral baseline to identify struggling learners who need academic support. Students who are identified through universal screening and/ or results of internal benchmark assessments will receive supplemental instruction/ intervention daily in the classroom. Student progress is closely monitored to ensure that the supplemental instruction and/or interventions are effective.

Tier 1

Social Emotional/Behavioral

The Charter School has implemented Schoolwide Positive Behavior Support, a system that teaches and models clear behavior expectations, monitors and acknowledges appropriate behavior, and monitors and corrects behavioral errors. At the middle school, the Charter School counselor works with the students during the school day on the Teach To’s to model appropriate behavior. Teach To’s are Behavior, Classroom and Schoolwide routines the Charter School counselor will teach and model for the students so they learn how to act appropriately in each setting. For example, the counselor could also create a daily checklist for the students as a reminder. At the high school, students are assigned advisors that will guide and support them

from their 9th grade year to their graduation. Spending multiple years with the student allows the advisor to build a relationship with the student that includes academic and socio-emotional support. The advisor has the opportunity to notice positive or negative changes in the student's development and provide feedback or seek support. This advisor also has the opportunity to develop a close relationship with the parents or guardians while serving as a surrogate parent on campus.

Tier 2

Targeted Plan for Student Support

Tier 2 is implemented if students are not making adequate progress in Tier 1. More intensive intervention is employed. At the middle school level, students receive 3 to 4 days of intervention during the school day in the subject areas of Mathematics and Language Arts for a total of 10 weeks. In the high school, students receive daily intervention with the subject area teacher in which the student is struggling, for the relevant quarter. During the intervention period, programs such as Achieve 3000, Assessment & Learning in Knowledge Spaces (ALEKS), and Carnegie Tutor will monitor student progress and customize curriculum based on the individual needs of the student. Students who continue to show little or no progress at this level of intervention are then considered for more intensive intervention in tier 3 with an SST as part of the process. Students who are making progress stay at Tier 2 and continue another round of intervention after which their progress will be revisited through assessment data and teacher observation. At the high school level, all students participate in an intervention / enrichment period daily. Math and English teachers use their blended curriculum to assign modules and tasks specific to the students' needs for an individualized program. They have the ability to adjust the modules organically. Because the intervention or enrichment work is completed online, students have the opportunity to work on the modules or tasks beyond the intervention / enrichment period.

Tier 2

Social Emotional/Behavioral

Students who require social/emotional and behavioral support, identified by the number of behavior referrals, at Tier 2 will receive interventions from the Charter School counselor. Such interventions include social skills groups, study skills classes, and small group counseling sessions, and occur during the school day.

Tier 3

Intensive Academic Intervention

At this level, students are receiving intensive interventions targeting skill deficits. An example of this at the middle school level might be three days of Mathematics and two days of Language Arts intervention. In the high school, students receive daily intervention with the subject area teacher for 10 weeks. The teacher providing intervention will present systematic and explicit instruction that includes modeling, direct instruction with multiple examples, and small group instruction. During the intervention period, programs such as Achieve 3000, Assessment & Learning in Knowledge Spaces ("ALEKS") will be used at the middle school, and Carnegie Tutor will be used at the high school, to customize curriculum and monitor individual student learning. The schedule at the high school includes intensive intervention 2-3 times per week.

Students who need critical intervention are assigned to a “lab” class for 40 minutes every other day. This allows a student to have more than one lab class if he/she needs both English and math support. Students who do not achieve the desired level of progress in response to the targeted interventions after 10 weeks are then referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004. The data collected through the programs identified herein, as well as grades recorded during Tiers 1, 2, 3 are included and used to make the eligibility decision.

Tier 3

Social Emotional/Behavioral

An SST meeting will be held and an individualized behavioral support plan for the student will be created. The Student Success Team (“SST”) is problem-solving structures that assist students, parents and families in seeking positive solutions and coordinating resources to maximize student potential. The SST focuses in-depth on one student at a time, and invites the parent and student to participate in finding solutions.

Asset-based Model: The SST always starts with a discussion of a student’s strengths/assets, and develops solutions that build on these strengths.

Problem Solving: The SST gathers background information regarding the student in the areas of school, home/family, and health. Participants are encouraged to collaboratively brainstorm solutions to address areas of concern.

Service Coordination: An action plan of interventions and supports designed to address the student’s needs is developed and team members are assigned responsibility for each action item.

Monitor Results: Action items are monitored and a follow-up SST meeting is scheduled to review results/outcomes of interventions, make adjustments, and continue to strategize positive solutions to ensure student success.

Benefits: The coordination of school, home and community interventions improves student learning, and provides focused, positive support to teachers, families and students.

The SST can help students who are facing significant concerns related to:

- academics
- attendance problems
- behavioral/emotional issues
- consideration for Special Education eligibility
- health issues (including substance use/abuse)
- retention
- social adjustment

Who is on the SST?

- Parent/guardian is always invited

- Students participate as appropriate
- Administrator (Principal, Assistant Principal of Pupil Services, Dean)
- Classroom Teacher(s)
- Learning Support Professional
- On-site resource/support staff
- Parent Liaison
- Resource Specialist - RSP Teacher
- School Counselor
- School Psychologist

Students who require social/emotional and behavioral support at Tier 3 will participate in social skills groups and receive individualized counseling. Alternatively, students with parent permission or student’s family can be referred to an outside agency for support.

Flow Chart

Tier 4

Referral to assessment for Special Education
IEP, 504, BSP



Tier 3

<ul style="list-style-type: none"> • Revised research-based intervention • Individual or small group instruction • Weekly progress monitoring 	<ul style="list-style-type: none"> • Individualized Plan for student (SST) • Social Skills Groups • Individualized Counseling • Referral to outside agency • Support Target Group Counseling
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Tier 2

<ul style="list-style-type: none"> • Weekly progress monitoring • Research-based instruction (Achieve 3000, ALEKS) • 10 weeks intervention/Tutoring 	<ul style="list-style-type: none"> • Social Skills Groups • Study Skills Class • Small group counseling sessions
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Tier 1



<ul style="list-style-type: none">● Universal Screening & Intervention● 3 times a year NWEA● Homogeneous grouping	<ul style="list-style-type: none">● Teacher To's● School Wide Positive Behavior Support
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Academics

Social-Emotional/Behavior

Technology

The instructional program at Los Angeles Leadership Academy High School provides support for student development of technology-related skills by integrating technology across the curriculum. To begin with, the instructional program includes online-learning via *Acellus* and CTE Learning courses. Students navigate *Acellus* and CTE Learning courses online with teacher support while learning academic content. This allows students to work with computer hardware and software. Chromebook and MacBook carts are available in classrooms for student use in order to provide them with opportunities to use technology to support learning in class. In addition, a computer lab is available to both students and teachers for use with their classes. Classrooms are equipped with Smartboards, projectors, and enhanced audio equipment, which are used as teaching tools. Teachers maintain websites, write blogs, and/or are present on social media pages to communicate with students and parents. Teachers also use software to both create assessments and analyze scores to inform their teaching. Teachers have personal laptops and use PowerSchool, a student information system, to take attendance and post grades, as well as for communication with parents. Further, ParentSquare, a two-way private communication platform, is another technological tool that is used at LALA. The school counselor and teachers use the mobile phone application, Remind, in order to maintain communication with students. *StudySync* and *Carnegie Learning* are online, blended curricula that are used in students' English and Integrated Math courses, respectively. Teachers receive training in the effective use of these curricula through professional development. Both Google Classroom and Edmodo use the benefits of social networking to increase student collaboration and use of technology while learning. Teachers allocate time for students to use Khan Academy during advisory period to help students study and prepare for the SAT College Admissions tests. Los Angeles Leadership Academy High School also provides the opportunity for students to take both Computer Science and AP Computer Science Principles courses to help foster technological literacy and build skills.

According to Grinager (2006), quality e-learning resources provide many benefits including increasing student engagement through interactive content; strengthening thinking skills through exploration and collaboration; differentiating learning; ensuring currency and accuracy of information; and providing accountability through tracking of student performance. The above-described uses of technology take advantage of these educational benefits while helping students develop technology-related skills necessary to succeed in high school, college and life.

Grinager, H. "How education technology leads to improved student achievement." *Education Issues* Nov. 2006: National Conference of State Legislatures. Retrieved from <https://www.ncsl.org/portals/1/documents/educ/item013161.pdf>

In addition to administrative and instructional use of technology, student use of and comfort with technology will help students approach state standardized testing with increased confidence. Students will learn to maneuver through the SBAC website to take practice exams and familiarize themselves with the format of the tests. Exposure to and experience with these exams before taking the high-stakes, end-of-year exams will enable students to focus on increasing their test scores rather than mastering the technology.

Graduation Requirements

Los Angeles Leadership Academy High School requires completion of 225 credits in order to graduate. These credits must follow the University of California’s A-G course requirements for college admission. Students must earn a grade of C or better in order to fulfill Los Angeles Leadership Academy High School’s graduation requirements. Students must satisfactorily complete credits in the following areas:

A. History/Social Science	30 credits
B. English	40 credits
C. Mathematics	30 credits
D. Laboratory Science	20 credits
E. Language Other than English	20 credits
F. Visual and Performing Arts	10 credits
G. Electives	50-70 credits
Including:	
a. Physical Education	20 credits
b. Health	5 credits
Credits Needed to Graduate	220 credits

The program at Los Angeles Leadership Academy High School allows students to complete the graduation requirements in addition to extra course electives all within four years. The

following table includes typical student schedules presented by grade level that show how students can fulfill graduation and A-G course requirements in a timely manner.

Typical School Schedule.

Per.	9 th Grade	10 th Grade	11 th Grade	12 th Grade	Total Credits
1	English 9 A/B	English 10 A/B	English 11 A/B	English 12 A/B	40 credits
2	Integrated Math I A/B	Integrated Math II A/B	Alg 2 A/B Math III A/B (transitioning to Math III by 2017-2018)	Elective -Pre-Calculus A/B -Statistics and -Data Analysis A/B -AP Calculus A/B	30 credits · 10 Elective Credits
3	Engineering Geometry with Physics A/B	Biology A/B The class is listed as Biology in the narrative.	Elective -Chemistry & Environmental Engineering: Water We Doing? A/B	Elective -Physics A/B -Anatomy A/B -Marine Biology A/B	20 credits · 20 elective credits
4	Elective: -Spanish IA/B -Art IA/B -Journalism A/B -Leadership A/B -Speech & Debate A/B	World History A/B AP or European History A/B	US History A/B or APUSH A/B	Government A and Economics B	30 credits · 10 elective credits
5	Elective Options: -Spanish IA/B -Art IA/B -Journalism	Elective Options: Art 2 A/B, or Spanish 2 A/B, or Journalism	Electives Options: AP Studio Art: 2-D Design A/B -Spanish	Electives Options: AP Studio Art: 2-D Design A/B -Spanish	40 credits

	A/B -Leadership A/B -Speech & Debate A/B	A/B, or -Leadership A/B, or Speech & Debate A/B	III A/B -AP Spanish A/B -Chicano Studies A/B -Anatomy A/B - Marine Biology A/ B - Env. Science A/B -LGBTQ Studies -Journalism A/B -Leadership A/B -Speech & Debate A/B	III A/B -AP Spanish A/B -Chicano Studies A/B -Anatomy A/B - Marine Biology A/ B - Env. Science A/B -LGBTQ Studies -Journalism A/B -Leadership A/B -Speech & Debate A/B	
6	Physical Education A/B – year 1	Physical Education A/B – year 2	Electives Options: AP Studio Art: 2-D Design A/B -Spanish III A/B -AP Spanish A/B -Chicano Studies A/B -Anatomy A/B - Marine Biology A/ B - Env. Science A/B -LGBTQ Studies -Journalism A/B -Leadership A/B -Speech & Debate A/B	Electives Options: AP Studio Art: 2-D Design A/B -Spanish III A/B -AP Spanish A/B -Chicano Studies A/B -Anatomy A/B - Marine Biology A/ B - Env. Science A/B -LGBTQ Studies -Journalism A/B -Leadership A/B -Speech &	20 credits · 20 elective credits

				Debate A/B	
	Yearly Total= 60 credits	Yearly Total= 60 credits	Yearly Total= 60 credits	Yearly Total= 60 credits	Total earned credits = 240 credits

The bell schedule includes periods 7 and 8 and they are for providing additional support for students who need remediation. Acellus Online Learning Courses, which allow students to work on remediation and credit recovery, are available to students. In addition, students who need additional support are able to participate in English and Math laboratories that allocate time for students to catch up on their work or receive intensive intervention. Thus, all students take six classes, but some students may take seven or eight depending on their individual circumstances. After four years, a student at Los Angeles Leadership Academy High School will have completed not only the minimum graduation and A-G course requirements, but he or she will have exceeded these criteria with several extra credits (see sample schedules above).

If students are not able to obtain a passing grade in courses, they have the opportunity to make-up credits through *Acellus* Online Learning and APEX. In addition, students are able to make-up credits through summer school opportunities. Students also have the opportunity to make-up credits through Options for Youth (OFY), which allows students to work on packets independently during summer. With these opportunities, all students are given the chance to graduate in a timely manner.

Transfer students' credits are evaluated upon enrollment. All coursework and credits listed on an official transcript are evaluated against LALA graduation requirements. In addition, all prior completed credits are verified to determine A-G requirement status. Every effort is made to validate and grant transferred credits.

Transferability and Eligibility of Courses

Los Angeles Leadership Academy will provide written materials, after-school workshops, and individual meetings with the counselor in order to inform parents about the transferability of courses to other public high schools and how they meet college entrance requirements. Written materials will be translated into the primary language of the parent of the enrolling/transferring student; interpreters will be offered to parents for in-person events.

LALA successfully earned WASC accreditation for six years on June 26, 2015. LALA will continue maintaining WASC accreditation by working on achieving goals outlined in the action plan and continued adherence with the ACS WASC policies, procedures and criteria for accreditation.

If a student transfers into LALA, the counselor will review the grading policy with the parent and student so that they understand that any grade below C will not be transferable. This policy is solely for the purpose of determining class placement and does not affect admission to the Charter Los Angeles Leadership Academy Renewal Charter

School. At the time of check-in, the counselor will also review all graduation requirements with the student and parent so that they understand what courses need to be completed in order to graduate on time.

If a student transfers to another school, the school counselor will conference with the student and his or her parent prior to checking out. The goal is to review the student's graduation status report so that he or she, along with the parent, understands what the student has completed, what the student has failed (if anything), and what courses are left to be completed. This review will serve to provide the parent and student with knowledge of the student's progress toward graduation and the estimated date of graduation based on the student's status. The counselor will also help the student and parent research the graduation requirements of the new school in order to help them understand what the student must complete in order to graduate from that school based on current progress.

Academic Calendar and Bell Schedules

Los Angeles Leadership Academy																		
2017-2018 Calendar																		
July 2017								January 2018										
S	M	T	W	T	F	S	4- Independence Day	S	M	T	W	T	F	S	1- 5 Winter Break			
						1			1	2	3	4	5	6	8-PD			
2	3	4	5	6	7	8			7	8	9	10	11	12	13	9- First Day of Second Semester		
9	10	11	12	13	14	15			14	15	16	17	18	19	20	15- Martin Luther King Day		
16	17	18	19	20	21	22			21	22	23	24	25	26	27			
23	24	25	26	27	28	29			28	29	30	31						
30	31															16 Instructional Days		
August 2017								February 2018										
S	M	T	W	T	F	S	4- New Teacher Orientation	S	M	T	W	T	F	S	19- President's Day			
		1	2	3	4	5	7-9 PD						1	2	3			
6	7	8	9	10	11	12	10- First Day of School	4	5	6	7	8	9	10				
13	14	15	16	17	18	19			11	12	13	14	15	16	17			
20	21	22	23	24	25	26			18	19	20	21	22	23	24			
27	28	29	30	31					25	26	27	28						
							16 Instructional Days									19 Instructional Days		
September 2017								March 2018										
S	M	T	W	T	F	S	4- Labor Day	S	M	T	W	T	F	S	26-30 MS/HS Minimum Day			
					1	2	1-HS-Minimum Day						1	2	3			
3	4	5	6	7	8	9	8-MS-Minimum Day	4	5	6	7	8	9	10				
10	11	12	13	14	15	16			11	12	13	14	15	16	17			
17	18	19	20	21	22	23			18	19	20	21	22	23	24			
24	25	26	27	28	29	30			25	26	27	28	29	30	31			
							20 Instructional Days									17 Instructional Days		
October 2017								April 2018										
S	M	T	W	T	F	S	16- PD	S	M	T	W	T	F	S	9-13 Spring Break			
1	2	3	4	5	6	7	20 MS/HS Minum	1	2	3	4	5	6	7	16-PD			
8	9	10	11	12	13	14			8	9	10	11	12	13	14			
15	16	17	18	19	20	21			15	16	17	18	19	20	21			
22	23	24	25	26	27	28			22	23	24	25	26	27	28			
29	30	31							29	30								
							21 Instructional Days									20 Instructional Days		
November 2017								May 2018										
S	M	T	W	T	F	S	11-Veterans Day	S	M	T	W	T	F	S	28- Memorial Day			
			1	2	3	4	20-24 Thanksgiving Holiday						1	2	3	4	5	4-HS-Minimum Day
5	6	7	8	9	10	11	17- PA/MS/HS Minimum Day	6	7	8	9	10	11	12				
12	13	14	15	16	17	18			13	14	15	16	17	18	19			
19	20	21	22	23	24	25			20	21	22	23	24	25	26			
26	27	28	29	30					27	28	29	30	31					
							16 Instructional Days									22 Instructional Days		
December 2017								June 2018										
S	M	T	W	T	F	S	18-29 Winter Break	S	M	T	W	T	F	S	11- Last Day of School			
					1	2							1	2	11- MS Minimum Day			
3	4	5	6	7	8	9			3	4	5	6	7	8	9	12-PD		
10	11	12	13	14	15	16			10	11	12	13	14	15	16			
17	18	19	20	21	22	23			17	18	19	20	21	22	23			
24	25	26	27	28	29	30			24	25	26	27	28	29	30			
31							11 Instructional Days									5 Instructional Days		
2017-18 Totals:																		
184 Instructional Days																		
191 Working Days																		
7 PD Days																		

**6th Grade Bell Schedule
Core Classes**

Regular Day
Breakfast: 7:30 – 8:00

Class	Time	Grade 6 Cohort 1 & 2	Grade 6 Cohort 3 & 4	Instructional Minutes
Homeroom	8:00 – 8:15	THT/Announcements	THT/Announcements	15
Block 1	8:15 – 9:40	ELA	Math	85
Nutrition	9:43 – 9:58	Break	Break	15
Block 2	10:01 – 11:26	Math	ELA	85
Lunch	11:29 – 12:09	Break	Break	40
Block 3	12:12 – 1:02	Physical Education	Physical Education	50
Block 4	1:05 – 1:50	Science/Social Studies	Science/Social Studies	45
Block 5	1:53 - 2:38	Science/Social Studies	Science/Social Studies	45
Block 6	2:41 - 3:18	Spanish/Elective/Interven tion	Elective/Intervention	37

Minimum Day Schedule
Breakfast: 7:30 – 8:00

Class	Time	Grade 6 Cohort 1 & 2	Grade 6 Cohort 3 & 4	Instructional Minutes
Period 1	8:00 – 8:46	ELA	Math	46
Nutrition	8:49 – 9:04	Break	Break	15
Period 2	9:07 – 9:53	Math	ELA	46
Period 3	09:56 – 10:42	Break	Break	46
Period 4	10:45 – 11:31	Physical Education	Physical Education	46
Lunch	11:34 – 12:16	Science/Social Studies	Science/Social Studies	42
Period 5	12:19 -1:05	Spanish/Elective/Interven tion	Elective/Intervention	46
Period 6	1:08 - 1:54	Spanish/Elective/Interven tion	Elective/Intervention	46

**7th – 8th Grade Bell Schedule
Single Subject / Periods**

Regular Day
Breakfast: 7:30 – 8:00

Period	Time	Grade 7	Grade 8	Minutes
Homeroom	8:00 – 8:15	THT/Announcements	THT/Announcements	15
Period 1	8:15 – 9:13	English 7	Math 8	58

Nutrition	9:16 – 9:31	Break	Break	15
Period 2	9:33 – 10:31	Math 7	English 8	58
Period 3	10:34 – 11:32	Life Science	Physical Science	58
Period 4	11:35 – 12:33	World History	US History	58
Lunch	12:36 – 1:16	Break	Break	40
Period 5	1:19 - 2:17	Physical Education	Elective/Intervention	58
Period 6	2:20 – 3:18	Elective/Intervention	Physical Education	58

Minimum Day
Breakfast: 7:30 – 8:00

Period	Time	Grade 7	Grade 8	Minutes
Period 1	8:00 – 8:48	English 7	Math 8	48
Nutrition	8:00 – 8:48	Break	Break	15
Period 2	9:09 – 9:57	Math 7	English 8	48
Period 3	10:00 – 10:48	Life Science	Physical Science	48
Period 4	10:51 – 11:39	World History	US History	48
Lunch	11:42 – 12:12	Break	Break	30
Period 5	12:15 -1:03	Physical Education	Elective/Intervention	48
Period 6	1:06 - 1:54	Elective/Intervention	Physical Education	48

General 9th Grade Student Schedule
Week A: Monday/ Friday

Period		Class	Minutes
Period 1	8am - 9:15am	English 9A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 3	9:45am - 11am	Integrated Math IA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30 - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Physics 9A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm		40

Second Dismissal/ Office Hours	3:20pm - 3:45pm		25
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Week A: Tuesday/ Thursday

Period		Class	Minutes
Period 2	8am - 9:15am	Spanish IA	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 4	9:45am - 11am	Art IA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Physical Education 1A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm		40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Wednesday

Period		Class	Minutes
Period 1	8am - 9:07am	English 9A	67
Breakfast A	9:07am - 9:26pm	Breakfast A	19
Advisory B	9:26am - 9:45am	Advisory B	19
Period 3	9:45am - 10:52am	Integrated Math IA	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Lunch A	11:41am - 12:24pm	Lunch A	43

Intervention/ Enrichment	12:24 - 1:07pm	Intervention/ Enrichment	43
Period 5	1:07pm - 2:14pm	Physics 9A	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

Week B: Monday/Friday

Period		Class	Minutes
Period 2	8am - 9:15am	Spanish IA	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 4	9:45am - 11am	Art IA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Physical Education 1A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm		40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Tuesday/Thursday

Period		Class	Minutes
Period 1	8am - 9:15am	English 9A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15

Period 3	9:45am - 11am	Integrated Math IA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Physics 9A	75
First Dismissal	2:35pm - 2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm		40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Wednesday

Period		Class	Minutes
Period 2	8am - 9:07am	Spanish IA	67
Breakfast A	9:07am - 9:26pm	Breakfast A	19
Advisory B	9:26am - 9:45am	Advisory B	19
Period 4	9:45am - 10:52am	Art IA	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Lunch A	11:41am - 12:24pm	Lunch A	43
Intervention/ Enrichment	12:24 - 1:07pm	Intervention/ Enrichment	43
Period 6	1:07pm - 2:14pm	Physical Education 1A	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

General 10th Grade Student Schedule - Carlos Morales
Week A: Monday/Friday

Period		Class	Minutes
Period 1	8am - 9:15am	World History A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 3	9:45am - 11am	English 10A	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Integrated Math IIA	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	Acellus Online Learning (If needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Tuesday/Thursday

Period		Class	Minutes
Period 2	8am - 9:15am	Biology A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 4	9:45am - 11am	Spanish IIA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Physical Education 2A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5

Period 8	2:40pm - 3:20pm	English Lab (if needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Wednesday

Period		Class	Minutes
Period 1	8am - 9:07am	World History A	67
Breakfast A	9:07am - 9:26pm	Breakfast A	19
Advisory B	9:26am - 9:45am	Advisory B	19
Period 3	9:45am - 10:52am	English 10A	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Lunch A	11:41am - 12:24pm	Lunch A	43
Intervention/ Enrichment	12:24 - 1:07pm	Intervention/ Enrichment	43
Period 5	1:07pm - 2:14pm	Integrated Math IIA	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

Week B: Monday/ Friday

Period		Class	Minutes
Period 2	8am - 9:15am	Biology A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 4	9:45am - 11am	Spanish IIA	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45

Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Physical Education 2A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm	English Lab (if needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Tuesday/Thursday

Period		Class	Minutes
Period 1	8am - 9:15am	World History A	75
Breakfast A	9:15am - 9:30pm	Breakfast A	15
Advisory B	9:30am - 9:45am	Advisory B	15
Period 3	9:45am - 11am	English 10A	75
Lunch A	11am - 11:45am	Lunch A	45
Intervention/ Enrichment	11:45am - 12:30pm	Intervention/ Enrichment	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Integrated Math IIA	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	Acellus Online Learning (if Needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Wednesday

Period		Class	Minutes
Period 2	8am - 9:07am	Biology A	67
Breakfast A	9:07am - 9:26pm	Breakfast A	19

Advisory B	9:26am - 9:45am	Advisory B	19
Period 4	9:45am - 10:52am	Spanish IIA	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Lunch A	11:41am - 12:24pm	Lunch A	43
Intervention/ Enrichment	12:24 - 1:07pm	Intervention/ Enrichment	43
Period 6	1:07pm - 2:14pm	Physical Education 2A	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

General 11th Grade Student Schedule - Carlos Morales
Week A: Monday/Friday

Period		Class	Minutes
Period 1	8am - 9:15am	US History A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 3	9:45am - 11am	English 11A	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Algebra IIA	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	Acellus Online Learning (If needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Tuesday/Thursday

Period		Class	Minutes
Period 2	8am - 9:15am	Chemistry A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 4	9:45am - 11am	Art IIA	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	AP Spanish Language & Culture A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm	Math Lab (if needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Wednesday

Period		Class	Minutes
Period 1	8am - 9:07am	US History A	67
Advisory A	9:07am - 9:26pm	Advisory A	19
Breakfast B	9:26am - 9:45am	Breakfast B	19
Period 3	9:45am - 10:52am	English 11A	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Intervention/ Enrichment	11:41am - 12:24pm	Intervention/ Enrichment	43

Lunch B	12:24 - 1:07pm	Lunch B	43
Period 5	1:07pm - 2:14pm	Algebra IIA	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

Week B: Monday/Friday

Period		Class	Minutes
Period 2	8am - 9:15am	Chemistry A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 4	9:45am - 11am	Art IIA	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	AP Spanish Language & Culture	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm	Math Lab (If needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Tuesday/Thursday

Period		Class	Minutes
Period 1	8am - 9:15am	US History A	75
Advisory A	9:15am - 9:30pm	Advisory	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 3	9:45am - 11am	English 11A	75

Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Algebra IIA	75
First Dismissal	2:35pm - 2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	Acellus Online Learning (If Needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Wednesday

Period		Class	Minutes
Period 2	8am - 9:07am	Chemistry A	67
Advisory A	9:07am - 9:26pm	Advisory A	19
Breakfast B	9:26am - 9:45am	Breakfast B	19
Period 4	9:45am - 10:52am	Art IIA	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Intervention/ Enrichment	11:41am - 12:24pm	Intervention/ Enrichment	43
Lunch B	12:24 - 1:07pm	Lunch B	43
Period 6	1:07pm - 2:14pm	AP Spanish Language & Culture	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

General 12th Grade Student Schedule - Carlos Morales
Week A: Monday/Friday

Period		Class	Minutes
Period 1	8am - 9:15am	Government A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 3	9:45am - 11am	English 12A	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Pre-Calculus A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	Acellus Online Learning (If needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Tuesday/Thursday

Period		Class	Minutes
Period 2	8am - 9:15am	Chicano Studies A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Lunch B	9:30am - 9:45am	Lunch B	15
Period 4	9:45am - 11am	AP Studio Art: 2-D Design A	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Journalism A	75

First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm	Math Lab (if needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week A: Wednesday

Period		Class	Minutes
Period 1	8am - 9:07am	Government A	67
Advisory A	9:07am - 9:26pm	Advisory A	19
Breakfast B	9:26am - 9:45am	Breakfast B	19
Period 3	9:45am - 10:52am	English 12A	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Intervention/ Enrichment	11:41am - 12:24pm	Intervention/ Enrichment	43
Lunch B	12:24 - 1:07pm	Lunch B	43
Period 5	1:07pm - 2:14pm	Pre-Calculus A	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

Week B: Monday/Friday

Period		Class	Minutes
Period 2	8am - 9:15am	Chicano Studies A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 4	9:45am - 11am	AP Studio Art: 2-D Design A	75
Intervention/	11am - 11:45am	Intervention/	45

Enrichment		Enrichment	
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 6	1:20pm - 2:35pm	Journalism A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 8	2:40pm - 3:20pm	Math Lab (If needed)	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Tuesday/Thursday

Period		Class	Minutes
Period 1	8am - 9:15am	Government A	75
Advisory A	9:15am - 9:30pm	Advisory A	15
Breakfast B	9:30am - 9:45am	Breakfast B	15
Period 3	9:45am - 11am	English 12A	75
Intervention/ Enrichment	11am - 11:45am	Intervention/ Enrichment	45
Lunch B	11:45am - 12:30pm	Lunch B	45
Study Hall	12:30pm - 1:20pm	Study Hall	50
Period 5	1:20pm - 2:35pm	Pre-Calculus A	75
First Dismissal	2:35pm -2:40pm	Dismissal	5
Period 7	2:40pm - 3:20pm	AP Art Lab	40
Second Dismissal/ Office Hours	3:20pm - 3:45pm		25

Week B: Wednesday

Period	Class	Minutes
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Period 2	8am - 9:07am	Chicano Studies A	67
Advisory A	9:07am - 9:26pm	Advisory A	19
Breakfast B	9:26am - 9:45am	Breakfast B	19
Period 4	9:45am - 10:52am	AP Studio Art: 2-D Design A	67
Passing	10:52am - 10:56am	Passing	4
Study Hall	10:56am - 11:41am	Study Hall	45
Intervention/ Enrichment	11:41am - 12:24pm	Intervention/ Enrichment	43
Lunch B	12:24 - 1:07pm	Lunch B	43
Period 6	1:07pm - 2:14pm	Journalism A	67
Dismissal	2:14pm - 2:20pm	Dismissal	6

Instructional Days and Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	No									0	36000	0	- 36000
1	No									0	50400	0	- 50400
2	No									0	50400	0	- 50400
3	No									0	50400	0	- 50400
4	No									0	54000	0	- 54000
5	No									0	54000	0	- 54000
6	Yes	136	371	0	0	48	297	0	0	184	54000	64712	10712
7	Yes	136	372	0	0	48	297	0	0	184	54000	64848	10848
8	Yes	136	372	0	0	48	297	0	0	184	54000	64848	10848
9	Yes	136	385	0	0	48	312	0	0	184	64800	67336	2536
10	Yes	136	385	0	0	48	312	0	0	184	64800	67336	2536
11	Yes	136	385	0	0	48	312	0	0	184	64800	67336	2536
12	Yes	136	385	0	0	48	312	0	0	184	64800	67336	2536

Professional Development

LALA recruits qualified teachers through advertising on EdJOIN, on the LALA website, at Pepperdine University, UCLA, Loyola Marymount, and at the school site. In addition, we provide competitive salaries and benefit packages. A feature that teachers appreciate is the Wednesday early release day for staff meetings, grade level /department collaboration and planning, and data analysis. Every grade level/department team participates in an ongoing process of ascertaining the current level of student achievement, establishing a goal to improve the current level, identifying means to achieve that goal, and providing periodic evidence of progress. This collaborative time helps teachers efficiently couple data with student knowledge to plan effective instruction and improve student outcomes.

Ongoing professional development is managed through creation of the annual Professional Development Calendar. The faculty and staff are offered a range of professional development opportunities on an ongoing basis. Some examples include:

- WestEd, a professional learning and curriculum planning series to provide teachers and leaders with the knowledge and skills necessary to deliver Common Core Math curriculum. Through this professional development opportunity, teachers learn how to create, select, or modify performance tasks in Mathematics aligned to the core curriculum, the Common Core State Standards for Mathematical Practice, and the latest assessment theory embraced by the Smarter Balanced Assessment Consortium (“SBAC”). Teachers focus on creating, selecting, or refining performance tasks that embrace the following key characteristics of effective assessments and Math performance tasks:
 - a) Proper alignment to the Common Core State Standards
 - b) Focus on the Common Core Standards for Mathematical Practice
 - c) Proper Depth of Knowledge (“DOK”)
 - d) Accommodation of diversity (culture, language, styles)
 - e) Inclusion of Universal Design for Learning Principles
 - f) Real World Context
 - g) Clear Expectations and Feedback for Students
- New Teacher Orientation is scheduled in early August to provide teachers with training in technology systems, provide sample documents and lessons that support the school culture and climate of high expectations and safety for all students, and provide teachers the opportunity to review LALA’s procedures policies and evaluation rubric on teaching standards.
- California Common Core Learning Modules is the product of collaborative efforts between the California Department of Education and content and professional learning experts throughout California to help educators transition to the Common Core State Standards. The series includes thirteen modules that are available in both online and on-site professional learning formats. Teachers will complete these modules during grade level/department meetings.

- Conference attendance and training opportunities with the California Association of Bilingual Education, California Mathematics Council, CA Council for Social Studies, National Association for College Admission Counseling, and Los Angeles County Office of Education. A variety of topics offer participants experiences with technology, standards-based instruction, program development, interventions, and college and career readiness skills.
- The California Charter Schools Association Conference is an opportunity to attend workshops designed for the unique needs of charter schools and charter school teachers.
- In-house Professional Development will be delivered by our Instructional Leadership Team throughout the school year. The topics will include:
 - a) Implementation of Depth and Complexity Icons for Differentiation of Instruction
 - b) Implementation of Problem-Based Learning
 - c) Implementation of Technology in the Classroom with a focus on SAMR Model
- All teachers will be provided access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into the regular classroom setting. In addition, Ian Byrd, the founder of Byrdseed Gifted Education, will be scheduled for a professional development session sometime during the 2017-18 school year.

In addition, there are professional development opportunities in specific areas of teacher need such as data analysis of formative and summative assessments, development of SMART goals, Response to Intervention, Positive Behavior Support, Ability Awareness, 504 and IEP Implementation. Faculty is encouraged to attend these workshops and seminars. Teachers are also provided professional development opportunities during daily planning time with their mentors/peers and weekly staff/grade/department level to ensure application of new concepts and successful implementation of new skills.

Professional Development Plan Modules 2017-2018

September Modules - California ELD Standards/ SDAIE Strategies
October Modules - A Deeper Dive into California ELD Standards/SDAIE Strategies
November Modules - Content Literacy (ELA, History, Science, Technical/Blended Learning)
December / January Modules - Assessment of Literacy / Standards for Mathematical Practice
February - Multi-Tiered Systems of Support/Depth of Knowledge Levels Across Curriculum
March - Writing to Inform, Argue and Analyze
April / May - CAASPP Digital Library Resources

Meeting the Needs of All Students

English Learners

LALA’s educational program will meet the needs of English learners through the LALA English Learner Master Plan (“Master Plan”), as presented below.

The Master Plan was created to serve as a guide to ongoing development, implementation, and assessment of the delivery of instruction for English learners and adheres to state and federal laws, incorporates LAUSD guidelines and Board of Education policies, and utilizes research-based instructional practices. The objectives of the Master Plan are to develop and implement effective programs for English learners; ensure that all English learners access and master the English language and core curriculum; engage English learners in meaningful cultural, social, and academic activities; and strengthen parents’ involvement and engagement in their children’s education. The ultimate goal of the Master Plan is to prepare LALA students with the foundational skills and cognitive assets necessary to succeed in secondary education and in life. Teachers meet with the Principal at the beginning of the year to review student subgroup data, and receive class lists identifying students’ EL or reclassified status.

Process for identifying English Learners

Upon initial enrollment, parents complete the Home Language Survey (“HLS”) in the LALA Student Enrollment Packet, as required by state and federal law. The purpose of the HLS is to determine if a language other than English is used in the student’s home. Prior to completing the HLS, parents receive an explanation regarding its purpose and uses, as well as the possibility that their child may be given an assessment to measure his or her English language proficiency level. It will be made clear that the HLS is not used to determine a student’s language classification or immigration status.

The HLS consists of the following four questions:

1. What language did the student learn when he or she first began to talk?
2. What language does this student most frequently use at home?
3. What language do you use most frequently to speak to this student?
4. Which language is most often used by the adults at home?

After parents complete the HLS, a site designee determines whether the child must be given the CELDT/ELPAC. If the answers to questions 1, 2, 3, and 4 are “English,” the student is classified as English Only (“EO”) and the parent is notified and given information on the child’s program placement. When a language other than English is identified, the student is assessed for language proficiency in English through the CELDT/ELPAC.

If reasonable doubt exists as to the student’s home language or the following indicators are present, the Charter School’s Director of Student Support Services or Testing Coordinator must research the student’s home language background:

- Parent/guardian requires an interpreter to communicate in English.

- Parent/guardian speaks to the child in a language other than English.
- The HLS is completed in a language other than English (including spelling the word English in another language, e.g., “ingles”).
- Student initiates interaction with the parent/guardian in a language other than English.
- It is revealed that the child, while the parent/guardian is at work, is under the care of a person who speaks a language other than English.

In cases where the Home Language Survey results are different from the student records on CALPADS. Administration reviews the student cumulative file for reclassification. After gathering all supporting documents, a parent conference is held, where the EL Plan is reviewed with a parent. With the parents’ consent the student is then CELD tested and receives appropriate services prior to meeting requirements for reclassification.

The information provided on the initial HLS takes precedence over any information provided on subsequent surveys completed. The information provided on the HLS is maintained thereafter in the student’s English Learner Folder located in the student’s cumulative record.

Education Programs for English Language Acquisition

If a child is not reasonably fluent in English according to the established criteria, then placement in a program to develop proficiency in the English language is indicated. Support services in the program must include English Language Development which meets the standards of the ELA/ELD Framework adopted on July 9, 2014 by the State Board of Education. This framework identifies the linguistic competencies English learners must develop in order to achieve proficiency in English and aligns these competencies with the CCSS for ELA. In addition, the ELA/ELD Framework addresses content and pedagogy, assessment, access and equity, learning in the 21st Century, implementing instruction, and instructional materials and resources, providing teachers of ELD with current, research-based tools and information.

Currently, Integrated ELD is provided by credentialed, teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as 40 minutes of Designated English Language Development instruction each day. ELD instruction is given according to a student’s assessed proficiency level and is based on the current California ELD standards. ELD instruction focuses on development of mastery in the domains of listening, speaking, reading, and writing, providing the pathway to proficiency in the CCSS for ELA. Teachers use *Study Sink and English 3 D*, research-based programs which provide active learning opportunities and scaffolded instruction to move English learners to reading proficiency and independence.

Meeting Current ELD Standards

The current ELD instructional program ensures that all English Learners master the English language and have access to the core curriculum through the following required components:

- Well-articulated, standards-based, differentiated English Language Development instruction specifically designed for English Learners

- Well-articulated, standards-based, differentiated instruction in the core curriculum with Specially Designed Academic Instruction in English (SDAIE)
- Structured activities designed to develop multicultural awareness and positive self-esteem.

Using the results of CELDT/ELPAC

The results of the CELDT/ELPAC are used to make placement decisions for students, according to Education Code Sections 313 and 60810(d). Students are considered to have met the CELDT/ELPAC criteria for English proficiency when their overall performance level is Early Advanced or higher and domain scores for Listening, Speaking, Reading, and Writing are at the Intermediate level or higher. These students are Initially Fluent in the English Language (“IFEP”). Students with Beginning, Early Intermediate, or Intermediate proficiency levels are considered English Learners and are placed in the ELD program. Once a student is identified as an English Learner, the student must be assessed annually with the CELDT/ELPAC until he or she meets the eligibility criteria and is reclassified to RFEP.

Services and Supports for English Learners

Specially Designed Academic Instruction for English strategies are used to provide services and supports for English learners in the classroom, throughout the school day. These strategies are used across the curriculum. SDAIE strategies include:

- Speaking slowly and providing repetition
- Using visuals and realia
- Context embedded instruction (rather than isolated skills)
- Using manipulatives and hands-on experiences
- Limiting use of idiom during instruction and interaction
- Activating prior knowledge to promote scaffolding
- Using journal writing to express feelings and promote reflection
- Limiting teacher-centered instruction
- Focusing on meaning rather than form
- Using cooperative learning structures
- Providing graphic organizers (Thinking Maps, etc.)
- Playing games
- Providing multimedia instruction
- Using preview and review
- Using music, art and drama to support comprehension
- Using alternative assessments to gauge progress
- Using gestures and facial expressions to support comprehension
- Using physical movement
- Designing multicultural activities
- Providing ample time for reading

Process and Specific Criteria for Reclassification

The administrator/ designee is responsible for ensuring that ELs meeting the eligibility criteria are reclassified in a timely manner. The administrator/designee generates and reviews potential reclassification rosters for accuracy and missing data. Parents of students who meet reclassification criteria are notified in writing. The signed notification of reclassification will be placed in the student's cumulative file and reflected in the student information system.

ELLs are reclassified to fluent-English-proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the State Board of Education ("SBE"). The minimum criteria to be considered for reclassification are:

Reclassification Criteria

- Score of Standard Met or Exceeded or above on the most recent CAASPP
- Language and Reading proficiency as measured by the internal benchmark
- English proficiency on the CELDT indicated by an Overall level of Early Advanced (level 4) or Advanced (level 5) with minimum Intermediate (level 3) scores in each domain (Listening, Speaking, Reading, and Writing)
- Teacher evaluation based on student grades/progress report marks*
- Parent consultation and approval

In the event that a student meets the CELDT and CAASPP exam criteria but not the grade/progress report mark requirements, the Charter School's Language Appraisal Team ("LAT") must meet to analyze other student data that demonstrates grade-level proficiency. The following multiple measures may be considered:

Authentic student work samples, especially writing samples

Common Benchmark Assessments

Process for Annual Evaluation of the English Learner Program

In order to evaluate the effectiveness of the English Learner Program, LALA will analyze the data to monitor individual and school-wide English proficiency and achievement in core academic subjects, as well as reclassification data. Because effective instruction is so important to the success of English learners, administrators will monitor teachers (during formal and informal classroom observations) to ensure

- implementation of essential questions, content area standards, language objectives, ELD standards, and Depth and Complexity levels in core academic subjects.
- use of differentiated instructional delivery, as appropriate, and use of SDAIE strategies to support English learners.
- planning and implementation of the ELD instructional block through collection and analysis of lesson plans.
- Results on NWEA internal Benchmarks and CAASPP results

LALA will also collaborate with stakeholders to review and refine programs as needed.

Process for Monitoring Progress of English Learners, Long Term English Learners and Reclassified Students

Students who are English learners are monitored annually using both school-adopted formative and summative assessments and the CELDT/ELPAC. The Charter School-adopted assessments are used to determine students' English language proficiency and academic performance. English learners are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain that level until reclassified. Data from the annual CELDT/ELPAC administration is analyzed to identify individual students who are not meeting this expectation and appropriate interventions are applied at the Charter School site. In addition,

- the use of informal observations and evaluative tools such as an ELD Matrix may be used by teachers three times a year to measure progress in listening, speaking, reading and writing.
- teachers will provide progress reports and report cards to parents to inform them about student progress towards English Language Development proficiency.
- LALA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
- LALA will maintain CELDT/ELPAC test results, home language surveys, ELD Matrix forms, parent notifications, and primary language test results inside the ELD Folder located in the student's cumulative record.

LALA prioritizes resources (e.g. curriculum for ELD instruction) for LTELs. Students are made aware of their LTEL status by the counselor and the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them. LTEL students are given another layer of intervention during universal access period at LALA and intervention/study skills period at LALA.

The site administrator/designee will continue to monitor RFEP students' academic progress for a minimum of two years. At least once yearly, a LAT will meet to review the performance and progress of RFEP students, using the RFEP Monitoring Roster. The LAT includes the principal or designee, the EL Coordinator, the student's classroom teacher(s), and other personnel as appropriate, such as counselors, specialist teachers, intervention teachers, ELD experts and/or parents of the student being reviewed. The review of students who have met reclassification criteria takes place in late summer/early fall after the release of standardized state exam scores and by teacher request for students not meeting proficiency benchmarks in language arts or math. In addition to meeting for progress monitoring of students not meeting proficiency benchmarks, the LAT will maintain a report to keep a record of RFEP student progress that will include, but is not limited to, data on standardized state exam scores, periodic assessment results, curriculum-embedded assessments and teacher evaluation reports. If a student is not making satisfactory progress after reclassification, the LAT must meet with the classroom teacher to develop an intervention plan with specialized support.

Progress will also be monitored through CELDT/ELPAC scores, state and common benchmark assessments, and curriculum-embedded assessments. Students who do not meet Minimum

Progress Expectations on these assessments will receive an intervention plan with specialized support.

Gifted and Talented Students and Students Achieving Above Grade Level

The LALA GATE program consists of a number of components, including curricular and extracurricular and support services, intended to identify and support the social and academic needs of gifted and talented students and students achieving above grade level. The identification of GATE students and the monitoring of their performance and development is conducted under the auspices of the Director of Student Services with the assistance of the Charter School staff.

Identification Services

LALA identifies potential GATE students through a search and referral process, followed by a screening protocol that determines student's eligibility. To identify initial program candidates, the Director of Student Support Services reviews available performance data; state standardized testing scores and internal benchmark assessments. Then, based on their classroom observations of performance, referrals are solicited from teachers and administrators.

Screening

LALA will screen students by collecting objective data from existing sources such as students' cumulative records, state standardized testing data, internal benchmarks results, grades, teacher input, and parent/peer questionnaires. LALA's designation of the GATE students is based upon guidelines provided by The California Association for the Gifted and the National Association for Gifted Children. Students whose abilities fall into one or more of the categories below may be considered for participation in the GATE Program: (1) high achievement ability, (2) leadership ability, and (3) Creative/Artistic ability.

High Achievement Ability

Students who exhibit excellence or whose performance is significantly beyond that of their chronological peers may be eligible for GATE participation. In middle school (grades 6-8), this is defined as performing at advanced levels on the CAASPP test in both English Language Arts and Mathematics for two consecutive years. The Director of Student Services will supplement these assessments with the students' internal benchmark results, grades and input from students' peers, administrators, parents, and teachers. In grades 9-12, students must perform at advanced levels for three consecutive years though candidate's performance in Science or Social Science may also be considered in addition to English Language Arts and Mathematics.

Leadership Ability

Students who show high levels of leadership, including evident emotional intelligence, confidence, and ability to positively influence others may be eligible for GATE participation. Candidates should demonstrate extraordinary problem-solving and decision-making skills, clearly express ideas in oral or written form, show a sense of purpose and direction and

participate in documented community service projects and efforts. These criteria will be satisfied by the completion of teacher and parent input forms. In addition the students will submit a portfolio with written materials, drawings, Tapes (video/audio), and or annotations of class activities and discussions. The panel will evaluate the forms and student portfolio. This will be determined by an SST team lead by Director of Student Support Services.

Creative and Artistic Ability

Students who show high-levels of creativity and artistic ability may be eligible for participation in the GATE program. Candidates should demonstrate this ability with an exemplary body of artistic work and/or performances in any number of recognized mediums (e.g. writing, music, drawing, painting, dance, drama) as determined by qualified evaluators. Students that are being considered for the Creative and Artistic ability criteria will submit a portfolio of work, to be reviewed by credentialed Art teacher that will verify that the student work shows advanced level of artistic ability using the using the grade level Visual and Performing Arts Content Standards. In the vast majority of cases, such levels of artistic and creative expression are often (but not always) reached under the guidance of formal instruction. In such cases, documentation from the students' instructors should be collected and considered.

Transfer Students

Transfer students who have been identified as gifted at other schools and enter with the appropriate documentation in their cumulative files will be eligible for the program. Those without the proper documentation will be evaluated by the Director of Student Services for eligibility in the GATE program under LALA's screening process.

Notification of Eligibility

The Director of Student Services will notify parents of students' eligibility and provide qualified families with a program overview. Teachers will receive student identification document form the Director of Student Support Services. An orange folder will be placed in students' cumulative files containing the Report on Eligibility or Non-eligibility. The Parent Consent for Participation in the GATE Program form must be signed and placed in the orange folder of each student participant in the program.

Curricular Services

The educational needs of GATE students will be determined and provided by teachers, counselors and the Director of Student Services. GATE students may receive curricular support services in a number of ways. In the classroom, this might include differentiated classroom instruction and enrichment opportunities, independent study, original research projects and/or flexible/accelerated pacing strategies. Guidance counselors may assist GATE students in applying to AP courses and early college programs or facilitate participation in leadership (e.g., National Honor Society), drama, visual arts programs and other enrichment (Everybody Loves Music) available on campus. In addition, the Director of Student Services may help GATE students identify and define areas of

interest to be pursued and help students gain access to programs in those areas.

Professional Development

LALA will support teachers in meeting the needs of GATE students in a number of ways. First, all teachers will be provided ongoing access to Byrdseed Gifted Education, a website dedicated to the unique academic, social, and emotional needs of gifted learners, and Byrdseed TV, a collection of videos designed to help teachers integrate learning opportunities for gifted learners into regular classroom settings. In addition, Ian Byrd, the founder of Byrdseed Gifted Education, will schedule for professional development sessions.

GATE professional development can also be obtained through conferences such as the annual conference sponsored by the California Association for the Gifted, special topics workshops presented by the Director of Student Services, small group trainings facilitated by experts such as those from the Center for Gifted Learning, and online webinars available through organizations such as Staff Development for Educators and ASCD.

The academic progress of GATE students will be monitored by the Director of Student Services. A progress report reflecting grades, awards, recognition for community service, etc. will be placed in the student's orange folder. This a part of the progress report that is disputed to all parents.

Students Achieving Below Grade Level

Students achieving below grade level will be identified through teacher observation and scores on summative assessments, benchmark assessments, and progress reports. Students who have been identified as at-risk or low-performing students will have interventions as appropriate according to the multi—tiered model (see the section, “Interventions and Enrichment Programs,” above). Such interventions may include referral to our Student Success Team, before or after school intervention sessions, Saturday School, or one-on-one tutoring from the classroom teacher. The type of intervention required will be determined by the Director of Student Support Services. Students lacking phonemic awareness and fluency will be provided Direct Instruction as an immediate intervention. Direct Instruction is systematic and focused and allows ample teacher interaction and daily self-assessment. The Director of Student Services will monitor student progress by collecting data from summative assessments, benchmark assessments, and progress reports in addition to the data provided by the intervention programs.

Socio-Economically Disadvantaged/Low Income Students

LALA will screen for socio-economically disadvantaged students during intake, parent meetings, parent conferences, and throughout the year. Because this population of students will likely intersect other sub-groups in our school population, we will analyze data to see where we can provide intervention. Our socio-economically disadvantaged students will have their instructional, personal, and emotional needs met by the entire LALA staff, including teachers. The progress of these students will be monitored by classroom teachers, the counselor, and the Director of Student Services through observation and interaction with the students.

Students in Other Subgroups

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

Foster youth, and related subgroups such as homeless students, are identified by Charter School personnel through the registration and enrollment process, and supported through coordinated activities with other entities/agencies. Their identification of this subgroup has no bearing on their enrollment status. Once students have been identified, the Charter School will work to locate additional support services on a case by case basis. Students are assisted by office staff, the school counselor, and school administrators. The Charter School's assistant principal will be the Foster Youth designee. A periodic evaluation of academic performance for all students in this subgroup will be implemented by the administration and counselor to assess the level of response to services, and adjustments to curriculum will be made as necessary to nurture a positive environment.

A Typical Day

Middle School

At Los Angeles Leadership Middle School Academy, our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while providing a safe environment and the tools to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the middle school:

6:30 am -7:00 am - Administrators, classified staff, and certificated staff begin to arrive on campus.

At the start of the day a classified staff member conducts a safety walkthrough of the building. After the walkthrough has been conducted all lights are turned on and doors are unlocked. Our first custodian makes sure all the common areas are clean and ready to receive students and staff. Any additional urgent housekeeping or safety issues are immediately addressed and continue to be addressed throughout the day. Breakfast is set up in the cafeteria and multipurpose room.

Certificated staff arrives after the Charter School has been opened. Teachers' hours are from 7:45 a.m. to 3:45 p.m. Administrators' hours are 7:30 a.m. to 4:30 p.m. Staff members are on campus well beyond their scheduled hours.

7:30 am - Office staff, paraprofessionals and support staff arrive.

The Charter School's voice mail system and email is checked, messages from the night before are relayed to classrooms and offices, and preparations are made for substitutes, as necessary. The office staff is bilingual and very attentive to all individuals and requests coming through the office as our school doors open. An administrator greets all students as they arrive through the front gates and provides supervision in the front of the Charter School. A valet system is set up in front of the school to provide a fast and safe way for students to arrive.

At 7:30 the front gate is opened and students begin to enter campus. Students report to their designated areas. Breakfast is served from the middle school cafeteria and Multi Purpose Room. Paraprofessionals assist administrators in the supervision of breakfast.

8:00 am - The school day begins.

An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing tardy slips to students who arrive late, documenting reasons for late arrival. After all students have been checked in, the attendance clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the office.

The Middle School Counselor begins working with selected students and/or conducting assessments.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

8:00 am – 8:15 am – Homeroom

All middle school students start the day with homeroom. During homeroom student announcements are made via the school public address system. Homeroom time may also be used as Sustained Silent Reading Time on non-announcement days.

8:15 – Middle School Student Schedule

Middle School students follow two schedules:

1) Sixth grade students follow a contained bell schedule and have two teachers throughout the day, an English Language Arts/Social Studies Teacher and a Math / Science Teacher. Sixth grade students' schedules include an hour and twenty-five minute block of English Language Arts and an hour and twenty five minute block of Math.

2) Seventh and eighth grade students follow a traditional bell schedule that includes a six period day. Each class period is 58 minutes with the core classes scheduled in the first half of the day and Physical Education and the Universal Access Period scheduled in the second half of the day.

Focused, standards-based instruction occurs throughout the day for middle school students. Students are highly engaged and motivated during the classroom lessons as they collaborate with each other. Teachers facilitate the learning process. A typical middle school classroom size has approximately 25 students per class. The class size allows for small group student collaboration and individualized teacher to student attention. Along with more attention to the students, teachers will model, share, demonstrate, and teach a rigorous and standards-based curriculum.

Teachers know the students. Whether students are English language learners, special education students, high achievers, and/or socio-economically disadvantaged, teachers pay close attention to how these students are grouped heterogeneously throughout the day and homogeneously during small group instruction. Grouping students with similar needs allows the teacher to maximize instructional time with students and target their specific needs through differentiated instruction. Teachers are trained to utilize many strategies to scaffold the curriculum for all students but especially for those students who are at-risk. Formative assessments help monitor the progress of students' mastery of the standards and provide teachers and students with specific feedback to guide re-teaching and enable students to progress.

Teachers are caring, sensitive, and motivating. They have open communication with parents on a daily basis and ensure that students do not fall behind in the curriculum or have ongoing difficulties that go unnoticed. Teachers intervene at all levels (academically, emotionally, socially, and economically), providing resources and support as necessary.

9:28 am – 9:43 am 7th and 8th Grade Nutrition

9:43am – 9:58 am 6th Grade Nutrition

Students take a 15-minute nutrition break during which they have an opportunity to eat a snack. Paraprofessionals and administrators supervise the common areas.

11:29 – 12:09pm 6th Grade Lunch

12:36 pm – 1:16pm 7th and 8th Grade Lunch

Students take a 40-minute lunch break during which they have an opportunity to eat, go outside and interact with others, and play sports. Paraprofessionals and administrators supervise the common areas.

3:18 pm - Regular Dismissal

Administrators supervise dismissal and communicate with parents and teachers to resolve any issues and maintain a safe environment.

Students in the All-Stars After School Program meet at their assigned classrooms and check in with instructors.

6:00 pm - Afterschool program ends

Parents check students out at assigned areas. Most staff members have departed for the day unless

they are part of a council, are taking part in a parent informational meeting that has been scheduled for the community, or are participating in a late conference with parents. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm -Custodians secure the building by locking all doors and setting the alarm.

High School

At Los Angeles Leadership Academy High School our goal is to prepare students for college and career readiness. Our focus is on developing students to be scholars, creators, and activists. We strive to create a culture of learning through rigorous and engaging lessons, while provided a safe environment to develop a growth mindset. Our staff is dedicated to providing a welcoming environment that feels like home for all stakeholders. A typical day at the high school:

6:30 am -7:00 am - Administrators, classified staff, and certificated staff begin to arrive on campus.

At the start of the day, a classified staff member conducts a safety walkthrough of the building. After the walkthrough has been conducted all lights are turned on and doors are unlocked. Our first custodian makes sure all the common areas are clean and ready to receive students and staff. Any additional urgent housekeeping or safety issues are immediately addressed and continue to be addressed throughout the day. Breakfast is set up in the cafeteria and multipurpose room.

Certificated staff arrives after the school has been opened. Teacher's hours are from 7:45 a.m. to 3:45 p.m. Administrator's hours are 7:30 a.m. to 4:30 p.m. Staff members are on campus well beyond their scheduled hours.

7:30 am - Office staff, paraprofessionals and support staff arrive.

The Charter School's voice mail system and email is checked, messages from the night before are relayed to classrooms and offices, and preparations are made for substitutes, as necessary. The office staff is bilingual and very attentive to all individuals and requests coming through the office as our school doors open.

At 7:30 the front door is open and students begin to enter the campus. An administrator greets all students as they arrive through the front door and provides supervision in the front of the school. Students congregate in the cafeteria areas or patio until school begins. An early breakfast is available for students between 7:30 and 8:00 am. Computers are available for students to work on school assignments before school, if needed. Paraprofessionals assist administration in the supervision of students until class time.

8:00 am - The school day begins.

An administrator checks the grounds to ensure that all students are in classes and accounted for. Administrators also tend to any issues that may come up before the school day begins.

The office begins issuing *tardy slips* to students who have arrive late, documenting reasons for late

arrival. After all students have been checked in, the attendance clerk begins calling parents of absent students and generating attendance data for the day.

Volunteers may arrive and sign-in through the Office.

The technology staff begins assisting classrooms with computer or teacher technology needs.

Paraprofessionals work in classrooms, supporting the instructional program as directed by teachers.

Student Schedules

High school students follow a block schedule. Classes on Monday, Tuesday, Thursday, and Friday are a 75 minute block. On Wednesdays (early dismissal day) classes are almost 67 minutes. Daily, students are scheduled for 3 core courses that apply towards the A-G graduation requirements, an advisory, an intervention or enrichment session, and a study hall. One day they attend courses for periods 1, 3, and 5. The next day they alternate and attend courses for periods 2, 4, and 6.

8:00 AM - Period 1 or Period 2

Students begin the school day with Period 1 or 2. You will observe students and teachers greeting each other in a respectful and warm manner. Block classes have been scheduled to allow time for instruction that includes time to support the implementation of 21st Century Learning Standards and Common Core State Standards. Students will begin with a warm-up activity and review of the Focused Learning Target (FLT). Class time includes a combination of activities such as direct instruction, communication of expectations through rubrics or other documents, group work, individual practice, rotations, application of skills through projects or other tasks, reflection time, exit slips, etc. Teachers may be observed working with the whole class, small groups (heterogeneous or homogeneous), or individuals, coaching students through their learning, differentiating and scaffolding the lessons, assessing student progress through formal and informal assessments (observations, short Q&A, discussions, quizzes, tests, performance tasks, student presentations, etc.), and re-teaching as needed.

9:15 AM - Nutrition and Advisory

After the first block session, you will observe 9th and 10th grade students and teacher advisors have a nutrition break, while 11th and 12th attend advisory. During the second nutrition break, the 11th and 12th grade students and teacher advisors have a nutrition break and 9th and 10th grade students and teacher advisors attend Advisory.

During nutrition, you would observe students eating a snack and socializing in several common areas both indoors and outdoors. Having two nutrition sessions allows students and teachers to have space and time to eat and relax before their next session. Administration and paraprofessionals provide supervision during nutrition.

During advisory, you will observe students and teacher advisors engaged in activities such as:

- School and grade level announcements

- Checking academic progress on Power School
- Setting academic SMART goals
- Rehearsing Executive Skills (checking email communication, posting due dates on device calendars, organizing assignments to be turned in throughout the day, deciding which office hours to attend during study hall time, etc.)
- PBIS lessons
- Discussion of current events
- Preparing for advisory competitions
- Silent Sustained Reading
- College discussions
- Applications for programs, scholarships, admissions, etc.

The teacher advisor serves as the “parent” on campus for his/her cohort of assigned students. Every effort is made to have the advisor mentor the student throughout the 4 years at LALA so that a supportive mentoring relationship is developed between the student and teacher.

9:45 - Period 3 or 4

Students attend the block session for period 3 or 4. See “***Period 1 and 2***” above for details.

11:00 - Lunches and Intervention / Enrichment Sessions

After the second block session, you will observe 9th and 10th grade students and teacher advisors have a lunch break (11:00 - 11:45), while 11th and 12th attend an intervention or enrichment session. During the second lunch break (11:45 - 12:30), the 11th and 12th grade students and teacher advisors have a nutrition break and 9th and 10th grade students and teacher advisors attend an intervention or enrichment session.

During lunch, you would observe students in several common areas both indoors and outdoors. They will be eating and socializing with friends. Having two lunch sessions allows students and teachers to have space and time to eat and relax before their next session. During lunch time, students also have access to their High School College Counselors and resources at the College and Career Center, the Library, and sports on the basketball court. At the College and Career Center, you would observe students researching colleges, meeting with visiting college reps, or completing applications, discussing plans, progress, and next steps with the counselors. At the College and Career Center, students will also have access to job and internship boards for opportunities available in the community, as well as support from the counselors about how to apply, interview tips, etc. The library is our quiet space. At the library, you would observe students

reading, researching, or playing a quiet game of chess. The supervised basketball court provides a space for students to play sports and socialize in a space that allows more physical activity. We strive to create a variety of spaces accessible during lunch so that all students have an area that meets their needs.

During an intervention / enrichment session, students are once again with their teacher advisor and work on Math or English skills as assigned by their respective Math and English teachers. The curriculum adopted for English and Math includes an adaptive online component that allows teachers to create individualized modules for intervention or enrichment in order to support student progress, which students may access during their intervention and enrichment session, regardless of location. Increased technology allows each student to access a school provided device to participate in his/ her individualized and adaptive program. The teacher advisor and the math and English teachers collaborate to monitor and set goals for each student, and to communicate progress to parents.

While our policy requires that students fulfill A-G requirements to graduate, there are variations of schedule and course options to address student needs. After lunch, student programs become more individualized. Some students participating in the Early College Program (dual enrollment program with the community college) would be observed using leaving school to attend a course at the local community college(s) after lunch. Some seniors may be observed leaving for internships or jobs.

12:30 - Study Hall

The majority of students will be scheduled for a study hall session after lunch (45 minutes). Students check in with their advisors. They may stay with their advisor during their study hall time, they may study in one of the supervised common areas (library, cafeteria, patio), or visit with a teacher who can provide support for a specific class. This is a time for students to get needed support from teachers and paraprofessionals, practice study strategies, develop study habits, practice making appropriate choices, learn to create and implement study groups, develop the habit of using office hours, and to access technology and other resources for school assignments.

During study hall you might observe taking community college courses on site. Some students might take an online community college course during this time. Some students might take a community college course hosted by a professor on site.

1:20 - Period 5 or 6

Students attend the block session for period 3 or 4. See “***Period 1 and 2***” above for details.

2:35 - First Dismissal

Most students will be dismissed at 2:35 pm. If students choose to stay on campus you will observe them participating in the after school program enrichment, sports, and tutoring program provided by the Youth Policy Institute (YPI), or researching colleges and / or internship/ job opportunities at the College and Career Center. You will observe administration and campus aides supervising dismissal and supporting students with making appropriate choices for their after school activities.

2:40 - *Lab Courses*

Students who require additional support or intensive support will be scheduled to attend a Period 7 and/or 8. For example, students needing intensive support in Math or English would be scheduled to a Math lab or English lab, students needing to remediate a course may take one online, students in AP courses will be scheduled for AP lab, students needing support in nutrition. To address the needs of the whole child we will also offer a Physical Fitness lab for students who need support in this area. These lab courses will have enrollment of 10-15 students and allow for intensive individualized support. In addition to providing academic support, these lab courses help to develop the habit of attending college labs.

3:20 - *Second Dismissal and Office Hours*

Lab courses end at 3:20 and the second dismissal begins. You will observe administration, teachers, and campus aides supervising dismissal. During this transition, you will observe some students leaving campus, some students using office hours to work with teachers, and some students attending the enrichment, sports, and tutoring program provided by Youth Policy Institute.

Faculty and Staff

We strive to recruit teachers and staff whose ideology align with our mission and are open and sensitive to the needs of the community. Our students and parents continuously state that the number one reason they attend LALA is because adults are caring and motivate them to work towards college and career goals. Teachers and staff encourage and intervene academically, emotionally, socially, and economically by providing resources and support, and they maintain open communication with parents, in the parent's language, through Parent Square texts, emails, phone calls, and conferences.

Teachers

Teacher schedules allow for 2 Prep periods. One prep period provides the opportunity for grade level collaboration and the other provides the opportunity for teacher collaboration by department. During these common prep periods, you would observe teachers developing theme connections and planning interdisciplinary projects, analyzing student data, discussing student progress and planning interventions and enrichment opportunities, planning field trips and incentives, meeting with parents and/ or students for conferences, discussing needs and proposals to share with administration, and supporting each other by sharing best strategies and professional development opportunities.

Counselors

The High School Counselor and K-12 College and Career Center Coordinator collaborate to provide guidance and resources for students and parents. You would observe them meeting with students to discuss college and career opportunities as a grade level, advisory, small groups, or individually. Assisting students with applications and application requirements for special programs, colleges, job and internship applications, scholarships, and financial aid. You might observe them hosting college reps and contacting community members to organize support and opportunities for our students and parents, hosting workshops for parents, or meeting with them

individually to discuss student progress.

Paraprofessionals and Campus Aides

The support staff is focused on providing student support. Rather than assigning paraprofessionals for specific teachers, we have chosen to assign paraprofessionals to support specific students. These adults become additional mentors for our most academically at-risk students (students with disabilities and English language learners). In addition to providing support for the students in the classroom, the paraprofessionals provide support during study hall and lab classes. Paraprofessionals and Campus Aides become familiar with students and have been effective at guiding students to progress and make appropriate choices.

6:00 pm - Afterschool program ends

Parents check students out at assigned areas. Most staff members have departed for the day unless parents have requested a late conference, are part of a council, or are taking part in a parent informational meeting that has been scheduled for the community. Custodial staff will check and clean all classrooms and offices and ensure all areas are appropriately locked and inaccessible.

7:30 pm -Custodians secure the building by locking all doors and setting the alarm.

Element 2 – Measurable Pupil Outcomes

Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Measurable Goals of the Educational Program

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

LALA’s unique educational goals include the development of intellectual abilities, personal competencies, and civic-mindedness. Basic knowledge about the world, deep knowledge about subjects of interest and importance, skills for effectively using technology and gathering

information, and skills for using such information to form the foundation of ideas and decision-making are among the intellectual abilities LALA wishes to nurture in all students. Development of intellectual abilities also involves the capacity to communicate ideas and information clearly and effectively in a variety of contexts and for a variety of purposes.

Personal competencies encompass self-awareness and practical skills such as social, physical, emotional, and ethical competencies, as measured by the 21st Century Skill Assessment, from the Framework for the 21st Century, through student portfolios. Self-awareness involves recognizing one's strengths and limitations, knowing what one wants to achieve in life, and being reflective about one's interactions and relationships with others. Social competencies include the ability to relate to people in a variety of contexts and to understand when and how to follow social norms and expectations. Physical competencies include the ability to monitor and maintain physical health and fitness. Emotional competencies include the ability to cope with challenges and setbacks, to set and achieve goals, to gain wisdom from experiences, and to effectively express opinions, ideas and feelings. Ethical competencies include the ability to value diversity, to support equitable treatment for all, and to interact with the world with a sense of social justice, recognizing inequalities in society and taking action to address those inequalities whenever possible.

Civic-mindedness refers to one's ability to become an effective citizen, interacting respectfully with others, mediating differences in order to build partnerships, and working to make the world a better place for all. Civic-mindedness requires balancing individual and collective needs, ecological concerns, and environmental pressures to create solutions that are thoughtful, fair, and practical within the local or global community.

LALA's educational goals are designed to empower students to become scholars, activists and leaders who act with courage, kindness and integrity. These unique goals are measured through academic assessments, student portfolios, and participation in community projects.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

The Charter School incorporates herein by reference its "LCFF State Priorities" table from Element 1.

During the period of transition to state standardized assessments based on the CCSS, LALA has measured student academic performance and growth (both formative and summative) through the NWEA Measures of Academic Progress, measuring reading, language usage and mathematics skills in grades 6-12. During the charter term, the CAASPP, measuring progress in language arts and mathematics based on the CCSS, will be used in grades 6-8, and 11. The publishers of these tests provide summative data regarding student achievement, which is then analyzed by the administration and the teachers to determine whether changes in the educational program are required and, if so, what those changes should accomplish based on what the data suggests. Reports of student achievement on the NWEA, and CAASPP standardized tests are sent to parents with an explanation designed to help students and parents interpret the scores and the relationship of standardized assessments to other types of assessment.

Other Performance Targets

The Charter School incorporates herein by reference its “LCFF State Priorities” table from Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Ongoing assessment of student progress is critical to designing instruction, refining or revising instructional strategies, and grouping students for the purpose of differentiating instruction. Formative assessments must be frequent and varied in order to provide useful information about student progress toward mastery of CCSS and to improve student learning outcomes. Our multiple measures include:

- Anecdotal evidence (daily)
- Observations (daily)
- Quizzes (as needed)
- Tests (curriculum-embedded and teacher-designed)
- Internal benchmark assessments (quarterly) NWEA
- Initial (diagnostic) and mid-year assessments using NWEA

2017-18 LALA Assessments

TEST NAME	ADMINISTERED TO	ADMINISTERED WHEN
CELDT	All grade levels: Initial test takers (To Be Determined EL Status) All grade levels: Identified English Language Learners Annual test takers	Regular window: First Day of school through Oct 31 *Transfer students are tested throughout the year, as they enroll
NWEA Measures of Academic Progress (MAP): Language 2-12	Grades 6-12	Fall (Grades 6-12): August-September Winter (Grades 6-12) : Last week of November-First week of December Spring (Grades 9, 10, 12): Early May
NWEA Measures of	Grades 6-12	Fall (Grades 6-12): August-September Winter (Grades 6-12) : Last week of November-First week of December

Academic Progress (MAP): Reading 6+		Spring (Grades 9, 10, 12): Early May
NWEA Measures of Academic Progress (MAP): Math 6+	Grades 6-12	Fall (Grades 6-12): August-September Winter (Grades 6-12) : Last week of November-First week of December Spring (Grades 9, 10, 12): Early May
CAASPP: Science CST (Paper and Pencil Administration)	Grades 8, 10	May-June
CAASPP: Smarter Balanced Summative Assessment in ELA Literacy and Math (Online Administration)	Grades 6-8, 11	May-June
Physical Fitness Test (PFT)	Grades 7, 9	February through May (window)
PSAT	Grade 11	mid-October, dates TBD
SAT	Grade 11	Fall 2017 and Spring 2018, dates TBD
ACT	Grade 11	Fall 2017 and Spring 2018, dates TBD
AP Exams	AP course takers (typically Grades 11, 12)	AP Exam Calendar: https://professionals.collegeboard.org/testing/ap/about/dates **2017-18 dates TBD

Curriculum-Embedded Tests

Curriculum-embedded tests are used at appropriate intervals in the program (e.g., chapter, end-of-unit and cumulative review) to determine individual student and whole-class progress with respect to specific skills and topics being taught.

Teacher-Designed Tests

Teacher-designed assessments measure student progress in curricular areas where curriculum-embedded tests are not available (e.g., visual arts) or where physical performance is required (e.g., performing arts and physical education). These assessments will be administered at least once every reporting period.

LALA expects to see growth trends, both for each grade level and for subgroups and for individual students, on formative assessments during the course of the school year. Naturally, the performance goal for all students is proficiency and the formative assessments described above are designed to provide frequent information needed to help students move towards proficiency.

Data Analysis and Reporting

Under the leadership of the Principal, teachers use the data to develop goals for student achievement, instructional programs, and staff development needs. Teachers use students' data analysis to identify factors that may motivate student performance and then adjust their instruction to better meet students' needs. Teachers provide students with feedback that helps them understand their strengths and weaknesses and identifies specific areas for improvement. The Board of Directors reviews data presented by the principal at every board meeting. Data is shared with parents to ensure academic success during scheduled teacher parent conferences.

Summative data collection occurs three times a year—at the start of the school year (diagnostic), mid-year and end-of-year. Data from formative assessments, such as those discussed above, is used on an ongoing basis to measure student progress and design effective instruction. Additionally, the data derived from summative and formative assessments is used to monitor the need for intervention and adjust existing interventions for students, using the tiers of the intervention program. (For more information on interventions, see the section entitled Intervention and Enrichment Programs).

The Power School online tool is used to store data for individual students, provide statistical information for teachers and administrators, and ensure that parents have access to information about their students' progress at all times.

Data regarding the academic progress and performance of subgroups identified in the state priorities is collected and aggregated in order to monitor achievement of students within those subgroups.

Data from the CELDT/ELPAC is collected and used to identify English language learners, to determine whether English language learners are eligible to be reclassified, to monitor the progress of English learners and reclassified students, and to evaluate the effectiveness of the English Learner Program at LALA. CAASPP and NWEA assessment data are analyzed as well.

Data regarding student attendance is collected in order to provide intervention where necessary. Additionally, data is collected regarding student retention, suspension and expulsion in order to minimize these outcomes and to design and implement alternatives to retention, suspension and expulsion.

Grading/Retention/Promotion

Grading Scale	A= 100 - 90 B= 89 - 80 C= 79 - 70 F= 69 or below
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- LALA requires students to meet grade level promotion requirements. Parents are notified of these challenging promotion requirements through teacher communication, parent meetings, conferences, mailers, and promotion checks with an advisor/homeroom teacher and/or the counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and/or the counselor. Promotion requirements include:
 - Cumulative 2.0 GPA for 8th grade year
 - Student cannot fail the same class both semesters

Students who do not meet the 2.0 GPA requirement on a weekly basis, are recommended to attend Homework Club for four days a week for extra intervention and support.

Students that receive a fail on 2 or more classes are recommended to go to summer school or repeat the class.

LALAMS requires students to meet grade level promotion requirements. Parents are notified of these challenging promotion requirements through parent meetings, conferences, mailers, promotion checks with advisor/homeroom teacher and counselor. Students reflect on their progress towards promotion as they complete their promotion tracker with their advisor / homeroom teacher and the counselor. Parents of students who have not earned the minimum grade point average (GPA) to progress to the next grade are contacted by the advisor and counselor for a conference. A review, discussion, and plan of action is conducted with the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10 week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements, will have an SST that is led by the advisor. Parents of students who have not earned the minimum grade point average (GPA) to progress to the next grade are contacted by the advisor and counselor for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not be promoted if the student does not show academic improvement. Parents will receive progress reports every five weeks. The first parent conference is held at the 10 week mark of the first semester. Conferences are documented and student progress is monitored by the advisor and counselor. At the end of the first semester each student / family will receive a letter that identifies the student's current promotion status. At the start of second semester, students that are in danger of not meeting the grade level promotion requirements will have an SST that is led by the advisor.

Students at risk of retention are identified as early as possible. If a student is at risk of retention, an SST meeting is scheduled. Parents are notified about the recommendation through a parent conference and an invitation to the SST meeting is issued. The SST team, which includes the student's regular classroom teacher, reviews the student's progress and makes a recommendation as to whether retention is the appropriate intervention for the student. The Principal makes the final determination regarding retention. Parents can appeal to the Executive Director.

LALA requires students to meet A-G requirements for graduation. A board-approved graduation policy delineating the courses and the number of credits required to promote to the next grade are included in Element 1 of the petition. Parents are apprised of these challenging graduation requirements through parent meetings, conferences, graduation progress checks with a counselor, and mailers. Students reflect on their progress towards graduation as they complete course requests for each semester with the support of advisors and the counselor(s). Parents of students who have not earned the required credits to progress to the next grade are contacted by advisors and counselor(s) for a conference. A review and discussion are conducted and a plan of action is created with the participation of the parent and family so they are clear that the student may not graduate with his/her cohort unless classes are remediated and future courses are passed. These conferences are documented and student progress is monitored by the advisor and counselor.

The Charter School provides students with access to support during the daily study hall period, intervention class, lab classes, study skills class, and teacher office hours. In addition, remediation courses are available as a lab class and/or during summer through online course work at the Charter School.

If a student does not complete the requirements for graduation but does not need a semester of school to complete the work, he/she may complete the course work over summer through online remedial classes. If a student needs to complete multiple courses to graduate, he/she is scheduled to complete some summer coursework and then enrolled for fall to complete the remaining requirements.

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

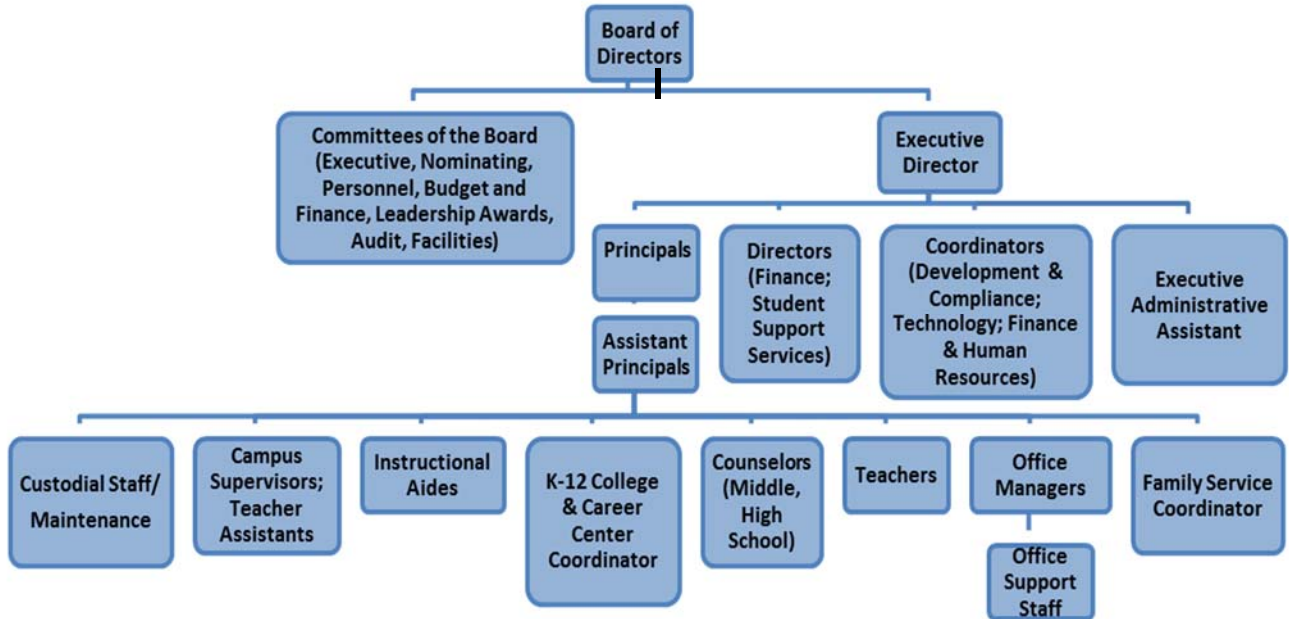
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

Governance Structure

The Charter School is operated by The Los Angeles Leadership Academy. The Los Angeles Leadership Academy is a California nonprofit public benefit corporation, has been granted tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, and as such, is permitted to receive tax-deductible contributions.

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

Organizational Chart



Board of Directors

Los Angeles Leadership Academy is operated by the Board of Directors of The Los Angeles Leadership Academy (the “Board”). The Board is governed in its operations and actions by the Articles of Incorporation of The Los Angeles Leadership Academy (the “Articles”) and the Bylaws of The Los Angeles Leadership Academy (the “Bylaws”), as each may be amended from time to time.

Functions

The Board contributes to effective Charter School governance by, among other duties, establishing and approving major operational policies, selecting and evaluating the Executive Director, approving the Charter School’s annual budget and overseeing the Charter School’s financial affairs, directing fundraising activities, legal compliance, approving all of LALA’s major contracts (those over \$25,000, as per Board-approved fiscal policies) and raising private funds when necessary. The Board is also responsible for monitoring/promoting the academic success of the instructional program. The Board plays a key role in developing a culture of cooperation for the Charter School. The Board understands the mission and vision of the Charter School and informs all of its decisions with that mission and vision. Because the Charter School strives to produce a continuous stream of leaders in a multicultural society, the Board itself must exemplify the kind

of leadership it expects from its students. For that reason, the Board reflects the many faces of the community at large, and resonates with the many voices of those whom the Charter School attempts to serve.

Duties of Directors

The Board is responsible for approving school policy, not managing day-to-day school operations. Directors:

- attend meetings of the Board;
- attend meetings of committees of the Board on which they sit;
- contribute to the mission and vision of the Charter School based on their skills and experience;
- assure that decisions are consistent with the vision and mission of the Charter School; and
- assure that decisions do not threaten the financial stability of the Charter School.

Duties of the Executive Director and the Principal

See “Element 5: Employee Qualifications.”

Governing Board Composition and Member Selection

Board Composition

The Board is comprised of 19 members, all of whom are voting members. Because TLALA complies with Section 1090 of the California Government Code, the Executive Director and the Principal attend meetings of the Board, but do not vote and are not Board members.

Terms

The Board is divided into three “classes,” based on when Directors joined the Board. The members of each class serve for a three-year term, which is staggered with the other two classes of Directors. The TLALA Bylaws do not set term limits. Thus, in any one year, only one-third of the Board will be replaced or reelected, maintaining stability for TLALA and the Charter School.

Director Qualifications and Criteria for Selection

Directors are selected based on their commitment to the mission and vision of the Charter School, their willingness to fill the roles and functions of directors, and their experience in educational leadership or expertise, adolescent development, community involvement or civic leadership, fundraising, financial management, legal or personnel matters related to schools, program design or development, or experience with low-income or minority children.

The Board may select directors to fill vacancies or add directors to expand the Board’s breadth of experience and diversity of perspective. The authorized number of directors will be set from time

to time by the Board, up to a maximum of 21 directors. A majority of the directors then in office may amend the Bylaws to provide for a greater number of directors.

Process for Selection

The recruitment and evaluation of potential director candidates typically involves a six-step process: (i) the Nominating Committee of the Board (the “Nominating Committee”) solicits nominations for possible candidates; (ii) each candidate meets with the Nominating Committee; (iii) the Nominating Committee reports to the Board its findings and, if applicable, its recommendation that the Board approve a candidate’s nomination as director; (iv) the candidate meets with the Executive Director, stakeholders and other members of the Board; (v) the candidate attends meetings of the Board; and (vi) the Board elects the candidate to the Board.

Committees of the Board

The Board appoints committees as needed in order to inform its work. Each committee, whose membership is comprised solely of Board members, presents its findings to the Board at regularly scheduled meetings of the Board. The Committees of the Board, which may be seated from time to time, and their respective functions include the following:

- *Executive Committee:* (a) Take all such actions and monitor all such matters as the Board may take or monitor, as applicable within the authority delegated by the Board, other than such actions described in Section 2.11.1-6 of the Bylaws or otherwise prohibited by applicable law, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate and within delegated authority. The Executive Committee reports back to the Board.
- *Nominating Committee:* (a) Oversee the process for nominating new members of the Board, (b) evaluate the performance of existing Board members and (c) take such other actions and oversee such other matters as the Board may deem appropriate.
- *Personnel Committee:* Represent The Los Angeles Leadership Academy and the Board with respect to the relationships between The Los Angeles Leadership Academy and its employees, including, without limitation, with respect to the establishment and maintenance of personnel practices of The Los Angeles Leadership Academy, advice and counsel on collective bargaining decisions, establishing annual school-year performance goals for the Executive Director, administering and completing the Executive Director’s annual evaluation process (to be recommended to the Board for final approval), oversight of the process for The Los Angeles Leadership Academy’s annual evaluation process of its employees, and support and oversight for negotiations regarding any employment contracts associated with The Los Angeles Leadership Academy, and such other matters as the Board may deem appropriate.
- *Budget and Finance Committee:* (a) Oversee The Los Angeles Leadership Academy’s overall financial performance and the preparation of The Los Angeles Leadership Academy’s annual budget, financial statements and accounting methods and processes,

(b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.

- *Leadership Awards Committee:* (a) Oversee the planning and implementation of The Los Angeles Leadership Academy's annual Leadership Awards Dinner and other fundraising and outreach events, (b) report on a regular basis to the Board and (c) take such other actions and oversee such other matters as the Board may deem appropriate.
- *Audit Committee:* (a) Develop and oversee The Los Angeles Leadership Academy's audit plan, (b) review audit reports and monitor the implementation of and compliance with any recommended corrective action, (c) report on a regular basis to the Board and (d) take such other actions and oversee such other matters as the Board may deem appropriate.
- *Facilities Committee:* Oversee the maintenance of The Los Angeles Leadership Academy's physical plant in as efficient and cost-effective manner as possible. The committee will meet as needed to review a checklist of items, including insurance, repairs and improvements, and otherwise will meet ad hoc as conditions require. The committee also participates in discussions regarding the facilities demands of any expansion of school enrollment and takes such other actions and oversees such other matters as the Board may deem appropriate.

The Board may also appoint by resolution additional committees to which the Board may delegate any of its authority, as well as "advisory" committees that cannot act with the Board's authority.

Governance Procedures and Operations

Member Requirements and Procedures

The Board generally meets six times per year on an approximately bimonthly basis to discuss policy and make decisions for Charter School. Each committee of the Board typically meets on an as-needed basis to discuss any business over which it has been delegated authority by the Board. The Board and each committee of the Board typically hold meetings at the Charter School's campus, unless otherwise indicated in the meeting's agenda.

A proposed calendar of meetings of the Board for each academic year is presented for approval of the Board at the last meeting of the Board for the preceding academic year. Each committee typically determines its annual calendar on an as-needed basis.

Pursuant to the Brown Act, an agenda of each meeting of the Board and each committee of the Board, including the time, date and location of and items to be discussed at the meeting, will be posted on LALA's campus and online at www.laleadership.org at least 72 hours before a regular meeting and 24 hours before a special meeting.

All stakeholders and community members are encouraged to attend and participate in meetings of the Board and each committee of the Board. At each meeting of the Board, the Executive Director begins the meeting by describing the Board's open communications procedures to the members of the public in attendance. Members of the public who wish to address the Board or any committee

of the Board may do so by indicating on the comment cards made available at the meeting whether they intend to address either (i) a specific agenda item, which comments are heard at the time the Board or the committee of the Board addresses such item, or (ii) a non-agenda item, which comments are heard during the period reserved for open communications. Addresses by members of the public on any item are limited to two minutes. Copies of the minutes of each meeting of the Board and each committee of the Board are available online at www.laleadership.org, as well as upon request at the main office.

Members of the Board also receive annual training on compliance with the Brown Act.

Decision-making Procedures

Quorum and voting requirements

Pursuant to the Bylaws, a quorum consists of a majority of the members of the Board. Every act or decision done or made by a majority of the directors present at a meeting duly held at which a quorum is present shall be regarded as the act of the Board, unless a greater number be required by the Articles or the provisions of the California Nonprofit Public Benefit Corporation Law, especially those provisions relating to (i) appointment of committees and (ii) indemnification of directors.

Abstention

Members of the Board must abstain from all aspects of discussion, deliberation and action if they have a non-financial conflict of interest with respect to any item of business. As TLALA complies with Government Code Section 1090, the Board is prohibited from taking any action on an item in which any director has a material financial interest.

Teleconference participation

Members of the Board of Directors may participate in a meeting through use of conference telephone or similar communications equipment. Teleconference meetings shall comply with the applicable provisions of the Brown Act, including, at a minimum, the timely posting of a notice of and an agenda for such meetings at the teleconference locations, which shall be identified in the notice and agenda for the meeting, and public accessibility to such locations in compliance with the Brown Act. Members of the Board of Directors may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

- a. At a minimum, a quorum of the members of the Board of Directors, shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;
- b. All votes taken during a teleconference meeting shall be by roll call;
- c. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

- d. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and it shall be listed on the agenda;
- e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location, and;
- f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

Stakeholder Involvement

Parent Involvement

The Charter School recognizes that parent¹⁷ partnership in education is critical to children's success in school. A true partnership between parents and schools does not consist of a one-way flow of information and directives from the Charter School to the parent. LALA must be responsive to the needs of parents, view them as experts on their children, and utilize their potential to help the Charter School and their children thrive. The Charter School recognizes that many parents are not accustomed to actively participating in school life and decision-making, so all staff will actively support and encourage parents to become involved. The Family Service Coordinator will find various ways to bring parents into school life and draw on their areas of expertise and experience, for example through the Parent Center activities.

Role in governance

Parents' views are respected in Charter School decisions because they know their children best and because the Charter School has a duty to be responsive to their needs and interests, so long as they are consistent with the Charter School's mission and vision. The Charter School assures that parent perspectives are heard and respected in decision-making processes and at meetings of the Board. Parents are asked to become informed, through robocalls and fliers, about issues on which they are asked to help make decisions.

Parents in Action Council

Membership in the Charter School's Parents in Action Council is open to all interested parents. Parent representatives are elected by all parents. Membership also includes the Principal and certificated employees (voted by teachers). The Parents in Action Council meets on a monthly basis and hosts numerous fundraising events throughout the academic year. Parent representatives on the Parents in Action Council attend each meeting of the Board and deliver a report to the Board on recent events, initiatives and concerns during a set agenda item. Parent representatives on the Parents in Action Council agree to undertake the responsibility of representing fairly the breadth of interests and perspectives among all parents. This means that parents involved in governance

¹⁷ Unless otherwise stated herein, the term "parents" refers to the primary adult caretakers of children, be they biological parents, parents by marriage, biological grandparents, adult siblings, or legal guardians through the foster care system.

will play a role in educating parents about governance matters at issue and take steps to acquire input from all parents. The Family Service Coordinator helps facilitate this process. The PAC will develop and implement a set of bylaws to define operating procedures. The PAC will also assume functions for the School Site council to comply with federal requirements, including Title I parent involvement policy and Title I budget.

Role in LCAP and annual update development

The Charter School encourages parents to participate, through parent surveys and meetings, in the ongoing process of reviewing and revising the Charter School's educational program, including the annual update to LALA's Local Control and Accountability Plan ("LCAP"). The Charter School solicits parent feedback as it prepares each annual update to the LCAP and distributes and collects stakeholder satisfaction surveys to identify areas of focus for improvement.

An innovative component of our physical education and health program is the adoption of a Wellness Policy prohibiting soda and "junk food" on campus and the periodic offering of parent workshops on nutrition and healthy cooking through community partnerships.

Teacher, Staff and Administrator Engagement

The Charter School views teachers as the experts in curriculum and instruction. As the primary executors of the Charter School's educational program, they are the day-to-day stewards of the Charter School's mission and vision. Their feedback in all matters related to curriculum, instruction, and student achievement, will support the school decision-making process. Teachers will confer among themselves and with administrators to discuss concerns, student progress, student needs, professional development plans and long-range school plans.

Role in governance

The Charter School encourages teachers, staff and administrators to participate in the Charter School's governance processes and at meetings of the Board. The Executive Director begins each meeting of the Board with a report on recent and upcoming events at the Charter School. Typically, the Curriculum Council, a standing school-level committee, is a group of approximately 10 teachers who volunteer for service, that meets regularly to review, update and ensure cohesion in the Charter School's curriculum, also reports to the Board on an advisory basis. The Principal also presents a report at each meeting of the Board regarding, among other things, enrollment, attendance, curriculum, academic performance, professional development, summer educational programs, after-school tutoring programs, parent grade monitoring, parent involvement and recent and upcoming events.

Role in LCAP and annual update development

The Charter School encourages teachers, staff and administrators to collaborate in the ongoing process of reviewing and revising the Charter School's educational program. The Executive Director communicates regularly with teachers, staff and administrators to identify areas of focus

as the Charter School prepares each annual update to the LCAP. Their feedback is considered as part of the LCAP process.

Parent-Charter School Consultation

The Charter School consults with parents and teachers regarding its educational program by fostering dialogue to assure that parents understand and support the fundamental mission and vision of the Charter School, and to help Charter School staff understand the needs, wishes, values and culture of parents and students. The Family Service Coordinator is the primary facilitator of this process. School-home bridge-building activities will include:

- Orientation for new families to clarify the mission and vision of the Charter School, the educational approach, and expectations for parent participation;
- Parent meetings to solicit input on major Charter School decisions and feedback on ongoing operations;
- Preparation and presentation of the Charter School's parent handbook;
- Invitation of parents to committee meetings and school functions;
- Inclusion of parents in the assessment process and in learning exhibitions;
- Training in how the Charter School's assessment process works, including parents' roles in it;
- Inclusion of parents in instruction, as appropriate;
- Regular communication between parents and advisors;
- Workshops to help parents support their children's educations;
- College, career, and academic counseling for every parent and student; and
- Charter School celebrations.

Community Involvement

The Charter School is actively involved in community life and will continue this tradition. Students will be introduced to the resources, cultural assets and needs of the community through observation, inquiry, and participation in community governance forums. Students will communicate with diverse area residents, workers, and other area stakeholders. They will choose issues on which to focus in their community action projects. Students will invite community members to attend forums, community tours, and other activities they assist in organizing. Students and teachers will learn about the staff and work of local community organizations to find shared connections in their work and activities. The Charter School will look for ways area businesses and organizations may collaborate to enhance the Charter School's mission and vision and to assure that the Charter School is a good neighbor.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

Charter School shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) that are applicable to teachers and paraprofessional employees. Charter School shall ensure that all teachers are appropriately assigned and fully credentialed in accordance with applicable state requirements for certificated employment, including but not limited to the provisions of Education Code section 47605(1). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection.

The most critical element to the success of Los Angeles Leadership Academy is its staff. The mission and vision of a school are just words on paper without a team committed to and capable of realizing their meaning. Regardless of their role in the Charter School, every person hired to work at Los Angeles Leadership Academy will actively help promote a rigorous educational experience, healthy personal development, and civic leadership for all students. Every staff person will be expected to treat all students, parents, staff, and other community members with respect and to follow the Los Angeles Leadership Academy Code of Conduct.

To best meet families’ needs and the Charter School’s mission, employee recruitment will seek to create a bilingual, multicultural staff. All staff is expected to be sensitive to the linguistic and cultural needs of students and to participate in staff development to enhance their skills in this area.

Los Angeles Leadership Academy will adhere to California laws, including drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony. Prior to work, each employee will furnish documents establishing legal employment status.

All personnel will be hired by contract. Long-term contracts will be renewed based on demonstration of meeting or exceeding the requirements of individual contracts and adhering to policies, procedures, and expectations outlined in the employee handbook. These expectations

will be designed to support the mission and vision of the Charter School and to comply with state laws.

Salaries and benefit levels will be comparable to those offered by the Los Angeles Unified School District. The formulas for calculating salary and benefit levels will continue to be linked to those of the Los Angeles Unified School District unless the Board elects otherwise.

Staff hiring and relations reflect the following commitments:

- Expectations will be clearly communicated.
- Thoughtful, consistent evaluation processes will provide meaningful assessment of staff members' job performance with respect to the mission and vision of the Charter School and to state laws.
- Employees performing below expectation will receive conferencing and corrective interventions as appropriate.
- LALA will support professional development and encourage staff members to contribute based on their unique talents.
- All employees will help create and sustain a respectful, supportive working environment with open lines of communication.
- LALA will provide carefully considered incentives to motivate and reinforce excellent performance.

Employee Positions and Qualifications

Los Angeles Leadership Academy's staff includes the following:

Executive Director

Reports to: TLALA Board of Directors

Purpose

The Executive Director provides leadership and executive direction to the personnel, programs, activities, and operations of Los Angeles Leadership Academy; insures compliance with established goals and legal requirements; is guided by LALA's charter philosophy; promotes the focus for success of all students; and supports the Board of Directors' focus on student learning and achievement while enabling the vision and mission of LALA.

Responsibilities

Related to the Board

- Keeps the Board informed on issues, needs and operations.
- Assures preparation of agendas for Board meetings, providing pertinent information and data.
- Offers professional advice to the Board on items requiring action, with appropriate recommendations.

- Understands and supports the Board’s policy-making role and the Executive Director’s policy implementation role.
- Interprets and implements policies and incorporates such interpretations into written administrative rules, regulations and procedures.

Related to Business and Financial Matters

- Keeps the Board informed of long-range and short-range financial needs and proposals and is responsible for ensuring sound financial and legal operations.
- In collaboration with the Director of Finance staff, assures the preparation of the budget and provides the Board with periodic reports on the overall financial condition of LALA.
- In collaboration with financial staff, annually prepares and submits to the Board the budget for the upcoming year; revises the budget or takes other related action as the Board designates.
- Assures maintenance of a financial accounting system.
- Allocates resources in accordance with Board priorities, as overseen by the Board.

Related to Staff Relationships

- Encourages participation in governance activities while following the governance structure as prescribed in the Charter.
- At the direction of the Board, represents the interests and direction of the Board to the best of his/her ability.
- Keeps staff members informed of issues, goals and activities.
- Gives consideration to varying viewpoints when making personnel decisions.
- Defines the duties of all personnel and coordinates administrative staff activities.
- Informs the Board regarding personnel issues as necessary and as delegated by the Board, manages Charter School personnel including but not limited to hiring, firing, disciplining, directing work, and supervising.
- Promotes a positive work environment.
- Anticipates, manages and resolves conflict.

Related to Educational Leadership

- Utilizes the shared governance and leadership model in curricular work, utilizing the abilities and talents of the professional staff and other stakeholders.
- Holds staff accountable for meeting their responsibilities, while providing sufficient autonomy and staff development.
- Provides leadership for the continuous development and improvement of the instructional program.
- Insures that there is a continuous focus on student growth and learning.
- Insures that students engage in the educational program as outlined in the Charter.
- Works with staff, the Board, and the community in planning and implementing support services for students.

Related to Stakeholder Relations

- Participates in the Charter School community.
- Informs stakeholder groups of school programs, activities, and academic achievement.
- Receives, analyzes, and responds to concerns and complaints in a timely fashion.
- Assures timely and effective responses to student issues in collaboration with the administrative team.

Professional Qualities

- Maintains high standards of ethics, honesty, integrity, and professional conduct.
- Demonstrates ability to work effectively with a variety of individuals and groups.
- Demonstrates the ability to make difficult decisions and recommendations in order to preserve the mission, vision, and priorities of LALA.
- Promotes the concept that all children have identifiable talents/skills which will be emphasized in the educational program.
- Develops trust and collaboration among various groups within the Charter School and community.
- Recognizes that change is vital in any organization and that necessary change can best take place when those affected by change are actively involved in the process.

Delegation of Duties

- The Executive Director may delegate to subordinates any of the powers and duties, in accordance with the fiscal policies, which the Board has entrusted to him/her but shall continue to be responsible to the Board for the execution of the powers so delegated.
- Makes such assignments of powers and duties to administrative assistants and other certificated personnel as he/she deems necessary, consistent with Board goals.

Minimum Qualifications

- A minimum of five (5) years of increasingly responsible administrative experience in education, with a measurable history of advancing student achievement.
- Completion of an advanced degree, for example Master's.
- Prior demonstrable experience working with and within the charter school system (preferred).

Evaluation

The Board of Directors will be responsible for evaluating the performance of the Executive Director based in part on the evaluations of staff and parents. The Personnel Committee will develop criteria for evaluation based on a concept of ideal fulfillment of the roles and functions of the Executive Director. This evaluation will be completed by the Board of Directors and reviewed with the Executive Director annually. An evaluation will be completed and presented by

December 30 of each year, with an opportunity for revision before the final version is submitted by March 1 of each year.

Director of Finance

Reports to: Executive Director

Job Responsibilities

- Oversee all accounts payable processes, including review of purchases and all payments made, including invoices and credit cards
- Review all cash receipts as to coding and appropriate amounts; oversee preparation of deposits
- Provide oversight of all back-office services that are contracted out to vendors
- Oversee payroll and compliance with all laws and regulations related to payroll and required reporting
- Prepare bank reconciliations for all revolving accounts (monthly)
- In collaboration with the back-office provider, administer and monitor budgets, including monitoring actual income and expense vs. budget and analysis of variances
- Monitor cash flow
- Monitor material resources budgeting
- Prepare and submit financial reports to the Executive Director and Principals as requested
- Provide financial data to state and local governments (i.e. LAUSD, CDE, LACOE, STRS, IRS)
- Confer with school personnel to provide information and/or resolve problems relating to financial transactions incurred at the Charter School
- Support with compliance reporting needed to complete the Consolidated Application and Reporting System (CARS) and other required reporting
- Interface with independent auditors
- Regularly review LALA's financial and accounting policies and procedure for appropriate internal controls, compliance with legal requirements, and conformity to best practices
- Attend Board meetings
- Other duties as assigned by Executive Director.
- Follow all guidelines stated in the employee handbook.

Qualifications

- Possess a Bachelor's and/or Master's Degree in Business or Accounting
- At least 3 years of related experience (non-profit and charter school experience preferred)
- Experience with budgeting, accounting, and fiscal management of an organization
- Experience with various financial processes, including payroll, accounts receivable, accounts payable, and financial reporting
- Experience in the use of computers, including but not limited to word processing, spreadsheets (Excel), multi-media presentations, e-mail, the Internet, and digital media
-

Evaluation

The Director of Finance will be evaluated annually by the Executive Director who will review the evaluation with the Director of Finance with the Board of Directors. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by December 30 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Director of Student Support Services

Reports to: Executive Director

Job Responsibilities

- Performs the duties of chief administrator at a school serving special student populations in compliance with state and federal law.
- Participates in the Individualized Education Program (IEP) meetings for enrolled students; verifies that the meetings are conducted annually and that the necessary records and other legally required documents are completed and processed by all staff members involved.
- Provides parents with information concerning the special needs of the students, special education law and due process; participates in due process mediation as required.
- Prepares the Charter School Special Education budget and maintains control over budgetary allocations.
- Provides professional development and technical assistance related to special education for staff.
- Leads special education District Validation Reviews and other internal monitoring activities.
- Provides assistance and support to the Special Education Division and Local Districts in the investigation and resolution of complaints related to special education compliance.
-
- Coordinates and supervises School wide related services for students with disabilities.
- Monitors progress and achievement of Modified Consent Decree outcomes with regard to related services.
- Facilitates the integration of related services into general and special education programs to meet student needs in the least restrictive environment.
- Supervises the provision of related services in compliance with special education laws and regulations and the Modified Consent Decree.
- Uses current research to develop and implement innovative service delivery models.
- Directs and evaluates the performance of subordinate personnel.
- Meets regularly with all related services providers.
- Plans and assists teachers with administration of the CELDT/ELPAC
- Develops and implements student recognition programs (Attendance, Academic Achievement, Citizenship, Leadership, and Innovation)

- Member of the Student Attendance Review Team
- RtI Tier I, II, III Support
- Coordinates, implements and supports EL reclassification process
- Serve GATE students in the manner described in Element 1
- Performs other duties as assigned by Executive Director.
- Follow all guidelines stated in the employee handbook.

Required Qualifications

- Clear Teaching Credential and Satisfactory Performance Evaluations
- Administrative Services Credential: minimum Tier I.
- Master's Degree
- Minimum of five years teaching experience
- Experience working with students with diverse needs
- Strong oral and written communication skills
- Strong organizational skills
- Ability to provide assistance as determined by data results, teacher needs, and administrative assignments
- Ability to be collaborative and work well with other professionals
-

Evaluation

The Director of Student Support Services will be evaluated annually by the Executive Director who will review the evaluation with the Director of Student Support Services and the Board of Directors. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by December 30 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Coordinator of Development and Compliance

Reports to: Executive Director

Job Description

The Director of Development and Compliance is a member of the Charter School's Leadership Team (the Executive Director and Principal), working with the Executive Director, the Board of Directors, and all stakeholders to create a donor database, grow our giving base, increase donor engagement, and assist the Executive Director (ED) with special projects as assigned. Additionally, the Director of Development and Compliance will oversee a development plan for the organization, including creating and maintaining a donor database, securing funding opportunities, cultivating major gifts from individuals and corporations, and creating annual fundraising efforts. S/he is able to communicate the vision of the organization to potential donors

and build lasting relationships with those interested in supporting Los Angeles Leadership Academy.

Job Responsibilities

- Support Principals and Executive Director for LCAP update
- Develop the school calendar and action plans for annual dinner, grants, and special events
- Act as a liaison between the Charter School and the chair of the annual dinner committee
- Create a calendar of grant application deadlines and events
- Act as lead on advertising and recruitment initiatives
- Develop communications materials related to development efforts
- Create a donor database and oversee data entry of all donor gifts, including tracking, reporting, correspondence, and follow-up
- Monitor State and Federal funding initiatives and develop relationships as required
- Oversee the activities of the Administrative Assistant and collaborate with members of the Leadership (Executive Director and Principal) and Office Teams (Officer Manager and Office Clerks) to ensure compliance with all local and state policies and regulations:
 - After-School Data Upload
 - Update and maintenance of student cumulative files
 - CALPADS/CBEDS
 - CST/CELDT/ELPAC/ PFT and all upcoming test data uploads
 - DATA Updates to SIS
 - Educational Software Data Upload and support including benchmarks (Illuminate, Accelerated Reader, NWEA, etc.)
 - LAUSD Reporting
 - Meal Application Data Entry
 - PowerSchool/SIS
 - Progress Reports/ Report Cards (editing and creating templates)
 - School Accountability Report Card (SARC)
 - SESAC Reporting
 - Support Meal Application System
 - Suspension Reporting
 - Teacher/ Student Log-ins for all Systems
 - Pre-ID file preparation and submission
- Performs other duties as deemed necessary by the ED
- Follow all guidelines stated in the employee handbook.

Qualifications

- BA/BS required, relevant advanced degree preferred
- Experience fundraising in education-related organizations desirable
- Grant writing experience and success
- Solid public speaking skills--smart and compelling
- Ability to execute and multitask while maintaining a positive attitude under pressure
- Advanced mastery of Microsoft Office Suite required

- Team player
- Extensive knowledge and experience of PowerSchool, CALPADS
- Experience with developing and delivering user training on data systems
- Ability to meet established deadlines
- Ability to interpret policy, procedures, and data
- Demonstrates flexibility and ability to shift priorities to address changes in events or assigned goals
- Demonstrates leadership experience of cross-functional teams
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Director of Development and Compliance will be evaluated annually by the Executive Director who will review the evaluation with the Director of Development and Compliance and the Board of Directors. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position. An evaluation will be completed and presented by December 30 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Coordinator of Technology

Reports to: Executive Director

JOB SUMMARY

The Coordinator of Technology plans and manages the Information Technology and educational technology services for the district: Los Angeles Leadership Primary Academy and Los Angeles Leadership Academy.

ESSENTIAL DUTIES AND RESPONSIBILITIES

Planning

- Responsible for the planning and implementation of all district-wide technology projects, upgrades.
- Responsible for disaster recovery and business continuity plans for all technology systems, telephone, infrastructure, emergency notification systems and contingency plans.
- Work diligently with various stakeholders to assess user and school business requirements and align them with test-driven, practical and sensible technology solutions.
- Provide IT Project Management oversight and support resources to ensure project plans are met and in a timely manner.
- Provide educational technology research solutions to teachers, administrative staff and Executive Director.
- Responsible for identifying Erate opportunities and apply for funding as necessary. Responsible for Erate application filings, procurement of maximum benefits of the

program and collaborate with the Charter School's administrative leaders regarding technology requirements for the district.

- Plans for 3 and 5 year IT strategic needs for the Charter School.
- Plans for annual budgeting and forecasting to support the technology needs of the Charter School.
- In conjunction with the Executive Director and Principals, provides administrative and technical support for educational technology applications in an effort to evolve technology tools in the classroom.
- Supports the Executive Director with formulating professional training programs to assist teachers with the use of technology in the classroom.
- Encourage the adherence to best practices and procedures in the use of technology in the classroom.
- Reviews, maintains and collaborates with Principals and Executive Director regarding the IT budget.
- Provide business level consultation with administrative staff, teachers, principals and school leaders regarding appropriate use of technology to support the classroom and the business of running the Charter School.
- Supports the Charter School's mission and core values. Ensure that the confidentiality of the Charter School's information is maintained.
- Performs other duties as deemed necessary by the Executive Director
- Follow all guidelines stated in the employee handbook

Systems

- Responsible for all website maintenance activities including online classrooms, announcements and updates all sections of the site.
- Responsible for data integration and technical duties in support of merging disparate data sources to an intelligible format in Excel or other sorting program.
- Provides assistance to the Data Director with technical support and resolution of technical issues throughout the district.
- Maintains, troubleshoots, computer systems, telephone, VOIP connectivity, Internet access, printers, SmartPhones, iPads and other hardware devices, peripherals and network components throughout the district.
- Documents, hardware and software systems in an inventory and recommend recycle or refresh rates as appropriate.
- Email: Supporting and maintaining user account information including rights, security and systems groups.
- Document Management: Provide training for teachers and maintenance of GoogleDocs system.
- Telephone System: Document and maintain user accounts and phone security as recommended by industry best practices.

Training

- Provide one-to-one or group training for teachers, staff, interns and other members of the district regarding applications, SOPs on the use of and care of all technology systems, Smartboards, printers, online accounts.

Management of Staff

- Works with and manages IT consultants to ensure that project plans are met, identifies savings opportunities and ensures that budgets are met.
- Trains, schedules and works with student interns and IT staff to provide business ready services to all user levels of the schools supported.

QUALIFICATIONS

- BA/BS required, relevant advanced degree preferred
- At least 2-3 years of related experience
- TB Test clearance & Department of Justice finger printing clearance – upon hire

EVALUATION

The Coordinator of Technology will be evaluated annually by the Executive Director. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Coordinator of Finance and Human Resource

Reports to: Executive Director

Job Responsibilities

- Prepare and revise employee manuals and other HR documents as requested by Executive Director
- Maintain and monitor employee HR records as well as records of credentials held by teachers and TB compliance
- Prepare and administer compensation and benefits programs, including serving as a liaison between benefits broker, vendors and employees
- Review and understand the collective bargaining agreements for all unions as they pertain to employee rights and responsibilities
- Support Executive Director and Principals with recruitment and evaluation of all staff
- Ensure Los Angeles Leadership Academy compliance with applicable laws and conformity with best practices in its human resources activities
- Assist Executive Director and Principals with conflict resolution and investigation of the work related complaints.
- Support the Executive Director's oversight of insurance vendors for property, general liability, and worker's compensation insurance
- Provide assistance to employees when reporting claims
- Assist the Charter School in reducing risks of injury and other possible claims through proactive interventions
- Coordinate any required training related to risk management
- Coordinate and lead training sessions for staff relating to HR compliance matters.

- Provide support in the hiring of staff members and any/all hiring paperwork
- Maintain positive relationships with staff, parents, community members and other organizations
- Ensure that the Charter School is in compliance with all applicable laws in the area of Human Resources
- Assure that all reporting functions are conducted accurately and in a timely manner
- Creates all employee contracts for Certificated and Classified staff and assists with payroll in order to ensure proper payment of wages and salaries.
- Assists in the verification and processing of payments; assists in controlling expenses by receiving, verifying, processing, and reconciling invoices.
- Assists in: paying vendors by monitoring discount opportunities; verifying federal id numbers; scheduling and preparing checks; resolving purchase order, contract, invoice, or payment discrepancies and documentation; insuring credit is received for outstanding memos; issuing stop-payments or purchase order amendments.
- Assists in paying employees by receiving and verifying expense reports.
- Protects organization's value by keeping information confidential.
- Updates job knowledge by participating in professional development and educational opportunities.
- Assists in processing deposits to the bank account.
- Perform other related duties as deemed necessary by the Executive Director
- Follow all guidelines stated in the employee handbook

Qualifications

- Bachelor's Degree required
- Spanish Speaking preferred
- Experience with team leadership and/or supervision
- Experience with various financial processes, including payroll, accounts receivable, and accounts payable
- Strong interpersonal skills, including the ability to interact effectively with staff members, district personnel, vendors, and other external parties
- Proficient in the use of computers, including but not limited to word processing, spreadsheets (MS Excel), multimedia presentations, e-mail, the Internet, and digital media
- Strong oral and written communication skills
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Coordinator of Finance and Human Resource will be evaluated annually by the Executive Director. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Principal

Reports to: Executive Director

Los Angeles Leadership Academy Renewal Charter

The ideal Principal is passionate about providing students with an exceptional education by implementing innovative and creative ways of managing the Charter School.

Job Responsibilities

Following are the duties and responsibilities for the Principal. Additional related duties may be assigned by the Executive Director as deemed necessary.

Academic

The Principal is an instructional leader who will motivate, lead and mentor teachers to better instructional practice and increase content expertise by meeting the goals of the school-wide improvement plan.

Individual Teacher Professional and Instructional Support

- Review instructional documents and provide feedback to teachers
- Observe classroom performance and give constructive feedback
- Design and review progress towards Professional Growth Plan goals with teachers
- In collaboration with others, use appropriate data to establish rigorous, concrete goals in the context of student achievement and instructional programs.

School-wide Professional and Instructional Support

- Use research and/or best practices to drive decision-making about the academic program
- Provide instructional resources to teachers
- Design & deliver Professional Development on an ongoing basis that is based on the school improvement plan
- Facilitate weekly PD/Staff Meetings in alignment with the school improvement plan and mission

Individual Student Support

- Design and evaluate student intervention plans (academic & behavioral) (individual student, small group, school-wide)
- Attend IEP meetings, coordinate instructional actions by Resource Specialist and insure completion of IEP goals
- Facilitate behavior support meetings in absence of AP
- Design process for measuring and monitoring individual student growth (i.e., student portfolio)

School-wide program

- Ensure academic program meets compliance regulations around credit and course requirement

- Design academic program that supports and promotes early college admission
- Design school improvement plan
- Overseeing the administration of student discipline

Organizational Practices

The Principal is an organizational leader who will motivate, lead, and mentor those within the Charter School community and who will collaborate with the home office in order to ensure effective fiscal and operational practices in support of the achievement of the school-wide improvement plan.

Calendar

- Develop and implement an ongoing process for assessing students' needs (including delivery of internal and external benchmarks)
- Create school calendar, bell schedule, and courses that meet the Charter School's requirements

Stakeholder Events

- Create and facilitate Parents in Action Council
- Design and facilitate annual parent events (i.e., lottery, new student orientation, student-led conferences, etc.)

Personal Professional Growth

- Attend weekly principal meetings including participation in Principals' Course of Study (PCOS)

Human Resources

- Work with Human Resources to manage all employee issues
- Deliver evaluation, feedback, and support to assistant principal
- Coordinate with Human Resources to recruit qualified teachers
- Deliver evaluation, feedback, and support for certificated staff in meeting common expectations (bi-annually)

Finance

- Maintain school's budgets, allocating funds where they will be most effective in alignment with approved budget guidelines.
- Support Assistant Principal in the development and execution of Fundraising Plan

Operations

- Achieve student enrollment targets
- Design and implement plan for obtaining reimbursement payments for supplemental instruction (i.e. summer school, intervention, extended school day)

School Culture

The Principal is a cultural leader who will motivate, lead, and mentor the Charter School community and leverage the outside community to increase academic and personal achievement in order to meet the goals set forth in the school-wide improvement plan.

Vision and Improvement

- Promote the Charter School’s values and vision while developing a sense of community in the Charter School
- Articulate the desired school culture and provide evidence of success
- Communicate effectively with various stakeholders regarding progress towards goals outlined in the School Improvement Plan

School Community

- Foster and establish effective relationships with staff, students, parents and peers
- Plan, facilitate, and attend school functions, such as parent meetings, open house, parent teacher conferences, etc.
- Provide leadership for assessing and developing processes for improving climate and culture.
- Recognize and celebrate, systematically and fairly, the accomplishments of staff and students
- Demonstrate visibility and engagement in the Charter School community while being accessible and approachable by all stakeholders

Building Leadership and Accountability

- Mentor and develop teachers to become leaders in their classrooms and school
- Develop an environment and processes for ongoing collaboration and reflective practices for all stakeholders

Outside Community

- Build a network with peers, educational leaders and academic institutions to share ideas and best practices

Qualifications

- Master’s degree
- Holds a current, valid California teaching credential.

- Administrative Credential: minimum Tier 1 preferred
- Minimum 2 years of administrative experience (e.g. Principal, Assistance Principal, Dean of Students, Coordinator).
- Positive employee evaluations.
- Bi-lingual desired but not required
- Detail-oriented
- Ability to multi-task
- 5+ years of teaching experience
- Experience as a department chair, assistant principal or principal
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Principal will be evaluated annually by the Executive Director, who will review the evaluation with the Principal and the Board of Directors based on a concept of ideal fulfillment of the roles and functions of the position. The evaluation will be completed and presented by December 30 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Assistant Principal

Reports to: Principal

Job Summary

The Assistant Principal at Los Angeles Leadership Academy will work with the Charter School's Principal to ensure that all students demonstrate dramatic student achievement gains and internalize the Charter School's values. This individual will also help lead the Charter School's efforts to create a positive, structured, consistent, caring, and disciplined school culture. The following is a general job description of the Assistant Principals essential duties and responsibilities. However, circumstance and priorities may develop which cause duties to be added to or deleted from this list:

Job Responsibilities

- Overseeing the administration of student discipline.
- Performing duties related to instructional leadership, including observation and evaluation of assigned teaching staff, staff development, and oversight of department and team collaboration.
- Developing student, classroom, and school schedules and calendars.
- Coordinating and implementing student standardized and placement testing, including CELDT/ELPAC.
- Designing and administering the summer school program.
- Implementing and overseeing the Charter School safety and emergency response program.

- Supporting student attendance, student data, and meal count reporting (as performed by the Office Manager), including CALPADS, CBEDs and PowerSchool reporting requirements.
- Implementing appropriate procedures to ensure budgeted attendance and enrollment levels are maintained.
- Supervising and evaluating the Charter School custodian and overseeing routine facilities and maintenance issues.
- Overseeing school budget for classroom supplies, textbooks and other department expenditures.
- Developing and managing student counseling system, including supervising and evaluating counseling staff.
- Supporting school recruitment efforts.
- Supervising before, during and after school, including occasional evening and weekend events.
- Other duties as reasonably requested by the Principal or Executive Director.
- Follow all guidelines stated in the employee handbook

Qualifications

- Master's degree preferred
- Holds a current, valid California teaching credential
- Administrative Credential: minimum Tier 1 (or enrolled in an Admin Credential program)
- Bilingual (Spanish) preferred
- Minimum of two years of administrative experience preferred (e.g. Dean of Students, Teacher Leadership experience)
- Positive employee evaluations
- 5+ years of teaching experience preferred
- Detail Oriented
- Strong multi-tasking skills
- Ability to communicate clearly and concisely in written and oral form
- Ability to form effective working relationships with students, staff and the community
- Demonstrated commitment to the Charter School's social justice mission
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Assistant Principal will be evaluated annually by the Principal, who will review the evaluation with the Assistant Principal and the Executive Director based on a concept of ideal fulfillment of the roles and functions of the position. The evaluation will be completed and presented by December 30 of each year, with an opportunity for revisions before the final version is submitted by March 1 of each year.

Parent/ Family Service Coordinator

Reports to: Principal(s)

Job Summary

Assists administrators with various parent/community involvement and educational activities such as: instructional programs, categorical program elections, parent orientations, training sessions, special events, and public relations efforts.

Roles and Functions

The Parent/ Family Service Coordinator:

- Attends various meetings and provides services and information to staff and members of the community regarding the implementation and operation of categorical programs, events, and parental involvement policies
- Maintains lines of communication with parents/ guardians and volunteers;
- Recruits, organizes, trains, and recognizes school volunteers
- Facilitates high levels of meaningful participation of parents and guardians in the life and decision-making of the Charter School;
- Acts as a liaison for parents, guardians, and community members to the Executive Director as needed;
- Coordinates training of parents and guardians to act as partners in education;
- Brings community members into the life of the Charter School in ways that enhance the mission and vision of the Charter School;
- Responds to requests for information about the Charter School;
- Participates in professional development activities
- Attends meeting of the Parents in Action Council.
- Assists with Student Recruitment
- Coordinates fundraisers/events and follows the fiscal policy regarding profits
- May assist in the daily functions of the office
- Perform other related duties as assigned and deemed necessary by the Principals and/or the Admin team
- Follow all guidelines stated in the employee handbook

Qualifications

- High school diploma, Bachelor's degree preferred
- Experience in equivalent position, preferred
- Speak, comprehend, read, and write fluently in English; Bilingual (Spanish/English) preferred.
- Microsoft Office programs (including Excel) proficiency preferred
- The Parent/ Family Service Coordinator will have proven experience working with schools as an advocate, organizer, or staff person.
- Have experience representing a constituency or coordinating group activity.
- Have the ability to lead meetings effectively and with a positive presence.
- Be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff.

- Have the ability to understand and be committed to the mission and vision of the Charter School, effectively communicating this understanding to parents, and coordinating parent and community participation in ways that support the mission and vision.
- Speak, comprehend, read and write fluently in English.
- Spanish preferred, but not required
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Parent/Family Service Coordinator will be evaluated annually by the Principal with possible input from the Parents in Action Council.

Office Manager

Reports to: Principal(s), Coordinator of Development and Compliance, and Coordinator of Finance and HR

Job Description

Under immediate supervision, performs a variety of clerical duties of a routine and recurring nature to ensure the day to day tasks get completed.

Job Responsibility

The Office Manager’s responsibilities include, but are not limited to

- Performs clerical and administrative procedures for daily Charter School operations;
- Interacts pleasantly and professionally with all members of the learning community and the public;
- Maintains a neat and welcoming atmosphere in the office;
- Prepares correspondence, forms, reports, memorandums, and student attendance and enrollment data in an accurate and timely manner;
- Assures that student data, permission slips, and other required paperwork are kept current for each student as needed;
- Prepares and maintains correspondence with students’ parents;
- Translates Charter School documents and communications to Spanish or English as needed, or oversees contractor for this work;
- Assures that the office phone is covered;
- Has regular, punctual attendance; and
- Assists teachers and administrative staff as needed.
-

Supervision

- Supervising and supporting the Family Service Coordinator and Office Clerk ensuring the timely and accurate completion of his/her duties.

General Office

- Ordering and maintaining an inventory of office supplies.
- Sorting and distributing mail.
- Assisting with translations.
- Overseeing school voicemail, including resolution and/or distribution of messages as appropriate.
- Overseeing substitute teacher vendor and intake of substitute teachers.
- Overseeing school key inventory, including accurate record keeping and key distribution.

Human Resources Support

- Maintains attendance records for all school staff.
- Assist with resolution of human resources issues, including new hire paperwork and benefits administration.

Finance and Payroll Support

- Performing on-site accounts payable function in accordance with the Financial Policy's processes and procedures.
- Overseeing hourly employee timesheet process.
- Overseeing independent contractor invoice submission to the Finance Department, including securing and maintaining W-9s.
- Overseeing and transmitting time sheet records to Director of Finance; distribution of paycheck and reimbursement checks.
- Processing check requests and employee reimbursements.

Student Attendance

- Overseeing and implementing all aspects of the student attendance process, including collecting and entering student attendance daily into PowerSchool and monthly reporting to Edtec. Student and Employee Data
- Maintaining, sorting, and securing all student files in coordination with the Family Service Coordinator.
- Entering student data into PowerSchool.

Meal Program

- Collecting and submitting student meal applications.
- Taking, maintain, and securing breakfast and lunch counts and timely reporting of counts.
- Overseeing food program vendor including ordering and maintaining required on-site records.

Misc. Duties

- Providing support and assistance to Executive Director, Principal, and other

administrative staff.

- Developing content for school website.
- Performs related duties as assigned and deemed necessary by the Principal and/or Admin team
- Follow all guidelines stated in the employee handbook

Qualifications

- High School diploma with at least two years of Office Manager experience, administrative assistant, or equivalent position.
- Bachelor's degree preferred
- Speak, comprehend, read, and write fluently in English; Bilingual (Spanish/English) preferred.
- Microsoft Office programs (including Excel) proficiency; standard office machines and computer software programs proficiency; PowerSchool proficiency;
- Familiarity with public school compliance requirements;
- Strong problem and critical thinking skills, strong customer service ethic, strong written and verbal communication skills; strong initiative and work ethic.
- Effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Office Manager will be evaluated annually by the Principal, Director of Development and Compliance, and Coordinator of Finance and HR. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Office Clerk

Reports to: Office Manager

Roles and Functions

- Supporting the Office Manager and Admin team
- Answering phones/Taking messages for staff
- Administering parent phone calls (e.g., absences, truancies, illnesses, detentions)
- Before school, after school, nutrition and lunch supervision and meal counts as needed
- Administering First aid and prescription medications to students
- Performing all duties associated with student registration, enrollment and withdrawals
- Organizing and distributing parent communications
- Collecting, organizing, and updating cumulative records, emergency cards and other student information

- Organizing and attending school and student events, including dances, celebrations, grad night and graduation
- Translation assistance
- Tracking parent volunteer hours
- Processing late and returning students
- Maintaining and organizing a clean supply closet and informing Office manager of needs
- Processing supply order requests from teachers and other staff members
- Performs other tasks and projects as requested by the Office Manager, Principal(s), and Admin.
- Follow all guidelines stated in the employee handbook

Qualifications:

- Completion of high school or the equivalent.
- Prior school office experience desired
- Bilingual/Bi-literate (English-Spanish) preferred
- Any combination of experience and education likely to provide the required knowledge, skills and abilities
- Knowledge of Office methods, practices and procedures
- Effective written and oral communication
- Effective public contact
- Skills and Abilities in operating telephone equipment
- Ability to maintain accurate and orderly records
- Develop and maintain effective working relationships
- Type at a speed sufficient to meet positions requirements
- Friendly outgoing personality
- Ability to multi-task and collaborate in a fast-paced environment
- Proficient in Microsoft, including Word, Excel
- Knowledge and familiarity of PowerSchool
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Office Clerk will be evaluated annually by the Office Manager. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Teachers

Reports to: Principal

Roles and Functions

Duties include, but are not limited to the following:

- Facilitate curriculum, instruction, and assessment in a manner consistent with the mission and vision of the Charter School;
- Actively maintain respectful, open communication with students, parents, and other staff members;
- Help students learn to regulate their own behavior, develop strong interpersonal and coping skills, and use their voice;
- Assess student needs and look for ways to meet them as an ongoing part of their job;
- Collaborate with other teachers to plan integrated curriculum;
- Participate in weekly staff meetings to discuss school plans, student progress, teaching practice, and other issues as needed;
- Map instruction and student work to CCSS and to the Measurable Pupil Outcomes;
- Understand and comply with the California Standards for the Teaching Profession;
- Participate in planning and professional development activities before and during the school year;
- Pursue professional development and keep current with best practices in their subject areas;
- Maintain a professional portfolio;
- Participate openly in reflective dialogue and the peer evaluation process;
- Cooperate to allow observation of teaching by other teachers;
- Maintain communication with parents and guardians of students;
- Participate on at least one governance committee; and
- Have regular, punctual attendance.
- Refers problems with students to the advisor, and serves as advisor to other students
- Collaborates with other teachers during grade level/core meetings
- Attends weekly staff meetings
- Teaches theories/skills/strategies that are aligned with state standards
- Manages classroom in terms of discipline
- Assesses students and gives them grades
- Submits grades in a timely manner
- Plans/Attends mid-term Parent-Teacher-Advisor Conferences
- Implements school-wide action plan to address school-wide goals
- Attends and participates in professional development, including summer planning
- Coordinates with Principal regarding teaching strategies
- Creates a semester long syllabus, and works collaboratively on student academic projects
- Provides basic computer skills instruction to students
- Maintains a cooperative learning environment in the classroom
- Creates daily lesson plans
- Participates in conferences/retreats, etc. a minimum of once a year
- Assists with WASC accreditation and Charter Renewal
- Models positive behavior and sets a good example for the students
- Does supervision duty during break/lunch
- Plans events (field trips, on/off site activities) ahead of time, informing everyone involved/affected, with the permission of the Charter School's Principal
- Refers Principal/other teachers to resource materials
- Organizes classroom in an appropriate way for the subject matter being taught

- Provides students with additional academic support as needed at lunch, before or after school
- Communicates with students and parents regarding student's progress
- Is responsive to teacher/administrative requests in a timely fashion
- Implements Behavior Plan in a consistent manner
- Enforces both school-wide and classroom rules consistently
- Participates in committees to further school goals
- Participates in school-wide activities during school hours
- Works on continuing credentialing/education
- Provides support for the monthly assembly
- Participates in parent meetings as individual and as department at least twice in each year- the first parent meeting and other two of the teacher's choice
- Is on time for work/all school activities as specified in the Teacher's Contract
- Provides lesson plans when absent- creates emergency lesson plans on file in the office for emergencies
- Uses a variety of engaging, relevant teaching strategies
- Completes all paper work on time
- Is flexible with schedule changes
- Helps to improve school culture by working on committees to address school culture issues and by working to improve LA Leadership's school culture in each individual classroom
- Help create the school's master calendar
- Help create class schedules, lunch/supervision schedules
- Any additional duties outlined in the collective bargaining agreement and employee handbook

Qualifications

- Bachelor's Degree required
- California teaching credential. The Charter School will maintain current copies of all teacher credentials. Those credentials will be readily available for inspection upon request. Teachers will be "highly qualified" within the meaning of the Elementary and Secondary Education Act.
- Two years of teaching experience preferred.
- Demonstrate a deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers.
- Demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

Teachers will be evaluated as described in the collective bargaining agreement.

Teacher on Special Assignment ("TOSA") – Instructional Coach

Reports to: Principal

Job Purpose

Under the supervision on the site administrator, the Teacher On Special Assignment, Instructional Coach works collaboratively with classroom teachers and site administration and leadership team to promote student achievement by identifying school-wide instructional strategies, reviewing teachers weekly lesson plans, providing model lessons to classroom teachers, observing lessons and giving constructive feedback and assisting teachers in collecting data and using data to modify instruction. Using student achievement data, the Instructional Coach will identify staff development needs, plan, present and evaluate on-site staff development activities.

Roles and Functions

Duties include, but are not limited to the following:

- Provide model lessons for classroom teachers using scientifically, researched based instructional strategies.
- Review weekly lesson plans; provide constructive feedback.
- Observe classroom teachers' instruction and provide constructive feedback on ways to improve delivery methods.
- Assist classroom teachers in collecting, analyzing and using student achievement data to guide instruction.
- Schedule time with teachers and accompany them in conducting peer observations.
- Identify site staff development needs by using student achievement data.
- Plan, schedule, and conduct site staff development activities aligned with charter and site goals.
- Attend Curriculum council meetings, grade level and department meetings.
- Assist grade-level and department teams in developing short and long-term goals.
- Assist administration in accessing research articles addressing scientifically, researched-based instructional strategies.
- Any additional duties outlined in the collective bargaining agreement and employee handbook

Qualifications

The Teacher on Special Assignment, Instructional Coach will have a valid credential to teach in California, with at least three years of teaching experience preferred.

Education, Experience and Credential:

- Bachelor's Degree required
- Possession of a California Clear Teaching Credential.
- Minimum of three years of classroom experience, preferred
- Experience working with adult learners.
- Demonstrate a deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice.

- Demonstrate willingness and ability to fulfill all of the roles and functions of their position. Characteristics that add to the multilingual, multicultural nature of the faculty are valued as assets.
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Knowledge of:

- Scientifically, researched-based instructional strategies for teaching reading;
- Principles, methods, techniques, strategies and trends in effective teaching strategies.
- Human relation strategies, conflict resolution strategies, and team building principles and techniques;
- Program assessment and evaluation techniques, strategies and procedures;

Ability to:

- Effectively organize professional development activities;
- Communicate effectively in oral and written form;
- Analyze and assess project needs and make recommendations pertaining to implementation;
- Organize and participate in assessment and program evaluation procedures.

Evaluation

Teacher on Special Assignment will be evaluated as described in the collective bargaining agreement.

Intervention Specialist Teacher

Reports to: Principal and Director of Student Support Services

Job Purpose

The Intervention Specialist is a highly qualified certificated employee of Language Arts and Mathematics who works specifically with K-5th grade students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student-centered system of intervention that effectively works to close the achievement gap in Language Arts and Mathematics. The goal of the intervention specialist is to ensure that the students are able to master grade level standards and curriculum by instructing students who have not met common core Language Arts and Mathematics standards.

Essentials Duties

- Provides individual and small group instruction designed to meet individual needs and motivate students in pull out and/or classroom setting.
- Provide learning experiences and teaches the course of study prescribe by the Charter School approval curriculum including technology.
- Work directly with students at their academic levels, planning individual lessons, monitoring achievement growth, and analyzing intervention effectiveness.

- Evaluates the educational progress of students in terms of classwork and attainment of proficiency level.
- Manage the Learning Center component of the Tier 2 and Tier 3 intervention program.
- Develop an effective screening process to identify those students who would be best served by the Learning Center program.
- Develop an effective process for determining students who have successfully improved their academic performance and therefore will transition from Tier 3 to Tier 2 and Tier 2 to Tier 1.
- Collaborate with classroom teachers about all Tiered students.
- Mentor Teachers about RIT program and Curriculum in General
- Attend staff development/training to increase skills in the areas of all Tiered intervention, technological support, and effective program design and evaluation of intervention strategies.
- Meet with parents if they have questions about the Learning Center.
- Assist with Supervision of Paraprofessional in the Learning Center
- Performs other tasks and duties as assigned and deemed necessary by the Principal(s) and/or Executive Director.
- Follow all guidelines stated in the employee handbook

Qualifications

- Three years of teaching experience
- Multiple Subject Teaching Credential
- Bilingual Authorization (or in progress)
- Experience working with students from various backgrounds.
- Bilingual Teacher preferred
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

Intervention Specialist will be evaluated as described in the collective bargaining agreement.

Counselor 6-8

Reports to: Principal

Job Purpose

Provides counseling on such matters as conflict resolution, self-esteem issues, and crisis intervention to individual students, groups, and families for the early identification of and/or intervention for barriers to academic achievement of students, and to promote and encourage a healthy learning environment.

Job Responsibilities

Essential Functions

- Shares information with students and parents regarding graduations/promotions and college entrance requirements if applicable.

- Consults with and advises parents and school personnel as means of helping students with educational and personal problems that may be interfering with learning and success in school.
- Participates in various multidisciplinary teams, to identify necessary support services (e.g. counseling, assessment, and interventions).
- Collaborates with Charter School administration and staff in developing student knowledge, skills, and attitudes that promotes personal, social, emotional, and academic growth.
- Provides individual and group counseling, and guidance to students in the academic, personal-social, and career domains.
- Helps students effectively utilize the educational opportunities of the Charter School; recommends available resources within the Charter School, school system and community to meet the needs of individual students; assists in making such referrals and contacts.
- Maintains accurate records regarding student cases; analyzes data relevant to student needs.
- Participates in the decision-making process at the school site.
- Collaborates with teachers to provide elementary students with a smooth transition to middle school through articulation activities.
- Provides professional development to school staff and parent education workshops.
- Monitors and case manages student progress for targeted students.
- Provides classroom guidance activities and develops school-wide guidance programs to address conflict resolution, self-esteem issues, peer relationships, goal-setting, college and career awareness, and the development of organizational skills and positive work habits.
- Confers with the Assistant Principal and Principal regarding supplementary counseling needs to implement a result-based comprehensive counseling program.
- Serves as a mandated reporter for suspected child abuse.
- Works with targeted populations as defined by the categorical funding source.
- Performs other tasks as requested and deemed necessary by the Principal(s) and/or Executive Director.
- Follow all guidelines stated in the employee handbook

Qualifications

- Master's degree
- A California Pupil Personnel Services Credential
- Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services; desired
- Experience in individual or group counseling of school-age children; desired
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of and experience in the use of counseling and guidance techniques with elementary and middle school students; desired

- Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies.
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Understanding of the relationship between the total educational program and counseling/guidance services.
- Understanding of the physical, intellectual, social and emotional growth patterns of students.
- Ability to counsel students effectively and conference with parents concerning their child's school behavior and/or academic achievement.
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socio-economic groups.
- Ability to plan, organize, prioritize, and perform a variety of concurrent duties.
- Ability to compose and comprehend written communication.
- Ability to make formal public presentations.
- Ability to use word processing, spread sheet, and presentation software.
- Ability to travel to other sites/locations.
- Ability to traverse all areas of the worksite.
- Bilingual in Spanish preferred.

Health

- Physical and mental fitness to engage in counseling service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839

Evaluation

The Counselor will be evaluated annually by the Principal(s). Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

College Counselor

Reports to: Principal(s)

Job Purpose

Provides counseling on such matters as course selection, SAT and ACT scheduling and preparation, the college application process and platforms (e.g., the Common Application), community college options, and financial aid.

Job Responsibilities

- Oversees the functions and activities of the guidance office in support of students learning at grade level and beyond; develops and maintains various programs and procedures to provide students access to high quality learning options and a variety of activities.

- Provides counseling services including academic and career counseling to assigned students and prepare and maintain student records to ensure students stay in school on target to graduate and their parents are informed of their status and progress.
- Assists with coordinating and administering of State and District-mandated standardized tests, as assigned.
- Communicates and coordinates with colleges and universities regarding admission requirements and opportunities in higher education that are available to students.
- Arranges for college representatives to provide school visitations allowing students access to a variety of high quality learning options, college sponsored admissions and financial aid workshops.
- Conducts family/student/teacher conferences related to disciplinary, attendance or academic problems.
- Reviews school records; interviews students and uses various assessment techniques to determine placement in appropriate instructional levels.
- Organizes and implements the scholarship and award presentations at end-of-year award ceremonies and graduation.
- Acts as a liaison with the various offices and agencies within the community that may provide specialized or professional help to students and their parents.
- Assists in identifying special needs of students and initiates referrals to other special services personnel as necessary.
- Confers with teachers and principals, giving them information and advice on interpretation of test scores and on backgrounds, aptitude problems of the students, and on ways to handle student behavior problems in the classroom.
- Cooperates with representatives of public and private agencies such as police departments, sheriff's offices, probation and welfare departments, courts and youth opportunities centers in providing information on students; and prescreens pupils for possible referral to other supportive services or agencies.
- Organizes, attends and presents at student orientation sessions.
- Works with the principal to develop the annual registration handbook and to implement the registration of students and assists with the development of the master schedule.
- Participates with Crisis Response Team as needed.
- Facilitates special education Individual Educational Planning Teams.
- Carries out a program of community relations as a means of interpreting and furthering school programs through parent and other community organizations.
- Promotes working conditions and attitudes conducive to high morale and effective accomplishment of District goals and objectives.
- Remains cognizant of educational developments by maintaining professional memberships and contacts.
- Attends Board meetings and prepares and presents reports to the Board at the Executive Director's request.
- Knowledge of principles and procedures related to enrollment, scheduling, vocational guidance, testing and other related counseling programs.
- Effective communication techniques with staff, students, parents and community.
- Knowledge of secondary school curriculum, high school graduation requirements, college entrance requirements and the California state testing program.

- Knowledge of curriculum appropriate for high school students.
- Knowledge of student assistance programs and community referral resources.
- Knowledge of diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of District students.
- Knowledge of personal and academic counseling techniques, laws, rules and regulations.
- Knowledge of Microsoft Office Suite and utilization of the internet as a research and resource tool for work-related projects.
- Knowledge of modern office procedures, practices and equipment, including filing systems, telephone techniques and letter and report writing.
- Knowledge of English composition, usage, syntax, grammar, spelling, punctuation and proof reading skills.
- Knowledge of safe work practices.
- Ability to assist with the development of the master schedule.
- Ability to establish and maintain effective relationships with students, parents, staff and the public, as well as community agencies contacted in the performance of duties.
- Ability to maintain current knowledge of program rules, regulations, requirements and restrictions.
- Ability to work confidentially with discretion.
- Ability to write complex, comprehensive and informational reports for a variety of audiences and display information and data in its most meaningful and understandable format.
- Ability to gather, organize and analyze information.
- Ability to use practical judgment, creativity and resourcefulness in planning, developing and implementing assigned projects.
- Ability to speak and communicate clearly and effectively in a variety of settings.
- Ability to read, understand, interpret and apply laws, policies, rules, contracts, guidelines and professional practices.
- Ability to operate computer database terminal and personal computer.
- Ability to establish and maintain effective working relationships with subordinate personnel, other employees and the general public contacted in the course of work.
- Ability to operate a variety of office machines.
- Ability to perform multiple simultaneous assignments with close attention to schedules and deadlines.
- Performs other tasks as assigned, requested and deemed necessary by the Principal(s) and/or Executive Director.
- Follow all guidelines stated in the employee handbook

Qualifications

- Master's degree
- A California Pupil Personnel Services Credential authorizing counseling services in grades 9-12
- Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services; desired
- Experience in individual or group counseling of school-age children; desired
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of and experience in the use of counseling and guidance techniques with high school students; desired
- Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies.
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Understanding of the relationship between the total educational program and counseling/guidance services.
- Understanding of the physical, intellectual, social and emotional growth patterns of students.
- Ability to counsel students effectively and conference with parents concerning their child's school behavior and/or academic achievement.
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socio-economic groups.
- Ability to plan, organize, prioritize, and perform a variety of concurrent duties.
- Ability to compose and comprehend written communication.
- Ability to make formal public presentations.
- Ability to use word processing, spread sheet, and presentation software.
- Ability to travel to other sites/locations.
- Ability to traverse all areas of the worksite.
- Bilingual in Spanish preferred.

Health

- Physical and mental fitness to engage in counseling service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839

Evaluation

The College Counselor will be evaluated annually by the Principal(s). Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

K-12 College and Career Center Coordinator

Reports to: Principal(s)

Job Description

The College and Career Center Coordinator is a counseling position that serves the K-12 LALA community and the community at large with resources and support. The Coordinator manages the College and Career Center and collaborates with the Counselors, Parent Coordinator, and teachers to effectively prepare students and other stakeholders for the next steps in college and career preparation.

Job Responsibilities

- Provide career and college entrance information and assistance to students, teachers, parents, community members, and counselors; coordinate day-to-day operations and schedule activities, programs and speakers.
- Prepare career education and instructional materials for use by teachers and students; assist students in locating and using college/career information as needed for research, assignments and post-high school planning.
- Obtain, organize, file and display guidance materials; catalog and prepare for use by students; maintain displays and bulletin boards.
- Plan, organize, develop and implement career events and publications; prepare letters, flyers, mailers and other materials to publicize Career Center services, resources and speaker programs.
- Develop and maintain a current and comprehensive occupational library including information on careers and career clusters, employment prospects and trends and employment requirements and opportunities; obtain and circulate current college catalogs.
- Maintain current lists and bulletins concerning scholarships and other financial aids available; provide information concerning specialized scholarships and assistance in completing application forms.
- Maintain current lists and bulletins concerning jobs and internships available in the community; contacting local businesses regarding job or internship opportunities available, assisting with completion of applications and requirements for applications.
- Assist with planning and conducting Career Days, Career Month, Teen Job Fairs, or College Fairs.
- Perform related duties as assigned.
- Middle and High School Student Support
 - College and Career Exposure
 - Online
 - Materials
 - Presentations
- Senior Student Support
 - Applications
 - Admissions
 - Financial aid
 - Housing applications
 - Scholarship application check-ins
- Alumni Outreach
 - Check-Ins
 - Application Support
 - Admissions
 - Financial Aid
 - Transfers
 - Scholarships
 - Alternative Plans
 - Coordinate Alumni Events

- 6-12 Parent Support
 - College and Career Exposure
 - Online
 - Materials
 - Presentations
 - Field Trips
 - Fly-outs with students
 - Group Sessions
 - Applications
 - Admissions
 - Financial aid
 - Housing
- Community Support
 - College and Career Exposure
 - Online
 - Materials
 - Presentations
- Performs other tasks as assigned, requested and deemed necessary by the Admin and/or Executive Director.
- Follow all guidelines stated in the employee handbook

Qualifications

- Master's degree
- A California Pupil Personnel Services Credential authorizing counseling services in grades k-12
- Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services; desired
- Experience in individual or group counseling of school-age children; desired
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Knowledge, Skills, Abilities, and Personal Characteristics

- Knowledge of and experience in the use of counseling and guidance techniques with high school students; desired
- Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies.
- Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
- Understanding of the relationship between the total educational program and counseling/guidance services.
- Understanding of the physical, intellectual, social and emotional growth patterns of students.
- Ability to counsel students effectively and conference with parents concerning their child's school behavior and/or academic achievement.
- Ability to work effectively with all racial, ethnic, linguistic, disability, and socio-economic groups.

- Ability to plan, organize, prioritize, and perform a variety of concurrent duties.
- Ability to compose and comprehend written communication.
- Ability to make formal public presentations.
- Ability to use word processing, spread sheet, and presentation software.
- Ability to travel to other sites/locations.
- Ability to traverse all areas of the worksite.
- Bilingual in Spanish preferred.

Health

- Physical and mental fitness to engage in counseling service as certified by a licensed physician and surgeon or medical officer pursuant to Education Code Section 44839

Evaluation

The K-12 College and Career Center Coordinator will be evaluated annually by the Principal(s) and/or HS Counselor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Executive Administrative Assistant

Reports to: Executive Director

Job Description

Performs administrative assistance for the Executive Director and is responsible for the supervision of the clerical activities of a school.

Job Responsibilities

- Performs secretarial duties for the Executive Director by arranging appointments, maintaining an appointment calendar, receiving visitors, screening telephone calls and mail, and composing communications from general instructions
- Compiles and analyzes data related to special projects at the discretion of the Executive Director and/or Directors / Coordinators
- Reviews communications, bulletins, reports, and other items and obtains information from a variety of sources as requested by the Executive Director in order to advise on necessary actions and to provide information to school personnel, parents, students, and others.
- Answers or refers inquiries, contacts administrative offices and public service agencies, interprets
- Organizes and maintains files, prepares appropriate paperwork for meetings
- Assist the Coordinator of Development and Compliance with work assigned.
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
- Performs duties as assigned and deemed necessary by the Executive Director and/or Admin

- Follow all guidelines stated in the employee handbook

Qualifications

- Completion of high school or the equivalent.
- Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school.
- Bilingual/Bi-literate (English-Spanish) preferred
- Any combination of experience and education likely to provide the required knowledge, skills and abilities
- Knowledge of Office methods, practices and procedures
- Effective written and oral communication; correct spelling, punctuation and grammatical usage.
- Knowledge of General administrative organization of the Charter School
- Knowledge of Microsoft Word and Excel
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Executive Administrative Assistant will be evaluated annually by the Executive Director. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Instructional Aide (Physical Education Coach)

Reports to: Principal / Physical Education Teacher

Job Description

Under the direct supervision of the Physical Education teacher and Principal, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

Job Duties and Responsibilities:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;

- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the district's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and story telling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;
- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.
- Follow all guidelines stated in the employee handbook

Qualifications

- Completion of high school or the equivalent.
- 60 semester college credits, AA degree, or higher degree, preferred.
- TB Test clearance & Department of Justice finger printing clearance – upon hire
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred

Knowledge of:

- English, and a basic understanding of the subject in which this position is to provide assistance;
- Basic child guidance principles and practices;
- Safe practices in classroom and playground activities;
- Reading and writing communication skills in English; Spanish preferred;
- Interpersonal skills using tact, patience and courtesy;
- Record-keeping techniques.

Ability to:

- Work harmoniously with others and to communicate effectively (both orally and in writing) with students and staff;
- Understand and follow oral and written instructions;
- Maintain confidentiality of students and their records;
- Supervise individual or groups of students in an instructional setting without constant teacher oversight; work in a team situation;
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems;
- Work effectively in an environment which can be both physically and emotionally fatiguing; perform physically demanding requirements of the job;
- Demonstrate standards of moral character and behavior to serve as an effective role model for students;
- Demonstrate a positive attitude in working with students;
- Possess and maintain a valid First Aid card; preferred
- Understand basic provisions of Individuals with Disabilities Education Act (IDEA);
- Understand basic elements of an Individualized Education Plan (IEP)
- Occasionally work with students who may exhibit aggressive behavior, as required of specific job assignment;
- Occasionally support students with medical or health needs;
- Occasionally perform physical activities which may include: moving and/or lifting of students with physical disabilities; moving, lifting, and/or physically restraining of students with emotional and/or behavioral disabilities;
- Perform physical activities which may include frequent standing, walking, bending, and/or lifting;
- Monitor and discipline students according to approved policies and procedures.
- Relate sensitively to a diverse student population.

Physical Abilities:

- Standing for extended periods of time; bending at the waist to assist students; reaching overhead, above the shoulders and horizontally; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials. Being outside for extended periods of time.

Evaluation

The Instructional Assistant will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Instructional Aide (Specialized Subject Area) / Paraprofessional

Reports to: Principal/ Administrator / Teacher

Job Description

Under the direct supervision of a certified teacher or administrator, performs a variety of tasks: assisting the teacher by working with students individually or in small/large groups, preparing instructional materials, assisting in implementation of classroom discipline, independently administering intervention, and conducting planned activities using teacher-designated methods and materials. The position requires an aptitude and skill in working with the specific needs of students. It may require aptitude and skill in the use of technology and specialized software programs. It may require a combination of intervention periods along with other specialized duties.

Job Duties and Responsibilities:

- Assist teachers in the planning and implementation of learning experience of students enrolled in programs; confer with teacher to provide feedback on student performance, progress and testing activities;
- Assist the teacher in devising special strategies for reinforcing material or skills based on a sympathetic understanding of individual students, their needs, interests, and abilities;
- Assist in monitoring classroom management in accordance with the district's discipline procedures, which may include the physical restraint, physical movement, lifting and carrying of students;
- Supervise students in and outside of the classroom with an understanding of and provision for a safe environment;
- Perform various clerical functions in student record keeping, monitor assignments, IEP development, maintain accurate files and other related functions;
- Assist with the supervision of students during emergency drills, assemblies and play periods;
- Assist with large group activities such as seat work, reading aloud and story telling;
- Read to students, listen to students read, and participate in other forms of oral communication with students;
- Check student work, corrects papers, and supervises testing and make-up work as assigned by the teacher;
- Alert the teacher or administrator to any problem or special information about an individual student;
- Serve as a source of information and support to any substitute teacher assigned in the absence of the regular teacher;

- Assist with record keeping to monitor students' daily and monthly data on instructional and behavioral progress;
- Assist classroom teacher in diagnostic testing and reporting;
- Provide remedial instruction as requested;
- Perform clerical duties such as data entry, copying, filing and record keeping.
- Provide supervision of students in buildings or other school areas and school-related activities (i.e., hall duty, at assemblies, in lunch and playground areas, or with school buses as required);
- Assist the classroom teacher in maintaining class and student records;
- Maintain a high level of ethical behavior and confidentiality of information about students and staff;
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.
- Follow all guidelines stated in the employee handbook

Qualifications

- Completion of high school or the equivalent.
- 60 semester college credits, AA degree, or higher degree, preferred.
- TB Test clearance & Department of Justice finger printing clearance – upon hire
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred

Knowledge of:

- English, mathematics, and a basic understanding of the subject(s) in which this position is to provide assistance;
- Basic child guidance principles and practices;
- Safe practices in classroom and playground activities;
- Reading and writing communication skills in English; Spanish preferred;
- Interpersonal skills using tact, patience and courtesy;
- Record-keeping techniques.

Ability to:

- Work harmoniously with others and to communicate effectively (both orally and in writing) with students and staff;
- Understand and follow oral and written instructions;
- Maintain confidentiality of students and their records;
- Supervise individual or groups of students in an instructional setting without constant teacher oversight; work in a team situation;
- Deliver instructional programs to students who have learning and physical disabilities and/or social behavior problems;
- Work effectively in an environment which can be both physically and emotionally fatiguing; perform physically demanding requirements of the job;

- Demonstrate standards of moral character and behavior to serve as an effective role model for students;
- Demonstrate a positive attitude in working with students;
- Possess and maintain a valid First Aid card; preferred
- Understand basic provisions of Individuals with Disabilities Education Act (IDEA);
- Understand basic elements of an Individualized Education Plan (IEP)
- Occasionally work with students who may exhibit aggressive behavior, as required of specific job assignment;
- Occasionally support students with medical or health needs;
- Occasionally perform physical activities which may include: moving and/or lifting of students with physical disabilities; moving, lifting, and/or physically restraining of students with emotional and/or behavioral disabilities;
- Perform physical activities which may include frequent standing, walking, bending, and/or lifting;
- Monitor and discipline students according to approved policies and procedures.
- Relate sensitively to a diverse student population.

Physical Abilities:

- Standing for extended periods of time; bending at the waist to assist students; reaching overhead, above the shoulders and horizontally; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials.

Evaluation

The Instructional Assistant will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Instructional Aide (Special Education)/ Paraprofessional

Reports to: Principal/ Administrator / Teacher

Job Description

Under the direction of certificated personnel, the Special Education Instructional Assistant has the responsibility of providing support services to special education students.

Essential Functions

- Accommodates the special needs of students with physical, emotional, behavioral and mental disabilities, providing supplemental services as necessary.
- Assists in the implementation of unique intervention strategies to manage aggressive student behavior.
- Assist the special education teacher in providing students with equal access to district adopted core curriculum in various settings.

- Updates special education teacher regarding student progress.
- Administers first aid and medical assistance to provide appropriate care for the medically fragile student, including toilet needs.
- Participates in daily activities, training sessions and special activities to assist in the implementation of IEP goals.
- Assists in implementing instruction necessary for students to meet IEP goals.
- Communicates with parents by phone as directed by teacher.
- Maintains and monitors effective group and individual student behavior to provide an optimum learning environment, implementing established discipline practice and policy.
- Assists in the evaluation of student performance by administering informal assessments.
- Collects data through assessment or observation on student academic and behavioral progress.
- Writes clear and concise notes to teachers and staff.
- Assists with preparation of, and works with specialized instructional materials, assists with preparation.
- Observes and reports unsafe working conditions.
- Duplicates and assembles instructional materials using office equipment, computer, and audiovisual equipment.
- Provides supervision to special education students during non-instructional periods.
- Maintains required documents, records, and files.
- Maintains inventory of special education books, supplies, and equipment.
- Assists in the maintenance of student files and retrieval of pertinent information.
- Performs other duties as assigned and deemed necessary by the Principal and/or Admin.
- Follow all guidelines stated in the employee handbook

Qualifications

- Completion of high school or the equivalent.
- 60 semester college credits, AA degree, or higher degree, preferred.
- Ability to be bilingual in Spanish, or other languages (speak, read and write); preferred
- TB Test clearance & Department of Justice finger printing clearance – upon hire
- Understand special needs of disabled students;
- Provide support appropriate to the student's abilities;
- Work independently with students as directed by the teachers;
- Deal appropriately with disruptive and abusive behaviors;
- Recognize and follow procedures when seizure occurs;
- Use proper English, grammar, punctuation, and sentence structure;
- Manage student behavior;
- Rapidly learn methods and materials used in a variety of instructional situations;
- Read notes, memos and student reports of a moderate complex nature;
- Participate in training session to advance understanding of needs of special education students;
- Perform routine and repetitive tasks;

- Establish and maintain supportive and cooperative environment with school personnel, parents and students;
- Show initiative appropriate for the position when working with students or using materials;
- Understand and carry out oral and written communication;
- Complete tasks/assignments within established timelines;
- Operate personal computer and learn/apply software programs;
- Recognize when there is an unusual condition or situation and have the ability to seek assistance when necessary and appropriate, using good judgment;
- Standing for extended periods of time; bending at the waist to assist students; reaching overhead, above the shoulders and horizontally; hearing and speaking to exchange information; seeing to monitor student activities and behavior; dexterity of hands and fingers to demonstrate activities and prepare materials.

Evaluation

The Instructional Assistant will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Campus Supervisor

Reports to: Principal/ Assistant Principal

Job Description

Assists in maintaining standards of student discipline and ensuring the observance of rules and procedures by students and others at Los Angeles Leadership Academy.

Responsibilities

- Patrols school corridors, rest rooms, cafeteria, assembly and athletic facilities, and other campus locations in order to observe student behavior and prevent violations or unsafe activities.
- Assists with supervision during recess/lunch to ensure the safety of students.
- Gathers information and provides advice/information regarding disciplinary issues/incidents.
- May direct students and others and take action, as necessary, to prevent injury to persons or damage to property.
- May assist a certificated employee in supervising students during field trips and special events.
- May assist a certificated employee in counseling individual students or groups of students.
- Monitoring building safety and security
- May deliver, set up, lay out, or collect equipment and other materials.
- May replenish stock in classrooms
- Performs other duties as assigned and deemed necessary by Executive Director and/or Admin.

- Follow all guidelines stated in the employee handbook

Qualifications and Experience

- Completion of high school or the equivalent OR years of experience in lieu of HS degree
- A minimum of one year experience in a similar position
- TB Test clearance & Department of Justice finger printing clearance – upon hire
- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Proficient verbal communication skills in English.
- Ability to lift and carry up to 30 lbs. and complete multiple tasks at once.
- A valid Driver’s license.
- Self-motivated and driven.
- Ability to be on feet and patrol for long periods of time.
- Experience in an educational setting preferred.

Evaluation

The Campus Supervisor will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Teacher Assistant/ Classroom Technology Assistant

Reports to: Coordinator of Technology

Job Responsibilities:

- Monitor all helpdesk tickets and respond to teacher/ staff in a timely manner (within 15 minutes). Provide ETA via email to teachers and staff regarding issue resolution and provide training to minimize such incident reports. Follow-up regarding ticket closure and resolution.
- Provide root cause analysis to issues encountered in the classroom to the Coordinator of IT for resolution follow-up. Provide training as applicable.
- Provide 1st level break-fix support to computers, printers, iPads, laptops, connectivity and access to systems, laptop carts, telephones, printers, iPhones, Smartboards, other mobile devices. Escalate 2nd /3rd tier support to Coordinator of IT for resolution.
- Provide 1-to-1 and group based training for teachers during breaks, scheduled appointments regarding new Charter School applications, CCSS applications, testing applications, NWEA and other assigned systems and projects assigned by the principal or Coordinator of IT.
- Provide projects and other tasks related to the support of technology functions and the efficient running of the Charter School’s business.
- Install and image computers, ipads, laptops, printers, desktop telephones as assigned by the Coordinator of IT. Provide 1-to-1 training for teachers, teacher aides, principals and other guests of the Charter School.

- Attend weekly/biweekly IT status meetings with Coordinator of IT and local principals regarding outstanding issues and new projects.
- Provide onboarding training of new staff as well as checkout processing at the end of the school year: Google hangouts.
- Maintain inventories of systems via asset tags regularly update this inventory of hardware and software as appropriate.
- Ensure the computer labs at the Middle and High School are maintained (monitors, keyboard, mice are clean) and ready first thing in the morning before the 8am bell, Monday - Friday
- Update website content as requested by Coordinator of IT and Admin.
- Install new applications as approved by teachers and the Coordinator of IT to computers, laptops, iPads and other mobile devices.
- Provide support with Google Apps: hangouts, email, drive (backups and disaster recovery), calendar, backup of documents support.
- Observe classrooms for 10 minutes once a week to gather insight regarding future training opportunities with teachers. Arrange for appointment with the teacher.
- Apprise the Coordinator of IT immediately for any change of work schedule, system anomalies, noticeable changes to security of systems, server rooms and building plant and premises.
- Performs other duties as assigned and deemed necessary by Executive Director and/or Admin.
- Follow all guidelines stated in the employee handbook

Qualifications

- Completion of high school or the equivalent
- 2 years' experience working in MAC/windows environment
- One Year experience installing productivity software including MS Office, OSX, Windows 8/7, NWEA, Smarter Balance
- TB Test clearance & Department of Justice finger printing clearance – upon hire
- Able to use tact and politeness when communicating with all stakeholders of the Charter School.
- Proficiency with common office productivity software: Word, Excel, Powerpoint in addition to classroom technologies: Smartboards, telephones, paging and bell systems, remotes, pointers, cables to interconnect projection systems (Apple TV and LCD Projectors)
- Provide support for all computer labs in 3 schools and troubleshoot components to be fixed or replaced.
- Ability to respond to Helpdesk system and customer service required to provide such services
- Windows 7, Mac OS X, Google Collaboration Apps and Office 2010 up to Office365
- Mac and PC hardware, Printers, scanners, computer peripherals, Mobile devices (iOS, Android)
- Proficiency with setup of Classroom Multimedia System: iPad; Apple TV and other connectivity cables, LCD projector cables, Smartboards

- Maintain confidentiality of Charter School information.
- Responsive customer service and troubleshooting skills.

Evaluation

The Teacher Assistant / Classroom Technology Assistant will be evaluated by the Coordinator of Technology. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Maintenance Manager

Reports to: Principal/ Assistant Principals

Job Description:

The Maintenance Manager will be responsible for the maintenance, security, and physical condition of the Charter School campus. The Manager will be responsible for implementing industry best practices and improving the operations of the Department, and will ensure the successful stewardship of the physical assets of the campus to improve the enjoyment of our buildings and campus by our faculty, staff, and students.

A critical aspect of this role will be the training, supervision, and mentoring of maintenance, custodial, and/or grounds crew, and the ability to foster a spirit of teamwork, cooperation, and collaboration amongst all members of the Facilities Department. This position requires a flexible work schedule to be able to properly supervise both a day and evening crew, and requires a certain amount of weekend work, upon approval.

Job Responsibilities:

- Supervise the Charter School's maintenance, grounds and/or cleaning staff. These duties include coordination of staff's: professional growth, accountability, scheduling and teamwork.
- Coordinate contractors and vendors supplying construction, maintenance, grounds and cleaning services.
- Inspect Charter School facilities for the purpose of ensuring that the facilities are suitable for safe operations, and maintained in an attractive and clean condition.
- Solicit and analyze proposals from contractors and sub-contractors to perform various Physical Plant Repairs and Special Maintenance (PPRSM).
- Coordinate the purchasing of Furniture and Equipment related to the operation of the Charter School.
- Determine the type, amount and proper delivery of maintenance, grounds and cleaning materials to support the department in efficient delivery of its duties.
- Estimate the time and materials costs of proposed projects for the purpose of informing budgeting, planning and accountability of actual project costs.
- Planning, scheduling and overseeing routine preventative maintenance tasks on roofs, HVAC, and water equipment.
- Coordinate and/or lead staff training to improve work quality, ensure safety, or ensure compliance with state/federal regulations.

- Coordinate appropriate facilities set-up, arrangement and technical equipment for a variety of activities (special events, guest speakers, pep rallies, athletic events).
- Track and communicate status of project requests to requestors and other interested parties to ensure timely feedback and accountability.
- Performs other duties as assigned and deemed necessary by Executive Director and/or Admin.
- Follow all guidelines stated in the employee handbook.

Qualifications:

- 5 years of related experience supervising grounds, construction, facility operations and/or maintenance staff. Related experience can entail construction, plant engineer, or facility management.
- Proven personnel and contractor management experience with aptitude to judge quality of performance in all major technical trades and personal experience in at least one technical trade (carpentry, landscaping, mechanical, electrical, structural).
- Excellent facilitator with the ability to motivate, direct, and train people and collaborate and interact with others effectively and productively.
- Basic knowledge of building codes and construction and architecture terminology.
- Working knowledge and familiarity with computer systems and software programs such as Microsoft word, Excel, and e-mail.
- Hands-on knowledge and experience in the safe operation of a variety of tools, machinery, and power equipment used in performing essential functions.
- Effective communicator in English, both orally and in writing, including the ability to interact/communicate with all types of members of the community including teachers, administrators, trustees, parents and students. Bilingual skills (English/Spanish) are preferred.
- Ability to adapt behavior to function effectively in a school environment, including those specific to the traditions of the Charter School.
- Ability to prioritize and perform multiple tasks, to read, analyze, and interpret general business documents, invoices, forms, and governmental regulations.
- Ability to walk, stand, maintain balance, climb ladders, crouch, lift, carry, push, or pull up to 50 lbs, bend, stoop, and reach above shoulder level.
- Ability to withstand indoor and outdoor environmental conditions including dirt, dust, pollen odors, sun, wetness, rain, fumes, temperatures, noise, or machinery vibrations.
- This is an exempt, supervisory position with responsibilities which may arise outside of normal business hours due to campus facilities emergencies. The Facilities Manager is expected to attend to these emergencies and coordinate correction.
- strong working knowledge of building maintenance, exceptional attention to detail, the ability to manage complex building maintenance and renewal projects, and a proven track record in the field.
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

- The Facilities Manager will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Custodian

Reports to: Principal/ Assistant Principals

Job Description

Keeping the Charter School as clean and tidy as possible is the overall responsibility of the custodian.

Job Responsibilities

- Trash Cans - Dump, change bags (Daily)
- Cleaning restrooms
- Classrooms - Dump trash /replace bags daily, sweep floors daily, vacuum daily and at a minimum mop twice a week, sinks twice a week.
- Hallways/Stair Well - Sweep daily, at a minimum mop twice a week.
- Restrooms - Clean, restock, dump trash (Daily)
- Main Office - Trash, sweep daily, at a minimum mop twice a week.
- Cafeteria - Clean tables, sweep floors, trash, mop (Daily)
- MPR - Trash, sweep daily and at a minimum mop twice a week.
- Chapel - Trash, sweep daily and at a minimum mop twice a week.
- Front of the Charter School - Trash daily, sweep daily, at a minimum power wash once a week
- Primary Playground - Clean and sweep daily
- MS Patio - Clean daily, sweep daily, at a minimum power wash once a week.
- Patio (Parking Lot) - Sweep daily
- Parking Lot/Yard/MPR Patio - Sweep daily
- Teachers' Lounge - Trash daily, sweep daily, at a minimum mop twice a week
- Admin Office/Conference Room - Trash, vacuum or sweep daily, at a minimum mop twice a week.
- Avenue 28 Entrance - Clean and sweep daily, at a minimum power wash once a week
- Dumpster Area - Sweep and clear area, at a minimum power wash once a week
- Recycling Bins – Fridays
- Clean and maintain all PA, MS and HS facilities as assigned by supervisor.
- Performs other duties as assigned and deemed necessary by Executive Director and/or Admin.
- Follow all guidelines stated in the employee handbook

Qualifications and Experience

- One year experience in a similar position, preferred

- Demonstrated proficiency in communicating with adults and children in a professional and respectful manner.
- Proficient verbal communication skills in English, preferred
- Ability to move heavy equipment and furniture.
- Ability to be on feet and patrol for long periods of time.
- Clean laboratory equipment, such as computers and tables
- Ability to multi-task
- Self-motivated and driven.
- Work on a team to complete a task
- Experience in an educational setting preferred.
- A valid driver license, preferred
- TB Test clearance & Department of Justice finger printing clearance – upon hire

Evaluation

The Custodian will be evaluated by their direct supervisor. Criteria for the evaluation will be developed by the Personnel Committee based on a concept of ideal fulfillment of the roles and functions of the position.

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

Pertussis Vaccine Booster

All rising 7th grade students must be immunized with a pertussis (whooping cough) vaccine booster.

Role of Staff as Mandated Child Abuse Reporters

All non-certificated and certificated staff will be mandated child abuse reporters and will follow all applicable reporting laws, and the same policies and procedures used by the District.

Medication in School

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

Emergency Preparedness

The Charter School shall adhere to an Emergency Preparedness Handbook drafted specifically to the needs of the school site in conjunction with law enforcement and the Fire Marshall. This handbook shall include, but not be limited to the following responses: fire, flood, earthquake, terrorist threats, and hostage situations.

Blood-borne Pathogens

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

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

Drugs, Alcohol, and Smoke-Free Environment

The Charter School shall function as a drug, alcohol, and smoke-free environment.

Comprehensive Discrimination and Harassment Policies and Procedures

The Charter School shall develop a comprehensive policy to prevent and immediately remediate any concerns about discrimination or harassment at the Charter School (including employee-to-employee, employee-to-student, and student-to-employee misconduct). Misconduct of this nature is very serious and will be addressed in accordance with the Charter School’s discrimination and harassment policies.

The Director of Human Resources and the Director of Finance will serve as the Charter School’s Custodian of Records per California Department of Justice requirements.

The Charter School is in compliance with the Healthy, Hunger-Free Kids Act of 2010 because it operates a federally-assisted meal program providing nutritionally balanced, low-cost or free lunches to children each school day. In addition, the Charter School has a policy designed to support and promote the health and wellness of its students as envisioned by the Healthy, Hunger-Free Kids act of 2010.

Diabetes

The Charter School will provide an information sheet regarding type 2 diabetes to the parent or guardian of incoming 7th grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type 2 diabetes.
2. A description of the risk factors and warning signs associated with type 2 diabetes.
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type 2 diabetes should be screened for type 2 diabetes.
4. A description of treatments and prevention methods of type 2 diabetes.
5. A description of the different types of diabetes screening tests available.

Element 7: Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Los Angeles Leadership Academy is committed to maintaining a diverse student body, and will take the following steps to achieve a racial and ethnic balance that is reflective of the Los Angeles Unified School District as a whole:

1. Conduct outreach to students from the closest preschools and elementary schools. The schools closest to the facility are predominantly Latino, with 6-17% comprised of Asian American students. A representative of LALA, speaking both Spanish and English, conducts outreach activities on the following dates at the following locations:

Date	Location	Name/Purpose	
16-Apr	Extera Recruitment Fair	Recruitment for outgoing 8th grade students- booth managed by Leadership Students and Principal	Families, students and staff pass out flyers

16-May	Sacred Heart High School	Sacred Heart High School Fiesta-two day event Saturday and Sunday (flyers distribution and Informational booth managed by Office Manager)	Families, students and staff pass out flyers
16-May	Kipp Academy	Kipp Academy outgoing 8th grade high school outreach (informational booth managed by Office Manager)	Families, students and staff pass out flyers
16-May	Montecito Park	Summer Night Lights (Attendee Parent Coordinator)	Families, students and staff pass out flyers
16-Mar	Montecito Park	Excel Academy recruitment fair for outgoing 8th grade (flyer distribution managed by Office Manager)	Families, students and staff pass out flyers
13-Dec	Lincoln Heights	Holiday Parade	Families, students and staff pass out flyers
April	Neighborhood Flyering	4 block radius	Flyering Homes
March- May	Montecito Park	Local Park	Material DROPPED
March- May	Lincoln Heights Library	Local Library	Material DROPPED
March- May	Boys and Girls Club	Local Park	Material DROPPED
March- May	Lincoln Heights Rec Center	Local Park	Material DROPPED
March- May	Lincoln Park Rec Center	Local Park	Material DROPPED
March- May	Griffin Elementary	Local School	Material DROPPED
March- May	Castelar Elementary	Local School	Material DROPPED
March- May	Aragon Elementary	Local School	Material DROPPED
March- May	Gates Elementary	Local School	Material DROPPED

2. Conduct outreach to the surrounding neighborhoods with a large percentage of African American students. The Charter School does not provide transportation to and from school (except as required in accordance with an IEP), though will make every effort

to assure that students traveling to Los Angeles Leadership Academy have appropriate transportation options, and that provisions are made to ensure that their parents participate fully in the life of the Charter School.

3. Conduct outreach through civic-oriented community organizations in central to west Los Angeles. In particular, parents with an interest in civic leadership may wish to send their children to a school that shares their value of active social responsibility.
4. Recruitment efforts will include advertising in local paper, flyers, brochures, postcards, informational fairs, church visits, pre-school visits, Open House, School Tour Meetings, and parent meetings at local schools. Languages targeted will be Spanish and English.

Outreach:

In addition to achieving and maintaining the LAUSD Racial and Ethnic Balance goal of 70:30 or 60:40, admissions outreach is designed to attract students wanting more intimate constructivist learning environment. Los Angeles Leadership Academy is committed to serving all children, including those more likely to “slip through the cracks” for lack of adequate support at home or school. Therefore, the recruitment strategy of the Charter School will target students directly through after-school and L.A. Bridges programs and by recommendations from teachers and counselors of students who might benefit from a more intimate, constructivist learning environment. Local non-profit organizations who serve homeless children, children in the foster-care system, and other children whose circumstances put them at risk for school failure will be asked for referrals.

As part of the application process, students and parents or guardians will be strongly encouraged to attend an information session to learn more about the educational program of Los Angeles Leadership Academy. However, attendance at an information session is not required.

Los Angeles Leadership Academy recruits students from the community in multiple ways, using informational booths at community events and monthly campus tours. The informational booths at community events are staffed by the Parent Center Coordinator and parent and student volunteers passing out flyers and pamphlets promoting the Charter School. The flyers and pamphlets include the school name, address, URL (website address), pictures of the school and a list of student activities. The emphasis of the literature is on promoting an additional free public education option in the community. Specific community events include the Lincoln Heights Side-Walk Sale the, Summer Night Lights, local park events and the Holiday Parade.

The monthly campus tours are led by the Office Manager, trained student ambassadors, or an administrator. A typical tour starts with an introduction of the Charter School’s vision and mission. The prospective parents and students receive a pamphlet and a complete tour of the Charter School which takes them around campus to visit classrooms, common areas, the College and Career Center, the computer lab, the science lab, physical fitness areas, and the Charter School farm. The tour concludes with a question/answer session.

The community has a high concentration of families living below the poverty level, so these outreach efforts within the community are designed to reach socio-economically disadvantaged students. In addition, the availability of representatives at community events to personally interact with families and students encourages all families, including families of students with disabilities and histories of low academic performance, to evaluate alternatives to their current school by providing a means for them to become informed about their educational choices.

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

Admission Requirements

No test or assessment shall be administered to students prior to acceptance and enrollment into the Charter School. The Charter School will comply with all laws establishing minimum and

maximum age for public school attendance in charter schools. Admission, except in the case of a public random drawing, shall not be determined by the place of residence of the pupil or his or her parent or legal guardian within the state.

The Charter School shall require students who wish to attend the Charter School to complete an intent to enroll form. After admission, students will be required to submit an enrollment packet, which shall include the following:

1. Student enrollment form
2. Proof of Immunization
3. Home Language Survey
4. Completion of Emergency Medical Information Form
5. Proof of minimum age requirements
6. Release of records

Student Recruitment

Los Angeles Leadership Academy recruits students from the community in multiple ways, using informational booths at community events and monthly campus tours. The informational booths at community events are staffed by the Parent Center Coordinator and parent and student volunteers passing out flyers and pamphlets promoting the Charter School. The flyers and pamphlets include the school name, address, URL (website address), pictures of the Charter School and a list of student activities. The emphasis of the literature is on promoting an additional free public education option in the community. Specific community events include the Lincoln Heights Side-Walk Sale the, Summer Night Lights, local park events and the Holiday Parade.

The monthly campus tours are led by the Office Manager, trained student ambassadors, or an administrator. A typical tour starts with an introduction of the Charter School's vision and mission. The prospective parents and students receive a pamphlet and a complete tour of the Charter School which takes them around campus to visit classrooms, common areas, the College and Career Center, the computer lab, the science lab, physical fitness areas, and the Charter School farm. The tour concludes with a question/answer session.

The community has a high concentration of families living below the poverty level, so these outreach efforts within the community are designed to reach socio-economically disadvantaged students. In addition, the availability of representatives at community events to personally interact with families and students encourages all families, including families of students with disabilities and histories of low academic performance, to evaluate alternatives to their current school by providing a means for them to become informed about their educational choices.

Lottery Preferences and Procedures

Lottery applications will be accepted during a publicly advertised open enrollment period each year, which generally takes place from December through May for enrollment in the following school year. Following the open enrollment period each year, applications shall be counted to determine whether the Charter School has received more applications than there are available

spaces. In the event that this happens, the Charter School will hold a public random drawing to determine admission for the impacted grade level, with the exception of existing students, who are guaranteed admission in the following school year. Admission preferences in the case of a public random drawing shall be given to the following students in the following order:

1. Children or wards of Los Angeles Leadership Academy teaching staff (exempt, up to 10% of enrollment)
2. Siblings of students currently enrolled in LALA (exempt)
3. Residents of the District
4. All other applicants

At the conclusion of the public random drawing, all students who were not granted admission due to capacity shall be given the option to put their name on a wait list according to their draw in the lottery. This wait list will allow students the option of enrollment in the case of an opening during the current school year. In no circumstance will the wait list carry over to the following school year.

Public random drawing rules, deadlines, dates and times will be communicated in the intent to enroll form and on the Charter School's website. Public notice for the date and time of the public random drawing will also be posted once the application deadline has passed. The Charter School will also inform parents of all applicants and all interested parties of the rules to be followed during the public random drawing process via mail or email at least two weeks prior to the lottery date.

The Charter School will conduct the lottery in the spring for enrollment in fall of that year.

These are the rules of the Public Random Drawing:

1. Parents that have applied for admission will be sent a letter inviting them to a lottery meeting in March. The lottery meeting will be publicly announced through flyers and signs posted outside the Charter School.
2. Impartial Charter School staff and Board members will be selected to monitor the lottery process and to, among other duties, divide applicants into those residing within the District and those residing elsewhere, and identify those in the preferential categories based upon information provided on the intent to enroll form.
3. The lottery meeting will occur at an evening meeting in March. Names will be selected by lottery to fill all available seats. In addition, additional names will be selected, after all spaces have been filled, to constitute a waiting list. Parents of students selected at the lottery meeting will be given, by the Charter School, three weeks from the date of the lottery to complete the enrollment packet and submit all necessary documentation.
4. The waiting list will be used to fill the enrollment if any of the first selected applicants do not complete the enrollment process within 3 weeks. When a space becomes available and a child is to be promoted off the waiting list, families will be notified by the Office Manager via the phone numbers provided on the application. Families must respond (to the Office Manager) to the admission offer within 2 school days in order to secure admission, or admission for that student is forfeited and the next student on the waiting list will be contacted.

5. The lottery meeting for middle school will be held on campus at 2670 Griffin Ave., Los Angeles, CA 90031. The lottery meeting for high school will be held on campus at 234 East Avenue 33, Los Angeles, CA 90031.

Records of the lottery and the waitlist will be maintained for at least one fiscal year at the school site and available for audit and inspection.

Parents and students admitted to the Charter School are strongly encouraged to attend an orientation session to review the policies and expectations of the Charter School. The Family Service Coordinator will work to assure that all families understand these policies and expectations and that they are aware of ways to be involved in the Charter School's life and decision-making. Each student is given a student handbook containing the policies in the native language of the parent, provided a translator for that language can be secured, unless they indicate that a copy in English is preferred. However, failure to attend does not impact student's enrollment or attendance.

Element 9 – Annual Financial Audits

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

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

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

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

In addition:

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

Annual Audit Procedures

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

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

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

The Director of Finance is responsible for contracting with and working with the auditor and ensuring that the completed audit is sent to the required agencies by the statutory deadline.

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School's governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

LALA has a discipline plan that is progressive in nature and has a balance between teaching values, interventions and consequences. The main features of the discipline plan include, but are not limited to, the following guidelines:

- **Behavior Values:** *mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment*
- **Rules of Conduct and Behavior:** *attendance, computer policy, dress code policy (described in the Student-Parent Handbook), electronics, homework policy and tardy policy. LAPA will provide financial assistance to families in need for purchasing items outlined in the dress code policy.*
- **Consequences:** *warning and reminder, consequences to promote reflection, disciplinary referral to the office, loss of privileges, in-house suspension, suspension/parental supervision*

- **Intervention Strategies:** *alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension*

The Charter School's *Student Handbook*, which is not inconsistent with provisions in this charter and applicable law, is distributed in August of each year prior to the start of the school year. Each family receives a copy of these policies and is asked to verify that the policies have been reviewed with their children at the time of enrollment or at the beginning of the school year.

LALA uses the strategies of *School-Wide Positive Behavior Intervention and Supports* ("SWPBIS"), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills established by the U.S. Department of Education's Office of Special Education Programs, these strategies will support all students at LALA.

Tiered Behavior Intervention

The LALA positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALA recognizes that to support our programs we must teach, model, and reinforce the *Schoolwide Positive Behavior and Intervention Supports* program. Based on studies that show punishment is less effective than prevention, the goal of SWPBIS is to create a climate in which appropriate behavior is the norm. SWPBIS provides an operational framework for achieving this outcome through a three-tiered model.

Tier I – Core Instruction

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms for behavior.

In order to promote positive behaviors, LALA will consistently implement Tier I support systems. All teachers and support staff will maximize structures in the classroom and throughout the Charter School to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom, using examples and practice activities. Rules will also be posted throughout the Charter School.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms.

Tier I Infractions

- Classroom disruptions (e.g. speaking out, out of seat)
- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor team work
- Inappropriate clothing for school
- Non-compliance with rules

Tier I Consequences

- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Assign student a written apology
- Assign contribution plan (e.g. contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

Tier II: Strategic or Supplemental Intervention

At Tier II, teachers will use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports has proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School will use social skills instruction to increase integration of problem-solving, conflict resolution, and anger management, creating opportunities for the student to learn empathy throughout the day.

Strategies can include de-briefing, priming, and reflection. Teachers and support staff will ensure self-management/self-monitoring is explicitly taught and supported.

Tier II Infractions

- Fighting/Aggressive behavior
- Excessive tardiness
- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

Tier III: Intensive Intervention

At Tier III, LALA will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with his or her educational achievement and social interaction with peers and adults, a Functional Behavior Assessment ("FBA") may be developed. When developing the FBA, a description of the behavior, its frequency, intensity, and duration, and the hypothesized function of the behavior will be included, as well as data collection and analysis.

Tier III Infractions

- Violate Charter School policies
- Violate Board policies or laws
- Chronic Level II behaviors requiring administrator involvement

Tier III Consequences

- Convene a Student Success Team
- Parent Conference
- Use debriefing forms to address misconduct
- Refer to community agencies (e.g. probation, Mental Health Centers, Children's Services)
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension
- Consult with community agencies (e.g. probation, Mental Health Centers, Children's Services)

Professional Development

Professional development at LALA will include ongoing classroom management workshops and training provided by the Director of Student Support Services and Principal to help classroom staff meet the challenge of fully educating students, while teaching and modeling appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state-adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

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

procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion. Any modification is submitted to the District for review through the Charter Amendment or Material Revision process.

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures, via the Student Handbook.

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

A. Grounds for Suspension and Expulsion of Students

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

B. Enumerated Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person

another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.

- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.

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

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

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

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or Principal's designee concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) *Possession of an explosive.*

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- q) Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or

pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation or transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
 - i. A message, text, sound, or image.
 - ii. A post on a social network Internet Website including, but not limited to:

- (a) Posting to or creating a burn page. A “burn page” means an Internet Website created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
 - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
 - (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
- iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
 - w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Director or designee’s concurrence.

4. Non-Discretionary Expellable Offenses: Students must be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil. These offenses are handled as discretionary suspension and expulsion offenses, as identified in the charter language:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or Principal’s designee concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Chapter 2 (commencing with section 11053) of Division 10 of the Health and Safety Code.
- d) Committing or attempting to commit a sexual assault as defined in subdivision (n) of Section 48900 or committing a sexual battery as defined in subdivision (n) of Section 48900.
- e) Possession of an explosive.

If it is determined by an Administrative Panel during an expulsion hearing or the Board of Directors in an expulsion appeal that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

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

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

C. Suspension Procedure (for in-school and out-of-school suspensions)

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal’s designee¹⁸ with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Principal’s designee.

The conference may be omitted if the Principal or Principal’s designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

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

¹⁸ “Designee,” as used in this Policy includes the Assistant Principal.
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2. Notice to Parents/Guardians

At the time of the suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person when the parent comes to the school. Whenever a student is suspended, the Principal or designee shall notify the parent/guardian in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If the Principal or designee wish to ask the parent/guardian to participate in another meeting or phone conference regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

3. Suspension Time Limits/Recommendation for Expulsion

Out-of-school suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Suspensions shall not exceed twenty (20) school days in one school year, unless for purposes of adjustment, a pupil enrolls in or is transferred to another regular school, an opportunity school or class, or a continuation education school or class, in which case the total number of school days for which the pupil may be suspended shall not exceed thirty (30) school days in any school year. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing. The student will receive meaningful access to education during suspension, and will have the opportunity to complete instructional activities missed due to his or her suspension. Suspended students will be able to communicate with designated classrooms teacher(s) or administrator(s) for any questions and for evaluation of work, and shall receive homework assignments and modified instruction through classroom teacher during their suspension and be provided the opportunity to make up any missed exams.. All assignments will be provided by the teacher and available for pick-up or mailed to the child's home. The method in which assignments will be delivered will be decided on a case-by-case basis and prior to the end of the 1st day of suspension.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Principal. The Administrative Panel shall consist of at least three members who are certificated employees and neither a teacher of the pupil or a Board member of the Charter School's governing board. The Charter School's Board will appoint an impartial Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense.

A student and his or her parents may appeal an expulsion decision by the Administrative Panel to

the Charter School's Board, which will make the final determination. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing.

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. The interim placement for students who are suspended pending expulsion hearing and expulsion appeal hearing will be in accordance with the Alternative Educational Placement MOU with the District. If requested by the student through his or her representative, and unless postponed for good cause by the Principal, Principal's designee, or Administrative Panel, the hearing shall be held within thirty (30) school days after the Principal or Principal's designee determines that the student has committed an expellable offense and recommends the student for expulsion.

The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student through his or her representative makes a written request for a public hearing no later than three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five-day notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand/area where the witness will be seated during the hearing.
7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel member presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding officer, who is the Administrative Panel member presiding over the hearing, shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the

complaining witness and the complaining witness shall be excluded from the hearing during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

G. Record of Hearing

A record of the hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made. A copy of the recording is available to the pupil, parent, or guardian with five (5) business days of a written request.

H. Presentation of Evidence

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

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

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

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

I. Written Notice to Expel

The Director or designee, following a decision of the Administrative Panel to expel, shall, within seven (7) calendar days of the decision, send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; (b) Notice of appeal rights/procedures; (c) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; and (d) information regarding the rehabilitation and reinstatement eligibility.

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

J. Disciplinary Records

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

K. Right to Appeal

Parents/Guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Board within fifteen (15) school days of the expulsion decision. The student will be considered suspended until a Board meeting is convened [within thirty (30) days] at which time the parent(s)/guardian(s) (or student aged 18 or over) must attend to present their appeal. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s) (or student aged 18 or over) and information from the original expulsion hearing. The Director or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Charter School Board's decision to uphold the administrative panel's decision to expel shall be final.

Parents/guardians may appeal the expulsion decision of the Administrative Panel by making a written request and submitting it to the Principal within ten (10) school days of the date of the written decision to expel. The student will be considered suspended until a Board meeting is convened within ten (10) school days of receipt of the written appeal. The parent(s)/guardian(s) must attend to present their appeal. Parents/guardians may request one continuance of up to ten school days. Reasonable accommodations will be made, and language support offered, for students and parents/guardians who wish to appeal. Following the appeal hearing, the Board will make a final decision based on the information presented at the appeal hearing by the parent(s)/guardian(s)

and information from the original expulsion hearing. The Principal or designee will send written notice to the student or parent/guardian of the Board's decision within seven (7) calendar days of the appeal hearing. The Board's decision to uphold the Administrative Panel's decision to expel shall be final. If the Board overturns the expulsion, the pupil shall immediately be returned to his or her educational program.

L. Expelled Pupils/Alternative Education

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion. Within 5 school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence.

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Retirement Rights

Certificated Staff Members

By individual election based upon eligibility, each certificated staff member of Los Angeles Leadership Academy may participate in the State Teachers’ Retirement System. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

Classified Staff Members

By individual election based upon eligibility, each classified staff member of Los Angeles Leadership Academy may participate in the federal Social Security System or other TLALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective bargaining process. The Personnel Committee will recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School’s existence under the same CDS code.

Other Retirement Plans

By individual election based upon eligibility, each staff member of Los Angeles Leadership Academy may participate in the federal Social Security System or other TLALA-sponsored retirement plans according to policies adopted by the Board and/or agreed through the collective

bargaining process. The committee to recommend retirement plans to the Board will include representatives of the administrative, teaching and clerical staff. The Charter School acknowledges that it must continue such participation for the duration of the Charter School's existence under the same CDS code.

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

No student shall be required to attend this or any other charter school. Parents/guardians and students will be informed of their public school attendance alternatives on enrollment forms.

Element 13: Rights of District Employees

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

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

Element 14: Mandatory Dispute Resolution

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

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

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

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

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

c/o Arina Goldring-Ravin, Executive Director
2670 Griffin Avenue
Los Angeles, CA 90031
[See Element 14]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

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

Element 15: Charter School Closure Procedures

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

REVOCAION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised Los Angeles Leadership Academy Renewal Charter

08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

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

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).

7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter

School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

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

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

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

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

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

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

School's Closure Agent

The Executive Director will serve as the Charter School's closure agent in the event that the school closes.

Additional Provisions

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

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

Non-District-Owned Facilities

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

Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

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

Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
5. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
9. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the maximum oversight fee

allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

engages in fiscal mismanagement.

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

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

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

Budgets and Financial Reporting

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

Enclosed, please find the following documents:

- A projected budget
- Budget assumptions
- Financial projections and cash flow for three years of operation

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

Administrative Services

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

The Charter School will provide or procure its own administrative services including, but not limited to, financial management, accounts payable/receivable, payroll, human resources, and instructional program development either through its own staff or through an appropriately qualified third-party contractor.

Facilities

Governing Law: The facilities to be utilized by the school. The description of the facilities to be used by the charter school shall specify where the school intends to locate. Education Code Section 47605(g).

Los Angeles Leadership Academy is located at 2670 Griffin Ave in Los Angeles, CA. The Charter School is located on a 31,000 square foot property. The property has 18 classrooms, one cafeteria, two multi-purpose rooms, library, science lab, six student restrooms, two staff restrooms, a main office, two administrative offices, parent center, three resource rooms, and staff lounge. The facility also has two play grounds and two basketball courts. LALA will be located at 234 East Avenue 33, Los Angeles, CA 90031.

Potential Civil Liability Effects

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

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

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

all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

ADDENDUM
District Required Language for Independent Charter School
Petitions (New and Renewal) and Material Revisions

Assurances, Affirmations, and Declarations

Los Angeles Leadership Academy (also referred to herein as “LALA” and “Charter School”) shall:

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated by or as its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

Charter School shall comply with the requirements of Education Code sections 60851.5 and 60851.6.

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

Modified Consent Decree Requirements

All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree ("MCD") and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes and

Element 3 – Method by which Pupil

Progress Toward Outcomes will be

Measured

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

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

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

Charter School shall designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Title IX of the Education Amendments of 1972 (Title

IX) and section 504 of the Rehabilitation Act of 1973 (“Section 504”), including any investigation of any complaint filed with Charter School alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. Charter School shall notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

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

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

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

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

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

RESPONDING TO INQUIRIES

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

If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of the Charter, is received or discovered by the District, Charter School, including but not limited to its nonprofit corporation, employees,

and representatives, shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands that it is a local educational agency

(LEA) for purposes of federal compliance and reporting purposes. Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of ESEA and other applicable federal programs. Charter School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan, which must include but is not limited to provisions for building and site emergency evacuation and the acquisition and maintenance of adequate onsite emergency supplies. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials,

websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

NON-DISCRIMINATION

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

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

Element 9 – Annual Financial Audits

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

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

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

- k. Provisional Budget – Spring prior to operating fiscal year
- l. Final Budget – July of the budget fiscal year
- m. First Interim Projections – November of operating fiscal year
- n. Second Interim Projections – February of operating fiscal year
- o. Unaudited Actuals – July following the end of the fiscal year
- p. Audited Actuals – December 15 following the end of the fiscal year
- q. Classification Report – monthly according to Charter School’s Calendar
- r. Statistical Report – monthly according to Charter School’s Calendar of Reports

In addition:

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

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

- C. Was the misconduct caused by, or directly and substantially related to the student's disability?
- D. Was the misconduct a direct result of the Charter School's failure to implement 504?

NOTIFICATION OF THE DISTRICT

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

- Completed "Notification of Charter School Expulsion" [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School's policies and procedures were followed
- Copy of parental notice of expulsion hearing

- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student's compliance for reinstatement, appeal process, and options for enrollment
- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
 - C. Was the misconduct caused by, or directly and substantially related to the student's disability?
 - D. Was the misconduct a direct result of Charter School's failure to implement 504 Plan?

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled pupils for readmission. Upon completion of the readmission process, Charter School's governing board shall readmit the pupil, unless Charter School's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made

available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

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

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

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

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

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

Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

- 5) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written

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

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

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

Director/Principal
Charter School
[See Element 14]

- 6) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 7) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 8) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

Element 15 – Charter School Closure Procedures

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

REVOCAION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

Notification of Closure Action

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
10. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
11. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

12. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
13. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
14. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
15. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
16. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

5. The effective date of the closure of Charter School
6. The name(s) and contact information for the person(s) handling inquiries regarding the closure
7. The students' school districts of residence
8. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

3. A description of the circumstances of the closure
4. The location of student and personnel records

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

4. Information on how to enroll or transfer the student to an appropriate school
5. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
6. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

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

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

Records Retention and Transfer

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

10. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
11. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.

12. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
13. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
14. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
15. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll records, and Title I records (if applicable).
16. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
17. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
18. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

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

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

5. Preliminary budgets
6. Interim financial reports
7. Second interim financial reports
8. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required

Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

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

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

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

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

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

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

- d. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- e. Make final federal tax payments (employee taxes, etc.)
- f. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury,

including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

District-Owned Facilities

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

Notwithstanding any provision of any existing agreement for the use of District facilities, no renewal, extension of the term, material revision, or amendment, of a charter petition shall automatically renew or extend the term of any agreement for the use of District facilities, including but not limited to Proposition 39 agreements. The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation. Proposition 39 Single Year Co-Location Use Agreements shall be limited to one (1) school year and expire on the date stated in said instrument.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term shall not exceed five (5) years or shall be co-terminous with the approved Charter, whichever is shorter. Charter School and the District shall negotiate any modifications of the

agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (iii) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (iv) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (iii) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(iv) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

Non-District-Owned Facilities

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

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

from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

5. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
6. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
7. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter

School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

8. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$500,000 per occurrence and \$500,000 general aggregate, with no self-insured retention.
10. Cyber liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
11. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
12. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
13. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
14. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

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

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Los Angeles Leadership Academy Renewal Charter

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

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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