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Affirmations and Assurances

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

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

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

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

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

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

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Introduction

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

LALPA is operated by Los Angeles Leadership Academy (“LALA”), a California nonprofit public benefit corporation established in 2002.

With the approval of the Los Angeles Leadership Primary Academy Charter in 2011, LALA accomplished a dream that few charter schools have been able to realize: a permanent K-12 “all-through” program in facilities owned by the corporation operating the charter schools (acquired in 2007), all within two blocks of each other. This full program has also permitted us the ability to continue to dig roots deep into the community of Lincoln Heights. This is one of the most underserved communities in the County. Over time, a college prep program serving 900 students will transform this community.

LALPA is very proud of the work we have done in our first term and 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 two teachers, primary principal, assistant principal, and four 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 LALPA 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. LALPA 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, 2016 through June 30, 2021.
Element 1: The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”) and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

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

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**
  
  All Students enrolled as of December 1 of each school year
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

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

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
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., Los Angeles, CA 90031
- This location is in LAUSD Board District: 2
- This location is in LAUSD Local District: E
- The grade configuration of Charter School is: TK-5
- The number of students in the first year will be: 430
- The grade level(s) of the students in the first year will be: TK-5
- Charter School’s scheduled first day of instruction in 2016-2017 is: 8/16/2016
- The enrollment capacity is: 430
  (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)
- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional
- The bell schedule for Charter School will be: See below
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021

Community Need for Charter School

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

Our Principal has been with the program from the beginning and brings 22 years of public education experience to the table, including 8 in charter schools. She was a founding teacher at LALA middle school and Director for one year before opening the Primary Academy. Coupled with our new Executive Director, who also has depth and breadth of experience, our leadership team is quite strong.

Beyond our academic success, LALPA 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 strong staff satisfaction (75% satisfaction as reported through Survey Monkey) and retention (over 80% for the past 3 years), dynamic partnerships with professional organizations, and have become a hub of socio-cultural positivity for all stakeholders. Highlights of our accomplishments include:

- We opened with four teachers and eighty students and have continuously maintained a 80% retention rate (as measured by staff roster) after the 1st year
- Acquired Kaboom playground from Warner Music
- Built garden beds and continue to receive donations and upkeep from volunteers (community garden during the summer)
- Awarded the Public School Charter Start Up Grant and purchased two carts of iPads and computers, literature, professional development, GLAD training, and classroom libraries
- Awarded Walton Startup Grant which was used for additional technology and literature
- Literacy (dyslexia) – instructional aide funded and supplemental early literacy material purchased
- Instituted a summer school program for 2014-15
- Annual staff retention rates remain very high
- Added a counselor position to provide for social and emotional support for students
- Added an assistant principal position
- Participated in the Confucius Institute with UCLA
- Participated in UCLA Peer Mediation (undergrads)
- Took advantage of USC Social Work Interns that provided one on one and small group support
- Participated in the Change in leadership professional development
- Participated in “Everybody Deserves Music” – students learning acoustic guitar
- Coordinated peer tutoring from the LALA high school (once a month) with reading buddies or play buddies
- Collaborated with High School Advisory for different community projects.
- Provided summer school bridge program, as well as intervention program
- Held numerous family outreach events
- Academic performance data and other performance indicators
  - Growth on internal data
    - NWEA in 3rd grade math
    - CPAA in K-2 on Spanish literacy and Math within the initial assessment and the end of year assessment
  - 96% ADA
  - Low suspension rate
  - Student retention rate is 75% (of 4th graders have been enrolled at LA Leadership Primary Academy since Kindergarten or 1st grade)

Success of the innovative features of the educational program
Students are developing fluency in communication and literacy in Spanish and English, while learning grade level content standards through thematic teaching and project based learning units that integrate the school’s social justice theme through the application of Mandala words in their world. Professional development for teachers has included GLAD (Guided Language Acquisition and Design) strategies, WestEd English Language Arts Common Core Standards training, and Growing Educators Writing Institute, to provide tools for the development of a standards-based curriculum. Students showcase their work and projects through school wide events, like a Science Fair, Spelling Bee, Winter and Spring Performances, and Robot Exhibit. Teachers are highly qualified to teach in both English and Spanish, possessing bilingual authorization or equivalent, and/or degrees in Spanish. Additionally, students are interacting with technology daily beginning in Kindergarten through the implementation iPads in the classrooms at Kindergarten.
through 2nd grade to practice skills using supplemental reading and math programs, and laptops in grades 3rd through 5th for supplemental programs, research, keyboarding, and publishing. Students have also participated in the Hour of Code the past two years to practice coding skills.

**Success of the school’s educational program in meeting the specific needs of its student population**
- Primary language support for Spanish-speaking English learners from low-income households (nearly 70% of population)
- Home-School partnership through home visits, parent-teacher conferences, parent workshops, volunteering, a parent and family coordinator, and a parent resource center
- Social and emotional support by an on-site school counselor and outside providers through community partnerships (Violence Intervention Program, Aviva, UCLA Peer Mediators, Barrio Action, MASA, The Wellness Center, AltaMed)
- Extracurricular activities through after school programs, After School All Stars and Everybody Deserves Music

**Challenges**
- There has been an increase in students with Special Needs transferring from 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 IEPs, additional special education teachers to provide push-in and pull-out services, and 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.
- Students joining the program after 2nd grade often struggle keeping up with the Spanish content, if they are transferring from another school, from a mainstream English classroom. Since 2014-2015 we have provides a reading intervention pull-out program using the Estrellita Phonics Reading program that is used in K-1 and with our special education students. By providing this daily opportunity with targeted instruction on Spanish foundational skills, upper grade students learn the basics of Spanish literacy while acquiring language.

**Surrounding Schools Data**

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<tr>
<th>SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA</th>
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<tr>
<td><strong>Address:</strong> 2670 Griffin Ave., Los Angeles, CA 90031</td>
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<th>Schools</th>
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<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Statewide Rank</th>
<th>2013 API Similar Schools Rank</th>
<th>2013-2014 School Performance Framework</th>
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<td>Los Angeles Leadership Primary Academy Renewal Charter</td>
<td>Page 12 of 218</td>
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### 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.

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Due to the term of LALPA’s charter and the subsequent State transition to the Common Core State Standards and suspension of the STAR and API, LALPA did not receive Academic Performance Index (“API”) scores or statewide or similar schools rankings for any of its years of operation, with the exception of 2013. This is because the Charter School opened its doors in 2011 with kindergarten and first grade students only. By the time LALPA enrolled 3rd grade students, the youngest grade that was tested under the Standardized Testing and Reporting assessment (“STAR”), this testing scheme was on its way out, statewide. Accordingly, the Charter School does not have the data to demonstrate that it has met the academic threshold requirements contained in Education Code Section 47607(b)(1)-(3).

As such, we rely on Education Code Section 47607(b)(4) and present the following analysis to confirm LALPA’s eligibility for renewal.

In 2014-15, LALPA transitioned to the Northwest Evaluation Association (“NWEA”) assessment system to monitor student achievement. The advantage of the NWEA assessments is that they yield fast results that identify students who need intervention and, additionally, accurately point to instructional learning objectives for those students. Consequently, teachers and administrators can more easily appropriately group students for targeted instruction in areas of need.

Professional development for use of these new assessments included summer training for all teachers in administration of the NWEA and Children’s Progress Academic Assessment (“CPAA”). Teachers received assessment blueprints and had an opportunity to review the assessment results of incoming students. Based on the results of these assessments, students who required intervention received highly-targeted interventions designed by the grade level teachers. For example, literacy interventions include repeated reading for fluency, use of Elkonin word boxes to identify patterns in specific words (right, might, flight), and use of vocabulary frames (Frayer Model) to reinforce understanding of concepts. A vocabulary frame is a student-created graphic organizer divided into quarters, which has at its center a target word. In one corner is the word’s definition; in another is the word’s opposite (or the word written in the student’s native language); in another corner the student creates a graphic to help him or her picture the concept; in the last corner, the student uses the word or its definition in a sentence. Math interventions include use of manipulatives to improve number sense (making arrays with cubes to show factors in multiplication), use of pictorial representations to bridge concrete and abstract ideas (drawing pictures to represent number sentences or story problems), and regular review of math facts (fact families, multiplication tables, etc.) to increase fluency. Students who exceed expectations and gifted and talented students will receive accelerated instructional pacing (see section entitled Gifted and Talented Students and Students Achieving Above Grade Level).

Students in grades K-2 are given the CPAA Spanish and English Literacy, and Mathematics assessments. Second through fifth grade students are given the NWEA initial, midyear, and end-of-year assessments in English Language Arts and Mathematics. The results of the CPAA literacy and math assessments demonstrated increased student proficiency levels in most grade levels by showing significant growth within grade levels between the initial assessment and the end-of-year assessment.
CPAA (K-2) Literacy

The Children’s Progress Academic Assessment (CPAA) is a computer - adaptive formative assessment that follows a scope and sequence designed for each grade and is aligned to the common core/state standards. In each grade, there are three content banks (fall, winter, spring) that increase in difficulty throughout the year, as students work toward end - of - year goals. Teachers and administrators can instantly access reports to analyze results. Teachers use this information to find strengths and weaknesses, group students, and plan instruction. The CPAA Spanish Literacy is administered three times a year for grades Kindergarten through Second. In 2014-2015 the test was administered in October 2014, January 2015, and May 2015. The first testing session yielded the following baseline for each grade level: In TK and Kindergarten, 79% of students scored at proficient or above grade level; in 1st Grade, 65% of students scored at proficient or above grade level; and in 2nd Grade, 35% of students scored at proficient or above grade level.

Teachers met with the principal in their grade-level teams to analyze their data after each test administration. The reports generated by CPAA were analyzed to determine the areas and skills to re-teach, and the students to target for the next term. Teachers discussed strategies and developed action plans for the next term, targeting instruction with the identified students.

Kindergarten students demonstrated consistent growth through multiple literacy assessments on the CPAA during the 2014-15 school year. The data show 40% growth in listening; 43% growth in phonics/writing; 43% growth in phonemic awareness; and 44% growth in reading. The grade level as a whole is meeting expectations in literacy, even though 18% of the student population consists of transitional kindergarten (TK) students. TK is the first year of a two-year kindergarten program, using a modified curriculum that is age and developmentally appropriate. Some TK students are able to move to first grade at the end of the school year, but many TK students must return for the second year of the TK program in order to be developmentally ready for first grade. In spite of the fact that almost half of the TK students were not developmentally prepared for first grade at the end of the 2014-15 school year and that this population contributed to almost 20% of the CPAA scores, demonstrated growth of between 40% and 44% for the domains tested is impressive.

First grade demonstrated consistent growth through multiple literacy assessments on the CPAA during the 2014-15 school year. The data show 27% growth in phonics/writing, 36% growth in phonemic awareness, and 35% growth in reading. The grade level as a whole is meeting expectations in literacy.

Second grade demonstrated growth in phonemic awareness (24%) and phonics/writing (24%). The grade level as a whole is meeting expectations in these two areas of literacy. Unfortunately, the data show a loss of growth in reading (-23%). This loss of growth suggests that one or more of the following is negatively impacting reading comprehension: need for sufficient fluency/automaticity, need for emphasis on sequential decoding skills, need for emphasis on vocabulary instruction, need for emphasis on instruction in meaning-making, and/or an increase in use of informational texts in response to the Common Core State Standards (“CCSS”), which increases vocabulary burden with a concurrent lack of schema for new material.
The intervention plan to remedy the negative growth trend involves (1) identifying students who require intervention sooner and (2) adjusting instruction to incorporate more targeted skill instruction. As a first step, cross-grade collaboration (between second and first grade teachers) was instituted to enable early identification of students who need close monitoring and support before the first assessment window. For example, 30% of the first grade class entered second grade with some sort of reading deficit. When looking at the school level data, first grade ends the school year with about 70% of their students scoring at proficient or above. This means that nearly 30% of the first grade class entered second grade scoring below proficient in reading. These deficits were addressed as soon as the school year began, not delayed until after the first assessment results. Next, rapidly analyzing initial assessment data helped teachers identify much more quickly students who required intervention in addition to those identified by first grade teachers at the start of the year. Data is analyzed by the teachers meeting in grade levels with the Principal, to develop an action plan that target skills instruction to identified students, and is submitted to the Principal. Further, the assessment results more accurately identified specific learning objectives for individual students. This data enabled teachers to group students more quickly and accurately for small group skill instruction and guided practice. Adjusting instruction to incorporate more targeted skill instruction in literacy included implementation of the following strategies:

To improve fluency/automaticity, students read aloud, practice sight words using speed drills, record themselves reading a passage and listen to their own voices and others’ for prosody, and engage in choral poetry reading, repeated reading, partner reading, and Reader’s Theatre. To improve sequential decoding skills, students engage in word study to identify patterns in words (examples include Elkonin word boxes and manipulative letters). Teachers give dictation and analyze patterns in students’ spelling which could provide information about their knowledge of letter/sound correspondence. This information indicates specific target areas for instruction for each individual student.

To improve vocabulary acquisition, teachers provide direct vocabulary instruction. This consists of teaching specific words before reading, providing active, social engagement with the words (for example, allowing students to work in teams to create skits and stories using the vocabulary words), and repeated exposure to the vocabulary words in other contexts (for example, the teacher uses the target words orally as much as possible during the two weeks following direct instruction).

To improve meaning-making, teachers provide opportunities for discussion of reading and allow students to respond individually to the reading in reading response journals using prompts to direct students’ thinking. Additionally, teachers provide direct instruction on making inferences, drawing conclusions, and understanding main ideas, big ideas, and messages (themes) in the reading. This instruction is done with think-alouds modeled by the teacher. Instruction is followed by guided practice. Individual practice is done with task cards and centers, using partners for support where necessary.

To improve comprehension of informational texts, scaffolding of such texts occurs. Text supports (headings, subheadings, bold and italicized print, and visual aids [photos, tables, graphs]) are pointed out and discussed, and the purpose for reading (dictated by text structure) is identified before reading begins. For example, we might read a brochure to determine if we want to join a
team or engage in an after-school activity; we might read a magazine article to learn about problems that koalas face in the wild; we might read a recipe to learn how to prepare a favorite snack.

It is worth noting that the NWEA assessment results show 8.4 points of actual growth in reading scores for second grade. These results support the idea that specific reading skills lessons need to be more precisely targeted to individual students in small group instruction. In fact, grade level teachers meet after each periodic administration of the NWEA or CPAA assessments to analyze student progress and learning continuum reports in order to structure highly-targeted interventions across the disciplines throughout the grade level and determine which students will benefit from specific interventions.

**CPAA (K-2) Mathematics**

The CPAA Spanish Math is administered three times a year for grades Kindergarten through Second at the same time as the Spanish Literacy assessments are administered. In 2014-2015 the tests were administered in October 2014, January 2015, and May 2015. Results of the CPAA Math assessment administered in Spanish during the 2014-15 school year demonstrate the following growth trends.

In Mathematics, **TK/K demonstrated significant growth by increasing the number of students demonstrating proficiency** by 18%; 61% of students scored Proficient at the beginning of the year assessment while 82% of students scored Proficient at the end of year assessment. **First grade also demonstrated growth** with 64% of students scoring Proficient at the initial/beginning of year assessment, while 69% scored Proficient at the end of year assessment.

Kindergarten demonstrated consistent growth through multiple math assessments on the CPAA during the 2014-15 school year. The data show 43% growth in measurement; 45% growth in numeracy; 50% growth in operations; and 49% growth in patterns/functions. The grade level as a whole is meeting expectations in mathematics.

First grade demonstrated consistent growth through multiple math assessments on the CPAA during the 2014-15 school year. The data show 42% growth in measurement; 35% growth in numeracy; 33% growth in operations; and 34% growth in patterns/functions. The grade level as a whole is meeting expectations in mathematics.

Second grade demonstrated growth in most areas through multiple math assessments on the CPAA during the 2014-15 school year. The data show 24% growth in measurement; 17% growth in operations; and 18% growth in patterns/functions. The loss of growth in numeracy (-9%) may be due to lack of fluency with math facts (sums of two-digit numbers) and lack of understanding of place value to one hundred. The RTI plan has tiered interventions (which occur during the school day), including online practice programs and supplemental instruction (which is taught by classroom teachers and intervention specialists), to address these areas. Math intervention takes place in the classroom with the teacher providing small group and individualized instruction with paraprofessionals and is determined by the paraprofessional schedule. Targeted instruction includes online supplemental program, ST Math for independent practice, small group work with
the teacher or paraprofessional using manipulatives and student whiteboards. During the second semester, a more formalized RTI program will be implemented with an intervention teacher working with individuals and small groups in a learning lab at scheduled intervals three times a week for 30-45 minutes, as well as co-teaching in the classroom with the teacher of record.

**NWEA (3rd/4th grade Reading, Language Usage and Mathematics)**

LA Leadership Primary Academy transitioned to the NWEA assessment system to monitor student achievement. The advantage of the NWEA assessments is that they yield fast results that identify students who need intervention and, additionally, accurately point to instructional learning objectives for those students. Consequently, teachers and administrators can more easily appropriately group students for targeted instruction in areas of need. The NWEA assessments are also computer adaptive like the CPAA and are used to assess progress in Reading for grades 2-5, Language usage and Math in grades 3-5, and to effective 2015-2016 to assess primary reading in grades K-2.

This exposure to online assessments and devices increases student familiarity to standardized computer adaptive tests, like the SBAC for grades 3-5.

Similarly to CPAA, NWEA is administered three times a year (fall, winter, and spring). The following are results for the fall session that was administered in October 2014. In Reading, 2nd grade obtained an initial average score of 160.8; 3rd grade, 171.6; and 4th grade, 181.9. In Language, 3rd grade scored an average score of 176 on the initial session; and 4th grade, 190.2. In the Math fall session, 3rd grade scored an average of 178.9; 4th grade, 190.9.

Score reports provide an overview of the standards that are being reached, and the standards that need to improve. The NWEA reports have the capability to create groups of students by skill and/or by standard to facilitate small group work for teachers. After each test administration teachers meet with the principal and their grade level to analyze assessment results and develop action plans that target instruction with identified students.

Third grade demonstrated consistent end-of-year growth in all areas. The data show a 13-point growth in reading; a 9.1-point growth in language usage and a 12.6-point growth in mathematics. Fourth grade demonstrated end-of-year growth in most areas. While language usage scores remained constant, the data show a 6.2-point growth in reading and a 7.5-point growth in mathematics.

The results of this assessment demonstrate a growth trend in all assessed areas for third and fourth grades. Although the LCFF (Goal 1, Outcome 2) indicates that 10% of students have reached the proficiency target for CCSS ELA and that 38% of students have reached grade level norm RIT for mathematics as measured by the NWEA (Goal 2, Outcome 3), the end-of-year data collected from both the CPAA and NWEA assessments show that students are generally moving towards proficiency in terms of actual growth. Because a majority of these students started with below-grade level skills, it will take additional time to build the foundational skills that will bring them to proficiency levels. LALPA’s RTI plan has a structure for identifying struggling or low-performing learners and providing them with supplemental instruction for 6-8 weeks (see
Intervention Programs section above). If this intervention is insufficient, two additional tiers of more intensive interventions are available.

CST (K-3)

The 2012-13 school year is the only year for which CST data is available and only second graders were tested using the CST because it was the highest grade level enrolled at LALPA during that school year. The results show 61% of LALPA students performing at Basic, Below Basic, and Far Below Basic levels, with 39% of students achieving at Proficient and Advanced levels in comparison to Resident Schools results of 42% of students performing at Basic, Below Basic, and Far Below Basic levels, with 58% of students achieving at Proficient an Advanced levels. For a number of reasons, this data does not provide an accurate basis for comparison. First, only 23 LALPA students were tested in mathematics during the 2012-13 school year. Resident Schools tested anywhere between 180 and 550 students per school. This huge disparity in number of students tested skews the comparison to Resident School Median performance totals. Second, LALPA’s scores reflect testing in grade 2 only. The Resident School Median performance scores reflect testing in grades K-6. Thus, the comparison is not between similar students as most of the grade levels constituting the Resident School Median scores (3-6) were not grade levels represented in LALPA’s scores. Third, no LALPA students tested Far Below Basic. The 61% figure reflects Basic and Below Basic scores. This is not the case for the Resident School Median scores which demonstrate that anywhere from 2% to 22% of students are Far Below Basic. This demonstrates somewhat higher achievement by the LALPA students tested. Further, LALPA’s state rank of 3, while below the median state rank of 4, is still higher than or equal to the state ranks of half of the Resident Schools included in the Resident Schools reporting (out of 10 schools, four schools scored a rank of 2, one school scored a rank of 3). Finally, LALPA has a higher English learner population than any of the other schools included in the Resident Schools data reporting. In LALPA’s dual immersion program, instruction in English is provided only 50% of the time at the second grade level, meaning that there is less instruction in English than in the Resident Schools. It stands to reason that students who receive less instruction in English would score lower on an English language-based mathematics assessment, such as the CST, than students with higher English proficiency, such as the students included in the Resident Schools data.

Research on reading and math achievement test scores of students in two-way dual immersion programs at upper elementary and secondary levels to gauge the long-term impact (Collier and Thomas, 2004; Lindholm-Leary, 2001; Howard, Sugarman, and Christian, 2003). These studies show that 7th grade students that start as English learners in a dual language programs in elementary school surpass EL students from mainstream English classes and score as well or higher than native English speakers. There is similar research for students in 8th grade. Test results for EL students in dual immersion programs on English standardized tests are not as favorable in lower elementary grades.

References:
Notwithstanding all the reasons that the data for Resident Schools does not provide an accurate basis of comparison for the mathematics progress of LALPA students, the fact remains that 61% of LALPA’s students were not proficient. In order to address this, LALPA has instituted several changes. First, LALPA has transitioned to the NWEA assessment, which, as mentioned above, is designed to yield fast results that identify students who need intervention and, additionally, accurately point to instructional learning objectives for those students. Second, LALPA has purchased *California GO Math*, a CCSS-aligned curriculum which integrates research-based instructional approaches, English learner support, and ongoing data to inform instruction. Third, LALPA has purchased *ST Math K-6*, self-paced, language-independent instructional software designed to improve conceptual understanding and problem-solving skills. Finally, LALPA has incorporated into its RtI model research-based, peer-reviewed math intervention recommendations contained in an Institute of Education Sciences-sponsored practice guide. These recommendations include the following RTI model:

**Tier 1**
Screen all students to identify those at risk for potential mathematics difficulties and provide interventions to students identified as at risk.

**Tiers 2 and 3**
Instruction during the intervention should be explicit and systematic. This includes providing models of proficient problem solving, verbalization of thought processes, guided practice, corrective feedback, and frequent cumulative review. Interventions should include instruction on solving word problems that is based on common underlying structures. Intervention materials should include opportunities for students to work with visual representations of mathematical ideas and interventionists should be proficient in the use of visual representations of mathematical ideas. Interventions, during the school day, at all grade levels should devote about 10 minutes in each session to building fluent retrieval of basic arithmetic facts

According to the Institute of Education Sciences-sponsored practice guide, all of these recommendations have either a strong or moderate level of evidence to support their efficacy and are intended to be used “by educators addressing the challenge of reducing the number of children who struggle with mathematics by using Response to Intervention. . .” LALPA is confident that these changes will improve math proficiency for all of its students.

**Subgroup Performance Data**
There are positive growth trends among the Charter School’s subgroups as well. Comparison of NWEA internal assessment results from the beginning of the 2014-15 year to the end show: English learners in third and fourth grades demonstrated double-digit growth across all domains in mathematics: OAT (13.5 points in third; 15 points in fourth); Geometry (14 points in third; 11 points in fourth); Measurement and Data (10 points in third; 5 points in fourth); and Numbers and Operations in Base Ten (14 points in third and 14 points in fourth). Additionally, English learners in third and fourth grades demonstrated growth in reading (13 points in third; 7 points in fourth) and language usage (7 points in third; 2 points in fourth).

Special Education students also showed a positive growth trend in mathematics (13 points in third; 7 points in fourth); reading (11 points in third; 6 points in fourth); and language usage (11 points in third). Fourth grade language usage proficiency scores showed loss of growth (-2 points) for this subgroup. Further analysis reveals that the significant area of decrease in the language usage domain was in writing. This can be addressed through more intensive interventions in the resource setting.

In grades three and four, 8% of Latino students have met proficiency targets in ELA and 14% of students of two or more races have met proficiency targets in ELA. In mathematics, 18% of Latino students have met proficiency targets and no students of two or more races have met proficiency targets. As stated above, these subgroups began the year below grade level and the overall student population is showing growth. It will take time and robust implementation of the RTI program to increase achievement in these subgroups.

Reading--Subgroup Performance Data:
- English Learners showed positive growth in 3rd grade reading, by 12.9 points; and in 4th grade demonstrated growth in reading, by 7.2 points
- Special Education students also showed positive growth in reading, 10.5 points in 3rd grade; 5.5 points in 4th grade
- 8% of Hispanic/Latino met proficiency target in ELA

Language Usage--Subgroup Performance Data:
- English Learners showed demonstrated growth in 3rd grade language usage, by 7.4 points; and in 4th grade demonstrated growth in language usage, by 1.6 points
- Special Education students also showed positive growth in reading, 11.3 points in 3rd grade; but loss of growth 4th grade at -2.5 points
- 8% of Hispanic/Latino met proficiency target in ELA

Math--Subgroup Performance Data:
- English Learners demonstrated double-digit growth across all domains in 3rd grade, at an average of 13.5 points: Geometry—14 points; Measurement and Data—10 points; Numbers and Operations in Base Ten—14 points. EL students in 4th grade also demonstrated double-digit growth across all domains at an average of 15 points: Geometry—11 points; Measurement and Data—5 points; Numbers and Operations in Base Ten—14 points
- Special Education students also showed positive growth trend, 13.2 points in 3rd grade; 7 points in 4th grade
- 18% of Hispanic/Latino met proficiency targets in Math
The following demographic data is from the 2014-2015 administration of the Children’s Progress Academic Assessment (“CPAA”) in grades K-2.

**Spring Score 62-100 At or Above Expectation**

<table>
<thead>
<tr>
<th>Spanish Literacy</th>
<th>Average Score</th>
<th>Hispanic Disadvantaged</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-K</td>
<td>80</td>
<td>80</td>
<td>83</td>
<td>80</td>
</tr>
<tr>
<td>1st</td>
<td>71</td>
<td>71</td>
<td>71</td>
<td>70</td>
</tr>
<tr>
<td>2nd</td>
<td>67</td>
<td>67</td>
<td>67</td>
<td>67</td>
</tr>
</tbody>
</table>

When we disaggregate the data by subgroups, our Disadvantaged group score is slightly higher in Kindergarten Spanish Literacy. Our Special Education population scored the lowest in every grade level.

<table>
<thead>
<tr>
<th>Spanish Math</th>
<th>Average Score</th>
<th>Hispanic Disadvantaged</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-K</td>
<td>77</td>
<td>77</td>
<td>77</td>
<td>77</td>
</tr>
<tr>
<td>1st</td>
<td>74</td>
<td>74</td>
<td>74</td>
<td>73</td>
</tr>
<tr>
<td>2nd</td>
<td>65</td>
<td>65</td>
<td>65</td>
<td>65</td>
</tr>
</tbody>
</table>

When we disaggregate the data by subgroups in Math, the only significant difference is our Special Education group scored lower in Kindergarten and 1st, but there was no difference from the grade level average in 2nd grade.

The following demographic data is from the 2014-2015 administration of the NWEA in grades 2-5.

<table>
<thead>
<tr>
<th>Reading</th>
<th>Students Tested</th>
<th># At or Above Norm Mean</th>
<th>School Mean</th>
<th>Norm Mean</th>
<th>Free &amp; Reduced Lunch</th>
<th>Hispanic or Latino</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>59</td>
<td>6</td>
<td>169.2</td>
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<td>168.2</td>
<td>169.1</td>
<td>166.9</td>
<td>160.3</td>
</tr>
<tr>
<td>3rd</td>
<td>60</td>
<td>11</td>
<td>184.5</td>
<td>198.6</td>
<td>183.4</td>
<td>184.5</td>
<td>181</td>
<td>178.9</td>
</tr>
<tr>
<td>4th</td>
<td>21</td>
<td>2</td>
<td>189.1</td>
<td>205.9</td>
<td>189.4</td>
<td>189.1</td>
<td>187.6</td>
<td>164</td>
</tr>
</tbody>
</table>

When we disaggregate the data by subgroups in Reading, the difference is small across the groups with the exception of special education in 2nd grade and in 4th grade. The Free and Reduced Lunch Mean and the Hispanic/Latino Mean is almost the same or within a point of each other. The Special Education Mean is 8.9 points lower in 2nd grade than the school Mean, and 25.1 points lower in 4th grade.
Our Free and Reduced Lunch population and our Hispanic/Latino population scored close to each other and to the school mean in 3rd grade. The special education population in 3rd grade had scores that were closer to the grade-level mean, only 5.6 points lower than the mean.

Our English Learner population scored lower than the grade level mean at every grade level, by a 2-3 point difference.

<table>
<thead>
<tr>
<th>Language</th>
<th>Students Tested</th>
<th># At or Above Mean</th>
<th>School Mean</th>
<th>Grade-Level Norm</th>
<th>Free &amp; Reduced Lunch</th>
<th>Hispanic or Latino</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>60</td>
<td>9</td>
<td>185.2</td>
<td>200</td>
<td>184.4</td>
<td>185.2</td>
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<td>180.3</td>
</tr>
<tr>
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<td>3</td>
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<td>206.7</td>
<td>191</td>
<td>191</td>
<td>189.6</td>
<td>160</td>
</tr>
</tbody>
</table>

In looking at the data across the subgroups in Language, the Mean score for the Free & Reduce Lunch group and the Hispanic/Latino group is either very close in 3rd and 4th grade.

The English Learner Mean is slightly lower in 3rd grade, by 3.8 points; and in 4th grade by 1.4 points.

Our Special Education Mean was the lowest in 3rd grade, by 4.9 points; and in 4th grade, by 31 points.

<table>
<thead>
<tr>
<th>Math</th>
<th>Students Tested</th>
<th># At or Above Mean</th>
<th>School Mean</th>
<th>Grade-Level Norm</th>
<th>Free &amp; Reduced Lunch</th>
<th>Hispanic or Latino</th>
<th>English Learner</th>
<th>Special Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>3rd</td>
<td>60</td>
<td>7</td>
<td>191.5</td>
<td>203.4</td>
<td>191.1</td>
<td>191.5</td>
<td>188.5</td>
<td>185.3</td>
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<tr>
<td>4th</td>
<td>21</td>
<td>2</td>
<td>197.8</td>
<td>213.15</td>
<td>198.1</td>
<td>197.8</td>
<td>197.2</td>
<td>174</td>
</tr>
</tbody>
</table>

In looking at the data across subgroups in Math, our Free & Reduced Lunch Mean and Hispanic/Latino Mean is very close to each other in 3rd and 4th grade.

Our English Learner group is slightly lower than the grade level mean in 3rd grade, by 3 points; and in 4th grade by less than one point.

Our Special Education group is the lowest performing group in Math, but in 3rd grade it’s only 6.2 points lower than the grade level mean, while in 4th grade the difference is significant, 23.8 points.

**Using the Results of CPAA and NWEA**

As indicated by the above discussion of second grade literacy results and LALPA’s response to those results, it is clear that data supplied by the two assessments (CPAA and NWEA) are significant in helping administrators and teachers determine where instruction and/or delivery of
instruction needs to be adjusted and formulate a plan to address those needs. LALPA will use the data from initial and mid-year assessments to determine which students will benefit from intervention and at which level (RtI). Data will also be used to inform curriculum development and instructional methodologies (see the plan described above for second grade literacy). To improve the overall educational program, administrators and teachers will use the data derived from these assessments to evaluate the sufficiency of curriculum materials, the efficacy of instructional methodologies, and the suitability of structures for delivering instruction (whole group, small group, intervention, online support, etc.) on an annual basis. Administrators and teachers will receive data from these assessments aggregated by grade level and subgroup as well as individual student. Parents will receive data for their individual students in the form of an easily comprehensible report showing areas of proficiency and areas needing improvement.

**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 in kindergarten and grade one 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 and Speaking are at the Intermediate level or higher. Students in grades 2-5 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, as set forth in LALPA’s EL Master Plan, until he or she meets the eligibility criteria and is reclassified to Fluent English Proficiency (“RFEP”).

The number of students sitting for the CELDT/ELPAC has increased in each of the last two years, growing from 100 (2012-13) to 137 (2013-14) to 189 (2014-15). This increase (which we attribute to both the growing EL population and better systematic identification) reflects more effective identification of English learners and ensures that adequate school resources are being allocated to administration of the test. Data from the CELDT/ELPAC will be used to ensure that adequate school resources are allocated to support services for English learners. Further, data will be used to evaluate how well the educational program is meeting the needs of English learners. For example, one of the Charter School’s goals (Goal 1, Outcome 3) is to increase the rate of reclassification of English learners. No English learners were reclassified in the 2014-15 school year. As a practical matter, English learners cannot be reclassified until they reach the second grade. Students entering kindergarten at Level 1 require at least two years to develop the English proficiency required for reclassification, and even students achieving optimal growth (one level per year) would not reach Level 4 until 3rd grade. Given this, it makes sense that most reclassification occurs between third and fifth grades. Third and fourth grades have only 72 students between them. Thus, we have a very small population with the potential for reclassification. Due to the low reclassification rate, the administrative team proceeded to reanalyze end of the year assessment date and CELDT/ELPAC scores in order to reclassify students who qualified. The reclassification criteria did not change; LALPA wanted to verify that
all students who were eligible for reclassification had the opportunity to reclassify. We were able
to find 5 students who qualified for designation as IFEPs, and 6 additional students that qualified
to be reclassified as RFEPs. The 11 students represented 6% reclassification rate for 2014-2015
academic school year.

Our English learner population is increasing, and we have put structures in place to support those
learners and improve the reclassification rate. First, we are providing professional development
in GLAD and SDAIE strategies to all teachers. Next, we have contracted with WestEd to provide
professional development for a learning and curriculum planning series which will help teachers
design customized curriculum specifically for their students’ needs. Finally, we have adjusted the
daily schedule to create defined ELA and ELD periods instead of one fluid language arts block,
which we call Universal Access time. For example, kindergarten and first grade have a daily 80-
minute block specifically for ELA/ELD. Second through fifth grades have a daily 45-minute
block for ELD and a separate block for ELA (55 minutes for second grade, 80 minutes for third
grade, and 95 minutes for fourth and fifth grades). During Universal Access time, non-EL
students receive small group instruction based upon individual needs.

In addition to making placement decisions, monitoring the adequacy of the allocation of school
resources to English learners, and evaluating the educational program relative to the
reclassification rate of English learners, data from the CELDT/ELPAC be used to monitor the
ongoing progress of reclassified students. Finally, CELDT/ELPAC data will be shared with
parents (during the second semester parent-teacher conference or a workshop), enabling them to
see their student’s English language proficiency growth from one year to the next as measured by
the same assessment tool.

**Student Population to be Served**

Los Angeles Leadership Primary Academy currently serves students in grades K through 5 and is
home to many students from international families. The student population attending LALPA 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
80% of the student population speaks a language other than English in the home, and nearly 60%
are classified as English Learners.

The Los Angeles Leadership Primary 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 Primary 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 88% of LALPA students are eligible for the federal Free or Reduced Price Meals Program. The Los Angeles Leadership Primary Academy constantly looks for ways to address community needs with a supportive, responsive staff and program.

The Charter School anticipates enrollment for its renewal term to grow as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>72</td>
<td>72</td>
<td>72</td>
<td>72</td>
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</tr>
<tr>
<td>1</td>
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<td>2</td>
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<td>3</td>
<td>72</td>
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<td>4</td>
<td>71</td>
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<td>430</td>
<td>430</td>
<td>430</td>
<td>430</td>
<td>430</td>
</tr>
</tbody>
</table>

**Goals and Philosophy**

**Mission**

The Los Angeles Leadership Primary 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.

**Vision Statement**

Our vision is to create a seamless educational transition for students K-12 in a school system that is focused on a rigorous, academic and social justice embedded curriculum. Students who come to LALPA after kindergarten will be supported through tiered intervention or accommodations in the classroom, and through RTI pullout. New students joining LALPA’s dual language program after 1st grade are assessed at the beginning of the school year by the classroom teacher with diagnostic tests, like Fountas & Pinnell Benchmark Assessment System to assess reading in Spanish and English. Students who need support in Spanish reading are provided with a small group pull-out intervention class on accelerated Spanish reading using Escalera by Estrellita, A Spanish reading program for recent arrivals in 2nd grade and above who cannot read. The program provides an accelerated jumpstart to Spanish reading, reinforcing decoding skills, building fluency and reading comprehension while teaching Spanish vocabulary.
Students who need support in English reading are identified after analyzing NWEA testing results in English Reading, Language, and Math, from the fall administration, and are provided with tiered interventions in the school’s RTI program during the next quarter, with the support of an intervention teacher, using an online intervention reading program like Achieve 3000, or similar program.

Our instructional program will include a low student to teacher ratio so that a personal and professional relationship is established at the beginning of a child’s educational career.

Our instructional program is data driven and collaborative, so that teachers create professional learning communities at every grade level. LALPA teachers will collaborate with their grade level team 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 K-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 curriculum will have the social justice theme woven throughout the grade levels 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 participate in a dual language program. Our dual language program will promote the development of bilingual and multicultural competencies for all students. The Charter School’s environment will be safe, nurturing, and developmental. 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 LALPA.

**An Educated Person in the 21st Century**

LALPA 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. 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. 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. LALPA will integrate developmentally appropriate curriculum through children’s literature and other famous historical texts to help students build their basic 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, LALPA 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 Primary 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. LALPA believes that by filling leadership roles (for example, student council) within the Charter School and in the community at large, students will be inspired to become leaders as well as educated people upon promotion from LALPA.

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. LALPA offers high computer:student ratios, ensuring substantial access for all students to technology.

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 Primary 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 Primary 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 Primary 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 in multiple languages 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 LALPA’s Educational Philosophy and Practice
LAPA 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 Dual Language Education Research conducted by Virginia P. Collier and Wayne P. Thomas, and Katheryn Lindholm-Leary in 2001.
**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 (as measured by the 5th grade Physical Fitness Test); 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;
- Reflect teachers’ commitment to best practices in education, social justice, and lifelong learning; and
- Use thematic based teaching as an instructional method in which the emphasis is given on choosing a specific theme for teaching one or many concepts. It is based on integrating various information to demonstrate the topic.

**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; and
- Balances individual and collective needs.
- Supports written and oral communication in multiple languages.

The Los Angeles Leadership Primary 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 specific curricular content and skills to be mastered are based on the CCSS and Next Generation Science Standards. The Los Angeles Leadership Primary Academy’s distinctive goals for students will supplement the CCSS. 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 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 LALPA 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 kindergarten, 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. At the same time, students will develop proficiency in English and Spanish following the Language Learning Continuum framework. Students will also be proficient in mathematics, science, and the social sciences in addition to an introductory/basic understanding of Mandarin. 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. Students will be asked to consider:

1. **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; LALPA does not utilize a specific curriculum. 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. Through the lessons in the We the Civics Kids program developed by the National Constitution Center, students will build basic civic knowledge. 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 Primary 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. Teachers will integrate Building Everyday Leadership in All Kids Curriculum for elementary students into core subjects. This curriculum is broken down into categories such as Understanding Leadership, Communication, Working with Others, Problem Solving, and Making a Difference. All projects 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 across all subject areas and synthesizing skills.

The Los Angeles Leadership Primary 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 120 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.

Community We are able and willing to express our ideas, beliefs and feelings; to hear and respect the same from others.

Empowerment We claim our power to define ourselves and to struggle for liberty.
Well-Being  We nurture our minds, bodies and spirits by practicing healthy habits.

Creator  We express our uniqueness, imagine new possibilities, shape ourselves and impact the world.

Love  We care deeply about others and ourselves and express this through our actions.

Integrity  We have the strength and self-confidence to act in accordance with our beliefs.

Inquiry  We constantly seek understanding by asking questions of ourselves and of the world around us.

Scholars  We are critical thinkers engaged in a lifelong pursuit of knowledge.

Activists  We envision a just and humane world, strive to make it real, and inspire others to do the same.

Courage  We have the strength to recognize and challenge our fears.

This list now appears in every classroom at Los Angeles Leadership Primary Academy because it was such an effective tool with the middle school and high school. These general principles will assist us in providing our students guidance and by setting expectations. These principles will be conveyed to our students by establishing common language, clear expectations, and a common school-wide college 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. Grade level teams will create a curriculum that will include descriptions of the mandala words that increase in complexity as the students mature.

Program Goals

Our program goals will enable our students to become self-motivated, confident, competent, lifelong learners. Our goals will empower students to generate solutions to problems through critical thinking, innovate ideas, products and services for 21st Century needs, and participate fully and functionally in the diverse society in which they live.

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 literacy by hiring highly qualified teachers, providing access to standards-aligned instructional materials, maintaining facilities in good repair, and by implementing Common Core State Standards

Related State Priorities:
- ☑ 1
- ☑ 2
- ☑ 7
- ☑ 8
- ☐ 5
- ☐ 3
- ☐ 6

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 (i.e. RAZ KIDS leveled readers, Wonders ELA Digital Curriculum)
- 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
- 2 additional instructional aides added to the classroom
- Small class sizes (28 or less)
- Addition of 4 class sets of laptops and iPads
- Instructional Materials (added for all classes across content areas with the growth of the school)

EL students will move one or more performance bands on CELDT and reclassification rate will increase to 8%

- EL students will gain academic content knowledge through the state-adopted academic content and performance standards, in addition to ELD (English Language Development Standards)
- EL students will be identified at the beginning of each year via CELDT to determine competency
- Teacher passports will be created for EL student identification
- Monitoring of students who qualify as proficient, ensuring continued growth and progress toward fluency and accelerated language acquisition
- EL students will have access to leveled reading materials through the use of Common Core aligned prescriptive and diagnostic software

Internal Assessments:
- Students will take NWEA and CPAA Fall, Winter, and Spring, providing baseline data Spring of 2015. Year one goal is to achieve 60% 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
- Illuminate will be used for internal assessments Providing access to bilingual education program.

### Expected Annual Measurable Outcomes

**Outcome #1:** To annually increase the percentage of students who are proficient/advanced on the CCSS for ELA.
**Metric/Method for Measuring:** CAASPP

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<td>9%</td>
<td>At least 14%</td>
<td>At least 19%</td>
<td>At least 24%</td>
<td>At least 29%</td>
<td>At least 34%</td>
</tr>
<tr>
<td>English Learners</td>
<td>4%</td>
<td>9%</td>
<td>14%</td>
<td>19%</td>
<td>24%</td>
<td>29%</td>
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<tr>
<td>Socioeco. Disadv./Lo w Income Students</td>
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<td>19%</td>
<td>24%</td>
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<td>34%</td>
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<tr>
<td>Latino Students</td>
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<td>19%</td>
<td>24%</td>
<td>29%</td>
<td>34%</td>
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**Outcome #2:** To increase significant subgroup achievement on the CCSS for ELA
**Metric/Method for Measuring:** CAASPP

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>60% Not 28%Near 8%Met 1% Exc</td>
<td>51% Not 30%Near 13%Met 6% Exc</td>
<td>36% Not 35%Near 18%Met 11% Exc</td>
<td>30% Not 32%Near 23%Met 15% Exc</td>
<td>22% Not 30%Near 28%Met 20% Exc</td>
<td>15% Not 27%Near 33%Met 25% Exc</td>
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<tr>
<td>English Learners</td>
<td>67% Not 27%Near 4%Met 0% Exc</td>
<td>56% Not 30%Near 9%Met 5% Exc</td>
<td>41% Not 35%Near 14%Met 10% Exc</td>
<td>25% Not 40%Near 23%Met 12% Exc</td>
<td>20% Not 40%Near 25%Met 15% Exc</td>
<td>18% Not 38%Near 27%Met 17% Exc</td>
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<tr>
<td>Socioeco. Disadv./Lo w Income Students</td>
<td>60% Not 28%Near 8%Met 1% Exc</td>
<td>51% Not 30%Near 13%Met 6% Exc</td>
<td>36% Not 35%Near 18%Met 11% Exc</td>
<td>30% Not 32%Near 23%Met 15% Exc</td>
<td>22% Not 30%Near 28%Met 20% Exc</td>
<td>15% Not 27%Near 33%Met 25% Exc</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Latino Students</td>
<td>60% Not 28%Near 8%Met 1% Exc</td>
<td>51% Not 30%Near 13%Met 6% Exc</td>
<td>36% Not 35%Near 18%Met 11% Exc</td>
<td>30% Not 32%Near 23%Met 15% Exc</td>
<td>22% Not 30%Near 28%Met 20% Exc</td>
<td>15% Not 27%Near 33%Met 25% Exc</td>
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Outcome #3: To increase the school’s reclassification rate of English Learners

**Metric/Method for Measuring:** CELDT

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<td>All Students (Schoolwide)</td>
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<td>10%</td>
<td>13%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>English Learners</td>
<td>5%</td>
<td>10%</td>
<td>13%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>4%</td>
<td>9%</td>
<td>12%</td>
<td>15%</td>
<td>17%</td>
<td>19%</td>
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<tr>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino Students</td>
<td>5%</td>
<td>10%</td>
<td>13%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
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</tbody>
</table>

Outcome #4: To increase the number of students reaching grade level norm as measured by NWEA

**Metric/Method for Measuring:** NWEA

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
</tr>
<tr>
<td>English Learners</td>
<td>8%</td>
<td>13%</td>
<td>18%</td>
<td>23%</td>
<td>28%</td>
<td>33%</td>
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<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>13%</td>
<td>18%</td>
<td>23%</td>
<td>28%</td>
<td>33%</td>
<td>38%</td>
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<tr>
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<td>10%</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
</tr>
<tr>
<td>Latino Students</td>
<td>15%</td>
<td>20%</td>
<td>25%</td>
<td>30%</td>
<td>35%</td>
<td>40%</td>
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**GOAL #2**

To increase achievement in math numeracy as measured by the CCSS

Related State Priorities:
- ☑ 1
- ☑ 4
- ☑ 7
- ☑ 2
- ☑ 5
- ☑ 3
- ☑ 6

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 Math through:
- Challenging content lessons reflecting CCSS
- Prescriptive and diagnostic software (ST Math)
- Comprehensive intervention support through tutoring and digital content providers

**Internal Assessments**
- Based on year one’s baseline data, LALA will determine a reasonably ambitious goal for NWEA. 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.
- Illuminate will be used for internal assessments.

### Expected Annual Measurable Outcomes

**Outcome #1:** To annually increase the percentage of all students who are proficient/advanced on the Common Core State Standards (CCSS) for Math

**Metric/Method for Measuring:** CAASPP

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<td>30%</td>
<td>35%</td>
<td>40%</td>
<td>45%</td>
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<tr>
<td>English Learners</td>
<td>14%</td>
<td>16%</td>
<td>18%</td>
<td>20%</td>
<td>22%</td>
<td>24%</td>
</tr>
<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Latino Students</td>
<td>21%</td>
<td>23%</td>
<td>25%</td>
<td>27%</td>
<td>29%</td>
<td>31%</td>
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**Outcome #2:** To increase significant subgroup achievement on the CCSS for Math

**Metric/Method for Measuring:** CAASPP

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
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<tr>
<td>English Learners</td>
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<tr>
<td>Socioeco. Disadv./Low Income Students</td>
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</tr>
<tr>
<td>Students with Disabilities</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino Students</td>
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</tbody>
</table>
Outcome #3: To increase the number of students reaching grade level norm RIT as measured by NWEA

Metric/Method for Measuring: NWEA (GRADES 3-4)

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<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>38%</td>
<td>43%</td>
<td>48%</td>
<td>53%</td>
<td>58%</td>
<td>63%</td>
</tr>
<tr>
<td>English Learners</td>
<td>28%</td>
<td>33%</td>
<td>38%</td>
<td>43%</td>
<td>48%</td>
<td>53%</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>34%</td>
<td>39%</td>
<td>44%</td>
<td>49%</td>
<td>54%</td>
<td>59%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>22%</td>
<td>27%</td>
<td>32%</td>
<td>37%</td>
<td>42%</td>
<td>47%</td>
</tr>
<tr>
<td>Latino Students</td>
<td>38%</td>
<td>43%</td>
<td>48%</td>
<td>53%</td>
<td>58%</td>
<td>63%</td>
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</table>

Outcome #3 Part 2: To increase the number of students reaching grade level norm RIT as measured by CPAA

Metric/Method for Measuring: CPAA (GRADES K-2)

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<td>77%</td>
<td>82%</td>
<td>87%</td>
<td>92%</td>
</tr>
<tr>
<td>English Learners</td>
<td>71%</td>
<td>76%</td>
<td>81%</td>
<td>86%</td>
<td>91%</td>
<td>96%</td>
</tr>
<tr>
<td>Socioecon. Disadv./Low Income Students</td>
<td>72%</td>
<td>77%</td>
<td>82%</td>
<td>87%</td>
<td>92%</td>
<td>97%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>60%</td>
<td>65%</td>
<td>70%</td>
<td>75%</td>
<td>80%</td>
<td>85%</td>
</tr>
<tr>
<td>Latino Students</td>
<td>72%</td>
<td>77%</td>
<td>82%</td>
<td>87%</td>
<td>92%</td>
<td>97%</td>
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</table>

GOAL #3

School climate

Related State Priorities:
- ☐ 1
- ☑ 4
- ☐ 2
- ☑ 5
- ☐ 3
- ☑ 6
Specific Annual Actions to Achieve Goal

- Provide intervention for absent students as necessary and celebrate perfect attendance during whole school assemblies
- Utilize Phone blast system to communicate with parents
- School will implement strategies to reduce and minimize the rate of student suspensions for all grade levels and subgroups and include alternatives to suspension as outlined by LAUSD
- School will implement strategies and proactive measures designed to ensure a minimal rate of student expulsion for all grade levels and subgroups as well as provide alternatives to expulsion
  - Problem-solving/contracting
  - Mini-courses
  - Parent Supervision in school
  - Counseling
  - Community Service
  - Appropriate in-school alternatives
  - Behavior monitoring
  - Alternative programming
  - Coordinated behavior plans
- Continued after-school program: After-School All-Stars
- Parent Communication through various pathways: website, teacher websites, Gmail, newsletter, and Phone Blaster
- Parent Outreach Coordinator
- Utilize Campus/Supervision Aides during recess and lunch for supervision

Expected Annual Measurable Outcomes

**Outcome #1**: To maintain strong average daily attendance (ADA) rates that support student learning

**Metric/Method for Measuring**: ADA rate

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<td></td>
</tr>
<tr>
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<td>1%</td>
<td>1%</td>
<td>1%</td>
<td>1%</td>
<td></td>
</tr>
<tr>
<td>English Learners</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
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</tr>
<tr>
<td>Socioeco. Disadv./Low Income Students</td>
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<td>&lt;1%</td>
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<tr>
<td>Students with Disabilities</td>
<td>&lt;1%</td>
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<tr>
<td>Latino Students</td>
<td>1%</td>
<td>&lt;1%</td>
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</table>

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

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</thead>
<tbody>
<tr>
<td>All Students (Schoolwide)</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>English Learners</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Socioeco. Disadv./Low Income Students</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
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<tr>
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<td>&lt;1%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
</tr>
<tr>
<td>Latino Students</td>
<td>0%</td>
<td>&lt;1%</td>
<td>&lt;1%</td>
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</table>

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

**GOAL #4**

**Professional development**

<table>
<thead>
<tr>
<th>Related State Priorities:</th>
<th>1</th>
<th>4</th>
<th>7</th>
<th>2</th>
<th>5</th>
<th>8</th>
<th>3</th>
<th>6</th>
</tr>
</thead>
</table>
Specific Annual Actions to Achieve Goal

- Implement the teacher evaluation process collectively bargained in 2014-15, adding depth and complexity and differentiation to professional development
- Ensure that all teachers are fully credentialed and properly assigned
- Collaboratively plan and develop a comprehensive professional development timeline to address faculty’s needs and to differentiate professional development based on teacher effectiveness data
  - Identify areas for growth and development where administrators and teachers 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
  - 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

Expected Annual Measurable Outcomes

<table>
<thead>
<tr>
<th>Outcome #1: Professional Development reflects depth and complexity</th>
<th>Metric/Method for Measuring: Teacher survey data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Satisfaction Rate</td>
<td>80%</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Outcome #2: Teacher evaluation process is re-evaluated and updated through Collective Bargaining</th>
<th>Metric/Method for Measuring: Teacher survey data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collectively Bargained Teacher Evaluation Process</td>
<td>100%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcome #3: Professional Development focused on CCSS</th>
<th>Metric/Method for Measuring: Teacher evaluation survey</th>
</tr>
</thead>
</table>

## Basic services

Site operations manager will assess maintenance needs and identify items requiring attention in the following ways:

- 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 Marshall during random walk-throughs which happen approximately on a quarterly basis

## Expected Annual Measurable Outcomes

**Outcome #1:** To provide and maintain 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

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</thead>
<tbody>
<tr>
<td><strong>Insurance Site Inspection</strong></td>
<td><strong>Passing Score</strong></td>
<td><strong>Passing Score</strong></td>
<td><strong>Passing Score</strong></td>
<td><strong>Passing Score</strong></td>
<td><strong>Passing Score</strong></td>
<td><strong>Passing Score</strong></td>
</tr>
<tr>
<td><strong>Fire Marshall Walkthroughs</strong></td>
<td><strong>Positive Feedback</strong></td>
<td><strong>Positive Feedback</strong></td>
<td><strong>Positive Feedback</strong></td>
<td><strong>Positive Feedback</strong></td>
<td><strong>Positive Feedback</strong></td>
<td><strong>Positive Feedback</strong></td>
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</tbody>
</table>
GOAL #6

Parent involvement

Specific Annual Actions to Achieve Goal

• Increase connectedness to school by students, families, and community through:
  
  o Continued implementation of after- school programs, family and community outreach and other programs integral to school operations

  o Annual Stakeholder satisfaction surveys identifying focus areas

  o Various pathways: website, teacher websites, Google email, newsletter, and Phone Blasters

• Monthly parent workshops that foster knowledge within the various systems used by the schools and regarding college readiness and preparedness

• Parent feedback on LCAP annual update

• 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 school by students, families, and the community

Metric/Method for Measuring: Stakeholder survey results

|------------------|----------|-----------|-----------|-----------|-----------|-----------|
### Stakeholder surveys

<table>
<thead>
<tr>
<th>Outcome #2: To provide parents access to opportunities for participation and input on decision-making</th>
</tr>
</thead>
<tbody>
<tr>
<td>Metric/Method for Measuring: Number of parent activities/events</td>
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<tbody>
<tr>
<td>Activities/events</td>
<td>3 or more per sem.</td>
<td>3 or more per sem.</td>
<td>3 or more per sem.</td>
<td>3 or more per sem.</td>
<td>3 or more per sem.</td>
<td>3 or more per sem.</td>
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### Instructional Design

LALPA focuses on engaging students through hands-on, student-centered, constructivist 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; developing multilingualism in English, Spanish and Chinese
- 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.

LALPA 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 LALPA’s instructional program is grounded in workshop-structured classroom settings. We are a small school with approximately 72 students in each grade. Our small setting not only enables grade level teachers to work closely together to establish consistency in the program offered at each grade, it allows us to employ a workshop-based approach, which creates opportunities for independent work and fosters student collaboration, engaging students through social interaction with peers and leading to deeper learning. Some of the features of LALPA’s instructional settings include:

• A student-centered environment where all students are held to high academic and behavioral standards

• A balance of whole class, small group, and individual learning opportunities flexible enough to meet the varying needs of individual students and provide inclusion for students with special needs who are capable of benefiting from this design

• A thematic instruction and workshop approach

• A dual immersion program, which uses two languages for instruction

The workshop model has evolved overtime from research and practice that began in New York City Schools, spearheaded by the Teachers College Reading and Writing Project in the 1970s and 1980s. Students benefit from teaching that offers direct instruction, guided practice, and independent practice. Small group work is the bulk of the workshop time, which provides the teacher with multiple opportunities to tailor instruction. The routines and structures of a workshop are kept simple and predictable, so that the teacher can focus on the complex work of teaching “in a responsive manner to accelerate achievement for all learners.” This practice is supported by Dubé, Bessette, and Dorval (2011) whose research demonstrated “the positive effects of the combination of flexible grouping, associated with the explicit teaching of writing are particularly clear in the subgroups of students with learning difficulties or severe learning difficulty in writing” (p. 181). Additionally, when comparing the error rate variation from the beginning and end of the experiment, “the percentage dropped from 16.22% for students with severe learning difficulties to 7.83% of all types of errors, for the students with severe learning difficulties.” Moreover, the volume of student writing increased as more time was allotted.

Ford (2005) and Perkins and Cook (2012) also have research that support flexible groupings to promote “responsive teaching.” The rubrics and student checklists are important tools that encourage self-assessment and goal setting so that instruction is more individualized.

References:


Workshop Format Instruction

The workshop-based approach enables students to become self-directed learners. Also, this approach makes teaching amenable to differentiated instruction, meeting individual students’ needs. The workshop format provides a structured and predictable place where teachers are viewed as mentors and models. During workshop, student writers, readers, and mathematicians learn and practice new strategies, develop understanding, and explore questions using prior and personal experience as scaffolds to creatively integrate new knowledge and make meaning. Teachers confer, motivate, and question as they work with whole groups, small groups, and individual students to personalize instruction. Students in groups have a collaborative structure which supports learning and allows all students to participate in success. This model of instruction is inherently responsive to student needs.

The essential components of workshop format are:

**Scaffold.** Teachers use prior knowledge of previous work and skills taught to introduce the lesson for the day. The skill they will learn is explicitly named.

**Mini-lessons.** Students receive direct instruction in the form of a mini-lesson. This whole group instruction focuses on an explicit skill for all students to learn, addressing the CCSS at each grade level.

**Link.** Teachers restate the teaching point and provide an expectation for students to utilize the strategy or skill. Students are then excused to begin their work.

**Independent workshop time.** Students are given ample time to work independently, in pairs, and in small groups to apply the skills and strategies they have learned. While students are working independently, teachers are able to provide feedback to move students along trajectories of skill development. Feedback during workshop time is essential to student growth and learning as it enables students to understand the progress they have made. Feedback is provided to small groups, through one-to-one conferencing, and by peers in collaborative settings.

The workshop model has three basic structures: the mini lesson, independent writing time with conferring and small-group work, and the share sessions at the end of the workshop time. These structures support the basis of the writing instruction—providing direct instruction, guided practice as students attempt the new learning, and independent application of the strategies. (Vygotsky, 1978) At LA Leadership Primary Academy, the workshop structure is used to teach writing through writers’ workshop, teach reading through readers’ workshop and mathematics through
The mini lesson offers students direct instruction on an explicit strategy for writing. During the mini lesson, teachers demonstrate the process that writers often use to do the type of writing being studied and they scaffold the process that writers often use to write.

• Students then move into independent writing/workshop time, which is the bulk of time in writers workshop. Students work independently using the strategies they’ve been taught. During this time, the teacher meets individually with students for a writing conference or meets with a group of students for small group instruction. This is where students receive individualized instruction that is based on their assessment needs. (Atwell 1989, Anderson, 2000; Calkins 1994; Graves 1994).

• The share session at the end allows student to share their writing with the group and get feedback. Ultimately the share session is a time for writers to come together to share their writing, and set goals for how they will improve. (Calkins 1994)

References:

Atwell, N. 1989 Coming to Know: Writing to Learn in the Intermediate Grades. Portsmouth, NH: Heineman


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.
Dual Language Immersion

Dual language programs use two languages for literacy and content instruction for all students. Instruction is provided in two languages over an extended period of time, from kindergarten through at least fifth grade with instruction in Spanish at least 50% of the time. Both languages are used for instruction, and two groups of students are involved, native English speakers and students from another language background-Spanish. Both native English speakers and English language learners are grouped together for core academic instruction. Breakdown of the dual language program:

<table>
<thead>
<tr>
<th>Grade Levels</th>
<th>Instruction in Spanish</th>
<th>Instruction in English</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK-1</td>
<td>80%</td>
<td>20%</td>
</tr>
<tr>
<td>2</td>
<td>70%</td>
<td>30%</td>
</tr>
<tr>
<td>3</td>
<td>60%</td>
<td>40%</td>
</tr>
<tr>
<td>4-5</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

The goals of dual immersion programs are:

- Students will develop high levels of proficiency in their first language.
- All students will develop high levels of proficiency in the second language.
- Academic performance will be at or above grade level.
- All students will demonstrate positive cross-cultural attitudes and behaviors.

In order to maintain high expectations and academic rigor for English language learners, the Council of Chief State School Officers, the California Department of Education, and the San Diego County Office of Education have spearheaded an effort to translate the Common Core ELA/Literacy Standards and Math Standards into Spanish. Known as The Common Core Translation Project, the project’s goal is to translate and provide linguistic augmentation of the CCSS. “The purpose of the linguistic augmentation is to address points of learning, skills and concepts that are specific to Spanish language and literacy, as well as transferable language learning between English and Spanish as provided in educational settings where students are instructed in both languages.”

In addition, the sponsors of The Common Core Translation Project assert that the linguistic augmentation will provide a structure for the development of instructional materials that support student academic language learning, an essential component of academic success. The translated, augmented standards will be used to develop curriculum, design instruction, and improve student outcomes in both ELA/Literacy and mathematics.

Our students are taught by highly-qualified, credentialed teachers, all of whom are bilingual in English and Spanish.

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Key Educational Theories

The educational program has its roots in constructivism and collaborative learning. Jerome Bruner posits that learning is an active process in which the learner uses existing schema to make meaning of new information and experiences, a process called scaffolding. 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). 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). Developing critical thinking skills, including those of evaluation and analysis, is one of the primary focus areas at Los Angeles Leadership Primary Academy. Therefore, the instructional design includes educational experiences that are social, engaging, and student-oriented in order to improve scholarship and enhance creativity.

In addition to constructivism and collaborative learning, the instructional design includes dual language immersion. Collier and Thomas call the effect of dual language immersion on student outcomes “astounding.” Collier and Thomas have demonstrated that dual language immersion has enormous effects on student outcomes on national norm-referenced tests. Dual language immersion outpaced both transitional bilingual education and developmental bilingual education with reading scores 5 to 10 percentage points higher than the other two programs. Further, dual language immersion helps to nurture multiple cultural heritages, reduces behavior problems as students feel valued and respected, and increases parental participation because parents feel

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3 Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.
6 Id.
welcomed as true partners in the school community.\textsuperscript{7} Besides the aforementioned benefits, dual language immersion allows teachers to focus on delivering a high quality curriculum rather than a simplified version, allowing all students to participate in meaningful, engaging learning experiences that promote achievement.

\textbf{Research-Based Evidence}

The following ideals are embodied in the instructional design and have research-based evidence to support their efficacy in serving a low-socioeconomic status student population.

\textit{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 Primary 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.”\textsuperscript{8} Our workshop-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.\textsuperscript{9} This is especially important for students from low socioeconomic backgrounds whose families may lack the financial resources to provide incentives, enrichment, and emotional support.

\textit{Mastery}

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.\textsuperscript{10} 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.\textsuperscript{11} 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 low socioeconomic backgrounds because the emphasis on effort and improvement instead of performance meets them where they are academically and helps them to move forward

\textsuperscript{7} Id.
\textsuperscript{9} Wilson, Donna. (2010). Thinking for results: strategies for increasing student achievement by as much as 30 percent. Orlando, FL: BrainSMART.
\textsuperscript{11} Id.
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. 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 low socioeconomic 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 low socioeconomic 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 low socioeconomic backgrounds perform less well than more affluent students. 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 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.” 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.” Teaching these skills impacts all students positively, but may most significantly change the lives and futures of students from low socioeconomic backgrounds. These skills will be taught throughout the core curriculum through PBL, student activities, and literature.

**Curriculum and Instruction**

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15 Id.
**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.

**English Language Arts/Spanish Language Arts (Core)**

Los Angeles Leadership Primary Academy engages students in purposeful reading and writing each day by exposing students to reading, writing, and working with words in two languages to become truly biliterate. In each grade, writing units are designed based on the California Common Core State Standards (“CCSS”). The CCSS are grouped into units in our pacing plans. Teachers work together in grade level teams to develop standards-based, thematic units that culminate in writing projects.

**Reading**

LALPA will transition from a textbook-centered curriculum to a program of thematic teaching and balanced literacy. Balanced literacy uses regular but discrete (carved out) periods of time for skills instruction and literature-based experiences to incorporate the benefits of both skills-based and meaning-based approaches to reading instruction. Based on students’ needs, teachers have discretion as to when to integrate specific skills. Skills-based instruction includes direct and explicit instruction in phonemic awareness and phonological concepts, decoding skills, comprehension strategies, and vocabulary. Meaning-based instruction helps students develop a lifelong interest in reading through rewarding experiences with high-quality, high-interest books in a language-rich classroom environment offering many opportunities for independent and shared reading.

Currently, in grades K-5, Houghton Mifflin Harcourt *Excursions* is available to use as a resource for instruction of English language arts. During the 2015-16 school year, teachers in 4th and 5th grades are piloting *Wonders* by McGraw Hill, as a digital English language arts curriculum on one-to-one laptops. In grades K-3 *Excusiones* is used for instruction of Spanish language arts and *Estrellita Beginning Spanish Reading Program* is used K-1 as a supplement to instruction on phonemic awareness, phonics and fluency. A new textbook adoption will take place in 2016-2017 once the state releases the list of approved publishers for reading and language arts curricula.
Additionally, teachers will use literature for interactive read-alouds and shared reading, leveled readers for guided reading, and books from a variety of genres to support standards-based thematic units. The Charter School implements a balanced literacy approach to instruction in English and Spanish language arts. There are several components of the balanced literacy approach that provide additional structures for teaching reading.

The components of the balanced literacy approach include:

- **Interactive Read-Aloud**
  Read-aloud supports the independence that workshop requires. The teacher models the natural thinking process and work of a reader as he or she reads a text. Read-aloud is also an opportunity for teachers to demonstrate how conversations about books support reading comprehension. Interactive read-aloud time supports the development of key reading skills such as fluency and comprehension. Further, in choosing texts to read aloud, teachers include a range of levels, perspectives, genres, cultures, and authors.

- **Shared Reading**
  Shared reading provides an opportunity for the teacher to read a text with students (repeated reading with all eyes on one text). As a whole group, a class reads and analyzes the shared text to develop literacy skills, including fluency, vocabulary, and comprehension. CCSS are taught and reinforced during shared reading to ensure students meet or exceed grade-level expectations. Shared reading may be used to support content and other curricular areas such as History/Social Studies, Science, and Math.

- **Independent & Partner Reading**
  At LALPA, the focus is helping students in the primary grades learn to read; in the upper grades students use these developed reading skills to comprehend and learn from complex texts. During independent reading, students have the opportunity to read a “just-right book” that has been selected based on a previously assessed reading level at which a student can read independently.

- **Guided Reading & Small Groups**
  During guided reading, teachers meet with small groups of students at similar instructional reading levels. The teacher chooses a text at or slightly-above the groups’ just-right level and coaches them through the reading process. These small groups allow teachers to tailor skill and strategy instruction to students’ needs while addressing the content standards.

**Writers Workshop**

LALPA utilizes Writer’s Workshop to teach writing as developed by the Teachers College Reading and Writing Project. Our Writer’s Workshop model has emerged from professional development with Growing Educators. Writer’s Workshop engages students in learning the craft of writing through a sequential approach, delineating the multiple stages of the writing process:
prewriting, drafting, revising, editing, and publishing. Students receive instruction in multiple writing genres aligned with the CCSS. The development of individual writing style (voice) and understanding of formal written and oral conventions of English language are also addressed in Writer’s Workshop.

Components of Writer’s Workshop include:

- **Craft of writing in the primary grades (TK-2)**
  In the primary grades writers begin their journey by developing their writing craft and expressing it through pictures, letters, and then words, which evolve into sentences and paragraphs. Writers independently create stories which empower their words and thoughts and are able to describe these experiences and share them with their peers.

- **Writing conference in the primary grades**
  Writing conferences in the primary grades support and guide young writers as they develop their writing skills. Writing focuses heavily on a child’s sound/symbol connections and develops a student’s ability to utilize phonemic awareness and phonics to produce writing.

- **Craft of writing in the upper grades (3-5)**
  The teaching emphasis shifts to developing a sophisticated writing style. Students achieve this through the study of mentor texts as a model for structure, voice and purpose and through mini-lessons, which focus on an explicit skill or learning goal. Students learn how to structure multi-paragraph narrative and expository compositions, using the CCSS to inform expectations and outcomes at each grade level.

- **Writing conference in the upper grades**
  Writing conferences occur after the mini-lesson while students are individually working on their own writing. In a writing conference, a teacher confers with a student or small student group about their work as writers. Conferences allow for differentiated instruction for students functioning at all levels in writing. Further, conferences provide teachers an opportunity to assess students, ensuring that student writers are approaching the writing expectations in their particular grade level.

### ELD Program (Core)

Currently, English Learners receive standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of English Language Development instruction each day. ELD instruction is given according to a student’s assessed proficiency level and is based on the 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 English Language Arts CCSS. As a supplement to our teacher-created ELD instruction at each grade level, we will use a program like *National Geographic Reach*, a research-based program which provides active learning opportunities and scaffolded instruction to move English learners to reading proficiency and independence. LALPA will use a state approved and adopted ELD program. The Charter School is currently requesting samples of the programs recently adopted by the State for review by our ELD committee.
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.

After the final edited version of the ELA/ELD Framework adopted on July 9, 2014 is approved by the CDE, state-approved curriculum materials will be selected and purchased to guide instruction in the new knowledge, skills, and abilities detailed in the framework.

**Mathematics Curriculum (Core)**

Mathematics instruction at LALPA focuses on activities in which students have concentrated practice in basic skills while deepening their critical thinking. Computational fluency is developed in concert with a child’s developing number sense. Students use a variety of strategies in computation and problem-solving and learn to represent their thinking with appropriate models. Beginning in kindergarten, students must be able to explain their thinking processes as they interact with other students and the teacher. Additionally, they must be able to communicate their strategies and findings in writing.

In kindergarten and first grade, teachers use McGraw-Hill My Math, a program fully aligned to the CCSS for Mathematics. The program offers students opportunities to embrace math through meaningful real-world applications. Teachers in grades 2-5 use Houghton Mifflin Go Math! California, specifically designed for California teachers. It incorporates the CCSS Mathematical Practices in every lesson to develop mathematical thinking and features exploration-driven lessons that begin with problem-based situations and build to more abstract problems.

As a supplement to classroom instruction, teachers and students have access to an online visual math program based on neuroscience research from UC Irvine. This program, entitled ST Math by MIND Research Institute, offers programs that reinforce key concepts, improve fluency, and connect math and music.

Through professional development from UCLA Center X, the teachers have implemented Cognitively Guided Instruction (CGI) Math. Developed by education researchers Thomas Carpenter, Elizabeth Fennema, Penelope Peterson, Megan Loef Franke, and Linda Levi, CGI is guided by two major theses. The first is that children bring intuitive knowledge of mathematics to school with them and this knowledge should serve as the basis for developing formal mathematics instruction in elementary school. This thesis suggests an emphasis on assessing the processes that students use to solve problems. The second thesis is that math instruction should be based on the relationship between computational skills and problem-solving, creating emphasis on problem-solving rather than repetition of number facts. This approach helps teachers take advantage of children’s natural problem-solving strategies by using story problems to introduce a topic and
asking students to solve those problems any way they can. This unique method helps children develop meaning for mathematics before they use number sentences to represent problems.

**History Social-Science Curriculum (Core)**

In order to develop global citizens and agents of change, it is important for LALPA students to develop a strong sense of the 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 the upper elementary grades use the Houghton Mifflin *California Social Studies* textbook as a resource, along with other reference materials as previously described, to access the knowledge and skills needed for the various units of study. Primary grades do not utilize textbooks for social studies; teachers develop their own standards-based lesson plans.

**Science (Core)**

The science program follows an inquiry-based approach developed around hands-on investigations that engage the learner in the practices of scientists and engineers. The science program encourages curiosity, critical thinking skills, and connection to the natural world. Students experience real world application of science in the school garden as they plant, observe, and record their findings. The science program supports the integration of math and language arts, developing high levels of academic language in English and Spanish. Students learn through *Full Option Science System (FOSS)*, a science curriculum designed to present skills and information sequentially, leading students to a more comprehensive understanding of the content. Besides the FOSS curriculum, supplemental materials include videos and trade books specifically pertaining to the science topics being taught. Students also create interactive science notebooks as tools for learning. These notebooks are structured to provide opportunities for students to record their observations and reflect on what they learned from those observations. The science program is aligned to *A Framework for K-12 Science Education*, developed by the National Research Council, and supports the Next Generation Science Standards for which *A Framework for K-12 Science Education* is the foundation.

**Visual and Performing Arts (Core)**

The goal of art education at the elementary level is to expose students to a variety of artistic media and to develop their understanding of and enjoyment for creating visual art. Visual art
concentrations consist of artistic perception, historical and cultural context, aesthetic valuing, and connections, relationships, and applications. Students will gain an understanding of art as symbolic language and an appreciation of its historical and cultural context. They will develop their knowledge of a variety of techniques including sculpture, painting, drawing, and printmaking and have opportunities to develop art skills through creating various works of art. Additionally, visual art is integrated into language arts through discussion and written response to works of art and into mathematics instruction through identification of rhythm, movement, proportion, and pattern. Student art work is displayed on classroom and hallway bulletin boards and showcased at parent events such as Open House.

Musical concepts are taught at LALPA with special emphasis on traditional, multicultural songs and games. Through dance instruction, teachers provide students with opportunities to develop their physical abilities, to value artistic and self-expression, and to develop a personal standard of excellence. Additionally, students have the opportunity to be part of an after school dance group. These experiences prepare students for a spring performance that showcases singing, acting, and dancing.

**Physical Education and Health (Core)**

The K-5 physical education program at LALPA provides students with 200 minutes of instruction every 10 days. The focus of the program is on physical fitness where students learn the skills and knowledge to be physically fit along with developing 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
- Establish goals for fitness and for more healthful food choices
- Enjoy and seek out 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 and in our school garden, students learn about healthy eating, food groups, and where food comes from.

**Intervention Programs**

**Response to Intervention**

LALPA will implement Response to Intervention (RTI), a multi-tier approach to the early identification and support of students with learning and behavior needs. The RTI process begins with high-quality instruction and universal screening of all children in the general education classroom. Struggling learners are provided with interventions at increasing levels of intensity to accelerate their rate of learning.
Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions.

Within Tier 1, all students receive high-quality, scientifically based instruction provided by qualified personnel to ensure that their difficulties are not due to inadequate instruction. All students are screened on a periodic basis to establish an academic and behavioral baseline and to identify struggling learners who need additional support. Students identified as being “at risk” through universal screenings and/or results on internal benchmark assessments receive supplemental instruction for 6-8 weeks during the school day in the regular classroom. During that time, student progress is closely monitored using a validated screening system such as curriculum-based measurement. At the end of this period, students showing significant progress are generally returned to the regular classroom program. Students not showing adequate progress are moved to Tier 2.

Tier 2: Targeted Interventions

Targeted Interventions are provided during the school day two to three days a week for 45 minutes. Students not making adequate progress in the regular classroom in Tier 1 are provided with increasingly intensive instruction matched to their needs on the basis of levels of performance and rates of progress. Intensity varies across group size, frequency and duration of intervention, providing instruction or intervention. These services and interventions are provided by an intervention specialist in small-group settings at the Learning Lab in addition to instruction in the general curriculum. The intervention specialist uses programs such as Lexia and ST Math to monitor student progress and customize curriculum based on the needs of students. In the early grades (kindergarten through 3rd), interventions are in the areas of reading and math. A longer period of time may be required for this tier, but it should generally not exceed a grading period. Students who continue to show too little progress at this level of intervention are then considered for more intensive interventions through the SST process as part of Tier 3.

Tier 3: Intensive Interventions and Comprehensive Evaluation

At this level, students receive individualized, intensive interventions that target the students’ skill deficits. Intensive Interventions will be provided during the school day four to five times per week at the Learning Lab. The intervention specialist will provide systematic and explicit instruction that includes modeling and direct teaching using multiple examples. The intervention specialist will use programs like Achieve 3000 and ST Math to monitor student progress and customize lessons. Students who do not achieve the desired level of progress in response to these targeted interventions 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 (IDEIA 2004). The data collected during Tiers 1, 2, and 3 are included and used to make the eligibility decision.

Student Assistance Program/Student Success Team

LA Primary Leadership Academy utilizes two student support structures to maximize student success across all grade levels.
1. The Student Assistance Program (SAP), under the leadership of the Director of Student Support Services, is a learning support umbrella structure that brings together all support service providers at a school site to develop and monitor programs and resources that enhance prevention and intervention efforts, contributing to student success. The SAP focuses on referred students and coordinates available programs and services to promote student academic success. In addition, school-wide issues are identified and addressed.

2. The Student Success Team (SST) is a problem-solving structure that assists students, families and teachers 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

**Student Success Team**

**Flow Chart**
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

Enrichment Programs

Mandarin language instruction is offered to grades 3-5 after school. The curriculum resource is the *UCLA Confucius Institute Mandarin Language and Culture Instructional Guide*, a topically-based approach focused on building strong communication skills rather than translation-based language teaching. This program offers students an opportunity to learn about art and culture as well as learning how to write traditional and simplified Chinese characters.

Instructional Methods and Strategies
In addition to the balanced literacy approach to teaching reading and Writer’s Workshop for teaching writing, LALPA teachers employ a variety of research-based instructional methods, tools, and strategies to actively involve students in lessons, to increase motivation and interest, to develop critical thinking skills, to provide differentiation, and to stimulate independent learning. These methods and strategies represent practices that support implementation of the CCSS because they focus on developing critical thinking, problem-solving and analytical skills which will assist students in mastering the CCSS and other state content standards. Some of these strategies include:

- **Learning targets.** When initiating a lesson, teachers always identify the focus learning targets and communicate expectations to students. In contrast to instructional objectives, learning targets are expressed from the students’ point of view, focusing them on what they have to learn and the skills they need to demonstrate that learning.

- **Write/Think-Pair-Share.** This cooperative discussion strategy helps students develop conceptual understanding through providing time for individual thinking and providing a structure for developing that thinking with a partner. This strategy offers a means of differentiation (each student thinks at his or her own level) and evaluation (students analyze and judge other’s ideas/positions). It also allows all students to participate in knowledge-sharing, organically scaffolding problem-solving and critical thinking.

- **Thinking Maps.** Thinking Maps are graphic organizers used to make thinking visual. There are eight maps, each of which aligns with a different strategic function or thought process. The Circle map is used for defining in context; the Bubble Map is used for describing characteristics; the Flow Map is used for sequencing and ordering; the Brace Map is used for identifying part-whole relationships; the Tree Map is used for classifying and grouping; the Double Bubble Map is used for comparing and contrasting; the Multi-Flow Map is used for analyzing cause and effect; and the Bridge Map is used for visualizing analogies. These tools help to create concrete images of abstract thinking, leading to higher levels of critical thinking.\(^\text{16}\)

- **GLAD Strategies.** Guided Language Acquisition Design is an instructional model designed to integrate English language and content instruction in the classroom setting. The program consists of a set of 35 strategies used to help English learners build academic English through explicit instruction. Study results have shown improved literacy outcomes for English learners without holding back English proficient peers.\(^\text{17}\)

- **Project-Based Learning.** Project-based learning is a teaching method which helps students develop skills and knowledge through investigating and responding to an authentic, engaging, real-world question which involves solving a meaningful problem. Because of the sustained nature of the inquiry, students must apply what they have learned to direct the inquiry or solve the problem through multiple steps—asking questions, finding resources, analyzing the impact of those resources, and communicating results effectively. Project-based learning promotes deeper learning because it involves critical thinking,

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communication, collaboration and problem-solving, not memorization and recitation of facts and concepts.

- **Webb’s Depth of Knowledge.** This tool is a means of adjusting the cognitive depth of thinking and learning tasks through four levels of complexity. Levels 1 (Recall/Reproduction) and 2 (Skill/Concept) are the shallowest levels, while levels 3 (Strategic Thinking) and 4 (Extended Thinking) are the most complex, involving use of higher order and critical thinking skills. LALPA teachers aim for levels 3 and 4.

- **Depth and Complexity.** Developed by Sandra Kaplan of USC, the icons representing eight levels of depth and three levels of complexity provide a visual cue to assist students in achieving deeper more complex thought processes. The levels of depth embodied in Kaplan’s program (language of the discipline, details, patterns, trends, unanswered questions, rules, big ideas, and ethical considerations) help students respond to content with increasing sophistication. The three levels of complexity (across the disciplines, changes over time, and multiple perspectives) help students perceive relationships between and across various areas of study, comprehend how change occurs over time, and appreciate the differing perspectives that individuals, time periods, and specialists bring to a given discipline.

- **Wait time.** This concept, often referred to as think time, calls upon teachers to allow students a few more seconds of time to process information when responding to a question or prompt. This technique has been successful in improving the length and correctness of student responses. LALPA teachers allow seven seconds of wait time before requiring student response.

- **Collaborative group work.** Described by many researchers (Kagan, Slavin, Johnson & Johnson, and others), this learning structure exposes students to others’ points of view, allows them to organize their thoughts in a low-risk context, prepares students for sharing ideas in whole-class discussion, and helps students make progress on tasks they could not do alone.

- **Questioning techniques.** The type of question a student is asked determines his or her level of involvement in the exchange. Closed questions elicit facts or simple answers which are either right or wrong. There is a limited set of correct responses to a closed question. This is desirable when trying to establish facts or details as a foundation for discussion. In contrast to closed questions, open questions invite elaboration, analysis and reflection. Open questioning shifts conversational control to the student answering the question, and away from the teacher asking it. This results in more detailed explanations and thoughtful answers and encourages sharing of opinions and creative thinking. LALPA teachers plan appropriate questions to achieve the goals of the lesson.

**Technology**

LALPA’s instructional program supports student development of technology-related skills through the school computer lab and through mobile laptop and iPad carts, which support integrated communications in the classroom. In the computer lab, students use technology to conduct research, use keyboarding programs, access online learning programs such as STMath and RAZkids, and engage in interactive tasks assigned by the teacher. Mobile laptops (7 carts) and iPads (5 carts) are used with Google Classroom and Google Apps to collaborate (GoogleDocs), create presentations (GoogleSlides), conduct surveys and take quizzes (GoogleForms), and
manage work in progress (GoogleDrive). Technology use follows the SAMR model of progression that most schools use as they implement teaching and learning with technology.\textsuperscript{18} First, substitution uses new technology to replace old (replacing Microsoft Word with Google Docs). Next, augmentation provides enhancements such as auto-save, and auto-sharing in the cloud. Then, modification transforms student learning through collaboration and shared feedback (commenting on a peer’s paper, participating in a discussion forum). Finally, redefinition allows students to direct their own learning and create products that reflect the content, skills, and concepts they have been learning (creating a documentary video from synthesis of external sources, creating a musical soundtrack to enhance meaning, etc.).

Each student has access to an iPad, laptop or lab computer to learn about current software programs and practice content and technology skills. For example, LALPA has access to or licenses for: RAZkids (reading support/assessment), STMath (supplement to classroom instruction), Lego Robotics Models, and Keyboarding Without Tears in addition to access to the textbook publishers’ software programs for mathematics and language arts. Students are prepared to take computer-based state standardized assessments because they have instruction in and access to the technology used to administer the exams.

Transitional Kindergarten

California law (EC §48000) defines transitional kindergarten as “the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate.” While no state curriculum is mandated, local education agencies must modify the local course of study in order to provide age and developmentally appropriate curriculum for transitional kindergarten.

Los Angeles Leadership Primary Academy’s TK/K blended program uses the same core curriculum and materials as the kindergarten program with curricular modifications that allow the TK students to meet the Kindergarten CCSS over two years. TK students participate in an educational experience based on the kindergarten standards with an extended opportunity to master them. TK/K teachers carefully select resources with student age and development in mind, and they use differentiated instructional approaches to make the content accessible to every student.

# Academic Calendar and Bell Schedules

10/30/15 MS Halloween Dance

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
</table>
| 11/2/15-11/6 | Week 13  
  K-8 Make-up Picture Day |
| 11/4/15     | Grade-Level Collaboration                   |
| 11/9-11/13  | Week 14  
  Dia de los muertos  
  Veterans Day |
| 11/16-11/20 | Week 15  
  Staff Council  
  K-12 Thanksgiving Family 5-7pm |
| 11/23-11/27 | Week 16  
  Thanksgiving Break-No School |
| 11/30-12/4  | Week 17  
  Grade-Level Collaboration |
| 12/7-12/11  | Week 18  
  Staff Council  
  Winter Performance |
| 12/14-12/18 | Week 19  
  Staff Council  
  Winter Break |
| 12/21-12/25 | Week 20  
  Winter Break  
  Martin Luther King, Jr. Day |
| 12/28/15-1/16 | Week 21  
  Winter Break |
| 1/4-1/8     | Week 22  
  Staff Council  
  1st Day of Second Semester |
| 1/25-1/29   | Week 23  
  2nd Quarter Grades Due  
  1st Day of Second Semester  
  K-8 Coffee with the principals  
  PA Parent Teacher Conferences/Minimum Day |
| 2/1-2/5     | Week 24  
  2016  
  CA Phys Ed Test (Feb 1-March 18)  
  K-8 Spint Week  
  100th Day of School |
| 2/6-2/12    | Week 25  
  2/7-12 Parent Social?  
  NWEA Winter  
  CA Phys Ed Test (Feb 1-March 18)  
  Collaboration  
  2/12/16 MS Friendship Dance |
| 2/15-2/19   | Week 26  
  CA Phys Ed Test (Feb 1-March 18)  
  President's Day  
  Collaboration  
  2/15/16 Staff Council |
| 2/22-2/26   | Week 27  
  CA Phys Ed Test (Feb 1-March 18)  
  Parent Meeting  
  Staff Council |
| 2/29-3/4    | Week 28  
  Dr. Seuss Day  
  Collaboration  
  Open House, 4:30-6:30 |
| 3/7-3/11    | Week 29  
  Smarter-Balanced Assessment Window Opens (March 9-June 9)  
  Minimum Day |
### PA Activities Calendar

**Week of 8/9/16 – 8/12/16**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/9/2016</td>
<td>K-12 PD @ PA/MS Campus</td>
</tr>
</tbody>
</table>
| 8/10/2016  | PD K-5 (Employee Handbook, Student Handbook, Lesson Plans, Routines and Rituals); Apple Seminars

**PD Days**

<table>
<thead>
<tr>
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<th>Event</th>
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<tr>
<td>8/9/2016</td>
<td>K-12 PD @ PA/MS Campus</td>
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</table>
| 8/10/2016  | PD K-5 (Employee Handbook, Student Handbook, Lesson Plans, Routines and Rituals); Apple Seminars

*Week of 8/9/16 – 8/12/16*
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>8/11/2016</td>
<td>PD/K-5 Classroom Set-Up/Planning</td>
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<tr>
<td>8/12/2016</td>
<td>K-5 Classroom Set-Up/Planning</td>
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<tr>
<td>Week of 8/15 - 8/19</td>
<td>PD / Week 1</td>
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<tr>
<td>8/15/2016</td>
<td>PD Day - Classroom Set-up/Planning</td>
</tr>
<tr>
<td>8/16/2016</td>
<td>First Day of School/ K-1 Early Dismissal-Home visits</td>
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<tr>
<td>8/17/2016</td>
<td>Staff Council: Maria - Special Ed Grade-Level Passports, 2-3/K-1 Early Dismissal-Home visits</td>
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<tr>
<td>8/18/2016</td>
<td>K-1 Early Dismissal-Home visits</td>
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<td>8/19/2016</td>
<td>K-1 Early Dismissal-Home visits</td>
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<tr>
<td>Week of 8/22 - 8/26</td>
<td>WEEK 2</td>
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<tr>
<td>8/22/2016</td>
<td>K-1 Early Dismissal-Home visits</td>
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<tr>
<td>8/23/2016</td>
<td>CELDT Window Opens (August 18-October 16)/K-1 Early Dismissal-Home visits</td>
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<tr>
<td>8/24/2016</td>
<td>Staff Council: CELDT; Maria - Special Ed Grade-Level Passports 4-5/K-1 Early Dismissal-Home visits</td>
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<td>K-1 Early Dismissal-Home visits</td>
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<tr>
<td>8/26/2016</td>
<td>K-1 Early Dismissal-Home visits</td>
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<tr>
<td>Week of 8/29 - 9/2</td>
<td>WEEK 3</td>
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<tr>
<td>8/31/2016</td>
<td>Parent Meeting</td>
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<tr>
<td>Week of 9/5 - 9/9</td>
<td>WEEK 4</td>
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<tr>
<td>9/7/2016</td>
<td>CELDT Testing</td>
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<tr>
<td>9/8/2016</td>
<td>Staff Council/Back to School Night 5:00-6:30</td>
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<td>9/9/2016</td>
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<td>PD Work Day--West Ed</td>
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<tr>
<td>Week of 9/12 - 9/16</td>
<td>WEEK 5</td>
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<td>9/13/2016</td>
<td>Labor Day</td>
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<td>9/14/2016</td>
<td>Faculty Collaboration</td>
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<td>9/14/2016</td>
<td>Board of Directors Meeting</td>
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<tr>
<td>9/15/2016</td>
<td>K-8 Picture Day</td>
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<tr>
<td>Week of 9/19 - 9/23</td>
<td>WEEK 6 CELDT Testing</td>
</tr>
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<td>CELDT Testing</td>
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Los Angeles Leadership Primary Academy Renewal Charter
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<tr>
<td>9/19/2016</td>
<td>K-8 Spirit Week</td>
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<tr>
<td>9/21/2016</td>
<td>Grade-Level Collaboration</td>
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<tr>
<td>Week of 9/26 - 9/30</td>
<td>WEEK 7</td>
</tr>
<tr>
<td>9/26/2016</td>
<td>CELDT Testing</td>
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<tr>
<td>9/26/2016</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
</tr>
<tr>
<td>9/27/2016</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
</tr>
<tr>
<td>9/28/2016</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
</tr>
<tr>
<td>9/29/2016</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
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<tr>
<td>9/30/2016</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
</tr>
<tr>
<td>Week of 10/3 - 10/7</td>
<td>WEEK 8</td>
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<tr>
<td>10/4/2016</td>
<td>CELDT Testing</td>
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<tr>
<td>10/5/2016</td>
<td>Cafe Con Los Directores</td>
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<tr>
<td>Week of 10/10 - 10/14</td>
<td>WEEK 9 CELDT</td>
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<td>10/10/2016</td>
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<td>10/10/2016</td>
<td>Faculty Collaboration/PD: Special Ed Services (Tina)</td>
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<td>Week of 10/17 - 10/21</td>
<td>WEEK 10</td>
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<td>Week of 10/24 – 10/28</td>
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<td>10/24/2016</td>
<td>1st Quarter Grades Due</td>
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<td>10/26/2016</td>
<td>Grade-Level Collaboration: K-12 Epi-Pen Training</td>
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<td>Week of 10/31 - 11/4</td>
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<td>11/1/2016</td>
<td>Parent Meeting</td>
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<td>11/2/2016</td>
<td>Staff Council: CAASPP Results; EL Plan</td>
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<td>11/4/2016</td>
<td>MS Halloween Dance</td>
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<td>K-8 Make-up Picture Day</td>
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<td>Week of 11/7 - 11/11</td>
<td>Week 13</td>
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<tr>
<td>Dia de los muertos</td>
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<td>11/8/2016 Board of Directors Meeting</td>
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<td>11/9/2016 Grade-Level Collaboration</td>
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<td>11/11/2016 Veterans Day</td>
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<td>Week of 11/14 - 11/18</td>
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<td>Week of 11/21 - 11/25</td>
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<td>Week of 11/28 - 12/2</td>
<td>Week 15</td>
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<td>11/30/16 Staff Council: EL Plan</td>
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<td>K-12 Thanksgiving Family 5-7pm</td>
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<td>Week of 12/5 - 12/9</td>
<td>Week 16</td>
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<td>12/7/2016 Grade-Level Collaboration</td>
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<td>Week of 12/12 - 12/16</td>
<td>Week 17</td>
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<td>Benchmark Testing</td>
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<td>12/12/2016 Staff Council: NWEA Results</td>
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<td>Winter Performance</td>
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<td>Week of 12/19 - 12/23</td>
<td>Winter Break</td>
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<td>Week of 12/26 - 12/30</td>
<td>Winter Break</td>
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<tr>
<td>Week of 1/2/15 - 1/6/16</td>
<td>Winter Break</td>
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<td>Week of 1/9/2017 - 1/13/2017</td>
<td>Week 1</td>
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<td>Board of Directors Meeting</td>
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<td>1/9/2017 Pupil-Free PD Day</td>
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<td>1/10/2017 1st Day of Second Semester</td>
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<td>Week of 1/16 - 1/20</td>
<td>Week 2</td>
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<td>1/16/2017 Martin Luther King, Jr. Day</td>
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<td>1/18/2017 Staff Council</td>
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<td>Week 1/23 - 1/27</td>
<td>Week 3</td>
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<td>1/24/2017</td>
<td>PA Parent Teacher Conferences/Minimum Day</td>
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<td>Week 4: CA Phys Ed Test (Feb 1-March 18)</td>
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<td>100th Day of School</td>
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<td>2/1/2017</td>
<td>Staff Council</td>
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<td>2/3/2017</td>
<td>K-12 Parent Social?</td>
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<td>2/6/2017</td>
<td>Week 5: NWEA Winter</td>
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<td>Collaboration</td>
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<td>2/10/2017</td>
<td>MS Friendship Dance</td>
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<td>2/13/2017</td>
<td>Week 6: CA Phys Ed Test (Feb 1-March 18)</td>
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<td>2/15/2017</td>
<td>President's Day</td>
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<td>2/20/2017</td>
<td>Week 7: CA Phys Ed Test (Feb 1-March 18)</td>
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<td>2/27/2017</td>
<td>Week 8: Dr. Seuss Day</td>
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<td>Collaboration</td>
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<td>3/2/2017</td>
<td>Board of Directors Meeting</td>
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<td>3/6/2017</td>
<td>Week 9: Smarter-Balanced Assessment Window Opens (March 9-June 9)</td>
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<tr>
<td>3/7/2017</td>
<td>Minimum Day, Open House, 4:30-6:30</td>
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<td>Minimum Day</td>
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<td>3/13/2017</td>
<td>Week 10:</td>
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<td>3/15/2017</td>
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<td>3/17/2017</td>
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<td>4/14/2017</td>
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<td>Week of 5/8 - 5/12</td>
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<td>SBAC Summative Assessment - Grades 3-5</td>
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<td>Week of 5/15 - 5/19</td>
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<tr>
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<td>CST and STS Closes</td>
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**Initial CELDT Window closes**

**Week of 5/22 - 5/26**

Week 19

NWEA Spring

**5/24/2017**

Staff Council

**Week of 5/29 - 6/2**

Week 20

Benchmark Testing

Spring Performance?

**5/29/2017**

Memorial Day

**5/30/2017**

Coffee w/ the Principals

**5/31/2017**

Collaboration

**Week of 6/5 - 6/9**

Week 21

**Week of 6/12-6/16**

Week 22

**Week of 6/19-6/23**

Week 23

**6/23/2017**

5th Grade Promotion

**6/23/2017**

8th Grade Promotion

**6/26/2017**

4th Quarter Grades Due

**6/19/2017**

PA Parent Teacher Conferences/Minimum Day

**6/20/2017**

PA Parent Teacher Conferences/Minimum Day

**6/21/2017**

PA Parent Teacher Conferences/Minimum Day

**6/22/2017**

PA Parent Teacher Conferences/Minimum Day

**6/22/2017**

HS Graduation

**6/26/2017**

PD/Work Day

**6/27/2017**

Board of Directors Meeting

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**LOS ANGELES LEADERSHIP**

**PRIMARY ACADEMY BELL SCHEDULE**

**2016-17**

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Start</th>
<th>End</th>
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Los Angeles Leadership Primary Academy Renewal Charter

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### Instructional Days and Minutes

### Professional Development

LALPA’s teachers are credentialed, bilingual and biliterate. LALPA recruits qualified teachers through advertising on EdJOIN, on the LALA website, at Pepperdine University, UCLA, Loyola Marymount, the California Association of Bilingual Education, and the Association of Two-Way and Dual Language Education. 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 collaboration and planning, and data analysis. Every grade level 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 create a customized ELA curriculum. (See below for specific information on the components of this program.)
- Project GLAD, a six-day certification program preparing educators to build academic language and literacy for all students, especially English learners.
- Conference attendance and training opportunities with the California Association of Bilingual Education and the Association of Two-Way and Dual Language Education, two organizations dedicated to the achievement of English learners and language learners in dual language settings. A variety of topics offer participants experiences with technology, standards-based instruction, program development, and interventions.
- California Charter Schools Association Conference is an opportunity to attend workshops designed for the unique needs of charter schools and charter school teachers.
- Growing Educators is a company that provides custom professional development workshops in Balanced Literacy and supporting the CCSS.
• Cognitively Guided Instruction Math. Professional development that educates teachers in an approach to math that promotes mathematical thinking and supports language development.

• Project Based Learning, a three-day institute offered through the LA County office of Education, providing training and tools to utilize project based learning as an instructional approach to implementing the CCSS.

• 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 2016-17 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, English Language Development, Cultural Proficiency, Depth and Complexity, dual language instructional strategies, and integration of technology for the 21st Century. 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 level to ensure application of new concepts and successful implementation of new skills.

A specific professional development opportunity for the current school year will be provided by WestEd. This professional learning and curriculum planning series will provide teachers and leaders with the knowledge and skills necessary to create a customized K-5 ELA curriculum that best meets the needs of all teachers and students. All teachers and school leaders will participate in training made up of six components:

1. Professional learning around the anchor standards, instructional shifts, and learning progressions in the Common Core ELA Standards for grades K-12.
2. Creation of a customized LALPA yearlong curricular pathway for each grade or course based on the purchased/adopted ELA curricula.
3. Identification of strengths and areas to supplement within the Charter School’s purchased ELA curricula based on alignment to the anchor standards.
4. Analysis of the balance between informational and literary text and between the three types of writing within the purchased/adopted ELA curricula and determination of any necessary shifts or supplementation.
5. Integration into the curriculum of a contextualized approach to the teaching of language, grammar, and conventions.
6. Identification of common assignments and assessments within the purchased/adopted ELA curricula that each grade level or course will use to measure student progress.
Meeting the Needs of All Students

English Learners

LALPA’s educational program will meet the needs of English learners through the LALPA English Learner Master Plan (“Master Plan”). 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 LALPA 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 LALPA 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.

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 and expected to be approved by the CDE in late 2015. 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, ELD is provided by credentialed, bilingual teachers in the classroom through standards-based, differentiated instruction in the core curriculum as well as 30-45 minutes of 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. As a supplement to our teacher-created ELD instruction, we use National Geographic Reach, a research-based program which provides 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 in kindergarten and grade one 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 and Speaking are at the Intermediate level or higher. Students in grades 2-5 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 (“SDAIE”) 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

GLAD strategies are also used to support the academic language development of English learners. See discussion under Instructional Methods and Strategies.
Process for Annual Evaluation of the English Learner Program

In order to evaluate the effectiveness of the English Learner Program, LALPA 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.

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

Process and Specific Criteria for Reclassification

The Charter School’s designee is responsible for ensuring that English learners meeting the eligibility criteria are reclassified in a timely manner. The Charter School’s 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 record file and reflected in the student information system.

English learners are reclassified to Fluent English Proficient based on the following multiple criteria that are identified in the California Education Code and recommended by the SBE. The minimum criteria to be considered for reclassification are:

**Grades 1 and 2**

- CELDT/ELPAC score of Overall Early Advanced or Advanced based on listening-speaking skill area
- Meet benchmark on three consecutive periodic assessments
- Teacher evaluation based on student grades and progress
- Parent consultation and approval.

**Grades 3-5**

- Score of Basic or above on the most recent Smarter Balanced Assessment Consortium (SBAC) exam or California Modified Assessment (CMA) in English language arts
- English proficiency on the CELDT/ELPAC of overall Early Advanced or Advanced with each domain (listening, speaking, reading, and writing) score Intermediate or higher
- Benchmark achievement on periodic assessments
- Teacher evaluation based on student grades/progress report marks*
• Parent consultation and approval

*In the event that a student meets the CELDT/ELPAC and SBAC exam/CMA 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 demonstrate grade level proficiency. The following multiple measures may be considered:

• Score of Basic or higher on LALPA’s adopted standards-based ELA assessments
• Prior SBAC/CMA scores
• Authentic student work samples, especially writing samples.

Process for Monitoring Progress of 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.
• LALPA will continue to maintain and update EL Monitoring Rosters at the end of each grading period.
• LALPA will maintain CELDT/ELPAC test results, home language surveys, ELD Matrix forms, parent notifications, and primary language test results inside the blue LAUSD ELD Folder located in the student’s cumulative record.

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.

LALPA is developing and will administer grade-level ELD assessments at least two times annually to monitor student progress. Progress will also be monitored through CELDT/ELPAC scores, 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**

LALPA will meet the needs of gifted and talented students and students achieving above grade level (collectively, “GATE”) by seeking to identify these students and ensuring that they receive daily, differentiated classroom instruction relevant to their needs, including enrichment, which might consist of independent study and original research opportunities, and flexible pacing strategies such as curriculum compacting. In addition, the Program for Gifted and Talented Students will include monthly activities (for example, participation in the elementary school honor society chapter), options to participate in interest clubs and/or science and art fairs, student portfolios, and annual showcases. While these activities are for all students, GATE students may have advanced requirements. All students have access to the activities, but assignments may be differentiated. At the start of the school year, the LALPA Director of Student Support Services will hold a GATE parent advisory meeting to discuss the GATE Program and requirements. Every quarter, LALPA will hold a GATE parent advisory meeting to discuss issues regarding the GATE Program, social and emotional issues related to GATE and high-achieving students and other topics of interest to parents of GATE and high-achieving students. The GATE Program is implemented by the classroom teachers and overseen by the Director of Student Support Services. Teachers meet with the Principal at the beginning of the year to review student subgroup data, and receive class lists identifying students’ GATE status.

**Categories and Process of Identification**

GATE students exhibit excellence or the capacity for excellence far beyond that of their chronological peers. Students whose abilities fall into one or more of the categories below may be considered for participation in the GATE Program.

**High Achievement Ability**

- **Grades 1 - 3**: Students who demonstrate high achievement at advanced levels determined by state (standardized) tests, quarterly benchmark results, grades, and Teacher recommendation.
- **Grade 4 -5**: Students who consistently function for two consecutive years at advanced levels determined by state (standardized) tests in both English Language Arts and Mathematics, quarterly benchmark results, grades and teacher recommendation.

**Leadership Ability**
Students who show confidence and knowledge, influence others effectively, have problem-solving and decision-making skills, express ideas in oral or written form clearly, show a sense of purpose and direction (as determined by administrator and teacher observations), and who participate in documented community service projects are eligible to participate in the GATE Program.

Process of Identification

Identification of GATE students is accomplished through an assessment process consisting of search and referral and screening.

Search and referral

LALPA’s Director of Student Support Services develops an initial list of potential candidates through the process of reviewing state standardized testing data, internal benchmark assessments, personal observation, and feedback from teachers, parents and administrators. Parents are provided with a questionnaire to obtain more information about the students. In addition, teachers can refer students based on classroom observation of the pace at which students learn, depth of understanding of topics studied, and depth of knowledge reflected in students’ special interest areas.

Screening

The Director of Student Support Services screens students by collecting objective data from existing sources such as the cumulative record, state standardized testing data, quarterly benchmark results, grades, teacher referral, teacher input, and a parent questionnaire. Parents can also request screening for their students. Designation of GATE students is also based upon California Association for the Gifted and the National Association for Gifted Children.

Notification of Eligibility or Non-Eligibility

LALPA will notify the parents of the student’s eligibility (or non-eligibility) and provide parents with a program overview. The Director of Student Services will place an orange folder in the cumulative files containing the Report on Eligibility or Non-eligibility. A Parent Consent for Participation in the GATE Program must be signed and placed in the orange folder of each student participating in the program.

Professional Development for Teachers of GATE Students

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 2016-17 school year.
Progress Monitoring

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.

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 RTI model (see 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. Students who are behind in math will use STMath K-6 as a math intervention. This instructional software is self-paced and language-independent, using interactive animations to engage students and providing immediate feedback to prevent improper practice. This program will assess students at their current instructional level and provide scaffolded lessons to help them gain mastery of the standards. 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

LALPA 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 LALPA 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

A typical day in the eyes of a visitor to Los Angeles Leadership Primary Academy becomes one of satisfaction. Parents, students, and community members walking in through our front doors will experience satisfaction knowing that everything is under control and well-maintained throughout the Charter School. Parents feel that their child is safe attending this school. There is an evident level of commitment exhibited from the teachers, staff, and administration throughout the campus. Every single individual at Los Angeles Leadership Primary Academy is dedicated to making sure that all students are successful and college-bound. Consequently, a typical day at Los Angeles Leadership Primary Academy is well-organized and structured to make the best use of time for students and staff. Clearly defined responsibilities and schedules ensure a safe campus where students are well supervised at all times and highly engaged in a rigorous instructional program.

7:00 am Administrators, first custodian, and certificated staff begin to arrive on campus.

The administrator and custodial staff turn on all the lights and open the appropriate hallways, stairwells and rooms to facilitate the beginning of the school day. The administrator performs a morning security check throughout the building and the perimeter of the campus. 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.

Certificated staff begins to arrive as soon as the Charter School is open. A teacher’s scheduled hours are 7:45 a.m. to 3:45 p.m. and an 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 First office assistant, office manager, cafeteria worker, and supervision aides 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 our front gates and provides supervision in the front of the Charter School.
Supervision aides assist in the supervising of students as they arrive for the school day and wait for their teachers to pick them up in the cafeteria. A second supervision aide assists preparing the kinder area for the incoming kindergarten classes.

7:45 am    Kindergarten gate opens.

The kindergarten students are all greeted with a smile and are organized in preparation for their school day by the supervision aides. An additional supervision aide assists in greeting students in the front of the Charter School and in making sure that they all walk in safely through our doors.

8:00 am    Paraprofessionals, Parent Center coordinator, and the technology assistant arrive.

8:15 am    The school day begins.

Morning committee meetings (Parent Leadership Committee) and SSTs end.

Students wait to be picked up by their teachers at their assigned tables. Teachers will pick up classes from the cafeteria and walk the students to their classrooms.

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 arrived 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 K-8 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.

Focused, standards-based instruction occurs throughout the day. Students are highly engaged and motivated during the classroom lessons through dual language social justice-based curricular focus. Students are collaborating with each other and facilitating the teaching and learning process. The physical layout of the classroom is conducive to learning. In this whole-group setting teachers will model, share, demonstrate, and teach a rigorous and standards-based curriculum to students.

Teachers know which students are English language learners, special education students, high achievers, and/or socio-economically disadvantaged. Teachers know how to integrate these students heterogeneously throughout the day and homogenously during teacher’s small group instruction. Grouping students with similar needs allows the teacher to maximize her instructional time with students and targets their needs.
In addition, teachers utilize many strategies to teach and scaffold the curriculum to students who are at-risk. Formative assessments help monitor the progress of student’s mastery of the standards and provide students with specific feedback.

Teachers are caring, sensitive, and motivating. They differentiate instruction to meet the individual needs of all students. They have open communication with parents on a daily basis and do not allow any of the students to fall behind. Teachers intervene academically, emotionally, socially, and economically by providing resources and support.

8:45 am  Kindergarten and 1st grade breakfast and recess

First grade students are supervised by paraprofessionals on the playground for 15 minutes, as the kindergarten students have breakfast in the cafeteria. This is followed by both grade levels switching activities. (30 minutes)

9:15 am  2nd and 3rd grade breakfast and recess

3rd grade students are supervised by paraprofessionals on the playground for 15 minutes, as 2nd grade students have breakfast in the cafeteria. This is followed by both grade levels switching activities. (30 minutes)

9:40 am  4th and 5th grade breakfast and recess

5th grade students are supervised by paraprofessionals on the playground for 15 minutes, as 4th grade students have breakfast in the cafeteria. This is followed by both grade levels switching activities. (30 minutes)

At the end of every breakfast/recess break, the teachers pick up their students from their designated areas and continue standards-based core curriculum instruction.

11:05 am  Kindergarten and 1st grade lunch and recess (Students receive 20 minutes of recess and 25 minutes for lunch.)

11:50 am  2nd and 3rd grade lunch and recess (Students receive 20 minutes of recess and 25 minutes for lunch.)

12:35 am  4th and 5th grade lunch and recess (Students receive 20 minutes of recess and 25 minutes for lunch.)

After every lunch period, teachers pick up their students and continue with afternoon instruction in the core areas.

1:30 pm  Early Dismissal (Wednesdays only)

2:00 pm  Staff development and staff meetings are held on Wednesday afternoons.

2:30 pm  Regular kindergarten dismissal

Teachers dismiss students from their classroom doors.
An administrator supervises kinder dismissal and communicates with parents and teachers to resolve any issues and maintain a safe environment.

Students are picked up from their classrooms by All-Stars After School Program instructors.

2:45 pm Regular dismissal

Teachers walk classes to assigned areas for dismissal.

An administrator supervises dismissal for 1st-5th grade and communicates 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 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 set alarm and leave.
Element 2: Measurable Pupil Outcomes and

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

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

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

**Measurable Goals of the Educational Program**

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

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

**Standardized Testing**

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

**Measurable Goals of the Educational Program**


LALPA’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 LALPA 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.

LALPA’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**


During the period of transition to state standardized assessments based on the CCSS, LALPA has measured student academic performance and growth (both formative and summative) through the CPAA, measuring early literacy and mathematics progress in grades K-2, and the NWEA Measures of Academic Progress, measuring reading, language usage and mathematics skills in grades 2-5. During the 2015-16 school year, the CAASPP, measuring progress in language arts and mathematics based on the CCSS, will be used in grades 3-5. 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 CPAA, 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


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)
- Initial (diagnostic) and mid-year assessments using CPAA and NWEA

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.

LALPA expects to see growth trends, both for each grade level 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 RtI program. (For more information on interventions, see the section entitled Intervention 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 LALPA.

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, Progress Reporting, and Promotion/Retention

Student progress in academic areas, behavior, citizenship, and social development is reported five times during the school year.

- First quarter: five-week progress report and ten-week report card
- Second quarter: ten-week report card
- Third Quarter: ten-week report card
- Fourth Quarter: ten-week report card
Academic progress is measured using the assessments discussed above to compare achievement with the grade-level standards. These are known as internal benchmarks, and they evaluate students’ proficiency in reading, English language arts and mathematics. The following grading scale is used to show progress toward mastering the standards:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Advanced Proficient-Exceeds Standards</td>
</tr>
<tr>
<td>3</td>
<td>Proficient-Regularly Meets Standards</td>
</tr>
<tr>
<td>2</td>
<td>Developing</td>
</tr>
<tr>
<td>1</td>
<td>Emerging</td>
</tr>
</tbody>
</table>

In addition to benchmark performance, progress reports include attendance data and information about student participation in class. Student grades are accessible to parents 24 hours a day, 7 days a week online through PowerSchool.

Students who are demonstrating performance at levels 2, 3 and 4 are promoted.

The following criteria require a student to be considered for retention:

**Grades 1-5**
- Scores of 1 on core subjects
- Failure to meet standards on internal ELA and math benchmarks and/or the CAASPP
- Lack of response to Tier I and Tier II interventions

**Kindergarten**
The State of California allows students to complete two years of kindergarten. Students who do not make adequate progress during the first year of kindergarten go through the SST process. If it is determined that the student should be retained, parents are asked to sign a kindergarten continuation form.

Students at risk of retention are identified as early as possible. If a student is at risk of retention, an SST meeting is promptly 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/promotion. If the parents disagree with the decision, they can appeal to the Executive Director. The Executive Director’s decision is final.
Element 4: Governance Structure

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

General Provisions

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

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

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

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

Legal and Policy Compliance

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

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

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

All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with federal and state laws, nonprofit integrity standards, and LAUSD’s charter school policies, regarding ethics and conflicts of interest.
**Title IX, Section 504, and Uniform Complaint Procedures**

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

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

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

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

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

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

**Responding to Inquiries**

Charter School, including its nonprofit corporation, shall promptly respond to all inquiries, including but not limited to inquiries regarding financial records from the District, and shall cooperate with the District regarding any inquiries. Charter School, including its nonprofit corporation, acknowledges that it is subject to audit by LAUSD, including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.
If an allegation or other evidence of waste, fraud, abuse, or other material violation of law related to Charter School’s operations, or breach of charter, is received or discovered by the District, Charter School shall cooperate with any resulting inquiry and/or investigation undertaken by the District and/or the Office of the Inspector General Investigations Unit.

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**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, as long as the District has complied with all oversight responsibilities required by law.

**Organizational Chart**

**Board of Directors**

Los Angeles Leadership Primary 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, approving all of LALPA’s major contracts (those over
$25,000, as per Board-approved fiscal policies) and raising private funds when necessary. 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 LALA
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.
Thus, in any one year, only one-third of the Board will be replaced or reelected, maintaining
stability for LALA 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 LALPA’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 LALA 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.
Stakeholder Involvement

Parent Involvement

The Charter School recognizes that parent\(^{19}\) 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. Schools 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 Community Outreach Coordinator will find various ways to bring parents into school life and draw on their areas of expertise and experience.

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 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. 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 will play a role in educating parents about governance matters at issue and take steps to acquire input from all parents. The Community Outreach 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.

Role in LCAP and annual update development

The Charter School encourages parents to participate in the ongoing process of reviewing and revising the Charter School’s educational program, including the annual update to LALPA’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.

\(^{19}\) 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.
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 voices will be heard and respected in all matters related to curriculum, instruction, and student achievement, and will have weight in all areas of school decision-making. 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 group of teachers 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. These voices and perspectives are heard and valued 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 Community Outreach 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
• 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 school.” (Ed. Code § 47605(b)(5)(E).)

**EQUAL EMPLOYMENT OPPORTUNITY**

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

**ESEA/NCLB AND CREDENTIALING REQUIREMENTS**

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

The most critical element to the success of the Los Angeles Leadership Primary 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 Primary 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.

The Los Angeles Leadership Primary 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

The Los Angeles Leadership Primary Academy staff includes the following:

**Executive Director**

Reports to: LALA 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 financial 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.

**Related to Staff Relationships**

• Encourages participation in governance activities while observing 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 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 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 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.
• 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 Fiscal Operations**

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 Applications (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.

**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 Fiscal Operations will be evaluated annually by the Executive Director who will review the evaluation with the Director of Fiscal Operations 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.

Director of Student Support Services

Reports to: Executive Director

Job Responsibilities

• Performs the duties of chief administrator at a school serving an extended geographical community of special education students 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.
• Participates in, and contributes to, the development and revision of comprehensive special education policies and procedures for the Special Education Policies and Procedures Manual.
• 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

Required Qualifications

• Clear Teaching Credential and Satisfactory Performance Evaluations
• Administrative Services Credential
• 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.

Director of Human Resources

Reports to: Executive Director

Job Responsibilities

• Prepare and revise employee manuals and other HR documents as requested by Executive Director
• Maintain employee HR records as well as records of credentials held by teachers in accordance with the No Child Left Behind Act (2001) 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 Principal 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 Principal 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
• Manage all inspections required by LALA’s insurance vendors
• 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
• Perform other related duties as assigned or requested by Executive Director
• Assure that all reporting functions are conducted accurately and in a timely manner
• Assure that all HR-related payments are made accurately and in a timely manner, including payment of wages and salaries.

Qualifications

• Possess or is working towards a Bachelor’s Degree
• At least 2-3 years of related experience (non-profit experience preferred)
• Experience with multiple aspects of managing an organization, including but not limited to the management of:
  o human resources (including employees and volunteers),
  o financial resources, and
  o material resources (including furniture, equipment, textbooks, school supplies, etc.).
• Experience with team leadership and 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, parents, 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
• In-depth understanding of and commitment to the Charter School’s mission and vision

Evaluation

The Director will be evaluated annually by the Executive Director who will review the evaluation with the Director 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.

Director 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 Primary 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:
  o After-School Data Upload
  o Update and maintenance of student cumulative files
  o CALPADS/CBEDS
  o CST/CELDT/ELPAC/CAHSEE/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
- Other duties as deemed necessary by the ED

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

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.

Principal

Reports to: Executive Director
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**

**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 FST 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
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 principals 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 highly 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

Preferred Qualifications

- Master’s degree
- Holds a current, valid California teaching credential. A clear Administrative credential is preferred but not required, due to the flexibility in law for charter school administrators.
- 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

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 or each year.

Assistant Principal

Reports to: Principal

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, CASHEE.
• 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.

Qualifications

• B.A. degree
• Valid teaching credential
• Administrative credential preferred
• Bilingual (Spanish) preferred
• Minimum of two years of administrative experience preferred
• 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

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 or each year.

Community Outreach Coordinator

Reports to: Principal

Roles and Functions

The Community Outreach Coordinator:

• Maintains lines of communication with parents and guardians;
• 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; and
• Attends meeting of the Parents in Action Council.

Qualifications

The Community Outreach Coordinator will have proven experience working with schools as an advocate, organizer, or staff person. He or she will have experience representing a constituency or coordinating group activity. He or she will have the ability to lead meetings effectively and with a positive presence. He or she will be able to manage complaints effectively, and represent those complaints accurately when they require the attention of additional staff. He or she will 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. He or she will speak, comprehend, read and write fluently in Spanish and English.

**Evaluation**

The Community Outreach Coordinator will be evaluated annually by the Principal with input from the Parents in Action Council. An evaluation will be completed and presented by December 30 each year with an opportunity for revisions before the final version is submitted by March 1 of each year.

**Clerk/Office Manager**

Reports to: Principal

**Roles and Functions**

Delegating duties as appropriate to any office personnel or volunteers, the Office Manager:

- 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.

**Qualifications**

The Clerk will have at least two years working as an office manager, administrative assistant, or equivalent position. He or she will effectively use standard office machines and computer software programs such as Microsoft Word, Excel and email programs. He or she will speak, comprehend, read, and write fluently in Spanish and English. He or she will effectively attend to the details of work, and conduct his or her activities with accuracy and timeliness.

**Evaluation**

The Clerk will be evaluated annually by the Principal. 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.

**Teachers**

Reports to: Principal

**Roles and Functions**

- 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.

**Qualifications**

Teachers will have a valid credential to teach in California, with at least three years of teaching experience preferred. 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. Teachers will demonstrate deep understanding of the mission and vision of the Charter School, and will be able to translate that understanding into their practice as teachers. Teachers will 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. Teacher candidates selected for hire will participate in a staff retreat before their contracts are signed to assure that they understand well the mission and vision of the Charter School and to give existing staff better knowledge of the candidates.
Evaluation

Teachers will be evaluated according to a process and criteria designed by all staff before LALPA opened. The process will be approved by the Board of Directors. The process incorporates the use of portfolios and the use of peer evaluations, solicitation of student input, and self-evaluation. The process is designed such that final evaluations are completed by the Principal, the Executive Director, and the Personnel Committee. The staff has developed an evaluative rubric that characterizes teacher behavior for each criterion from beginning to experience.

Teachers will have one full evaluation by the end of December, with one to three partial evaluations during that year. A teacher with an unsatisfactory final evaluation will not receive an invitation to renew his or her contract.

In addition to formal assessments, teaching staff will continuously engage in reflection and discussion about teaching practice. Doors to classrooms will be open, literally and metaphorically, to encourage and welcome teachers to know each other’s instructional practices. For many teachers, this openness can be uncomfortable, but the teaching staff is committed to making the process supportive and constructive. The staff will continually seek to improve its teaching practice, and that means being honest and critical about one’s own performance, as well as emphasizing each teacher’s strengths. When some aspect of teaching practice is unsatisfactory and extra interventions are needed, the Principal and the Executive Director will seek to provide appropriate remediation.

Counselor

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.

Responsible to:
Reports to the principal

Functions
Essential Functions
1. Shares information with students and parents regarding graduations/promotions and college entrance requirements.
2. 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.
3. Participates in various multidisciplinary teams, such as Student Success Team (SST), to identify necessary support services (e.g. counseling, assessment, and interventions).
4. Collaborates with school administration and staff in developing student knowledge, skills, and attitudes that promotes personal, social, emotional, and academic growth.
5. Provides individual and group counseling, and guidance to students in the academic, personal-social, and career domains.
6. Helps students effectively utilize the educational opportunities of the school; recommends available resources within the school, school system and community to meet the needs of individual students; assists in making such referrals and contacts.
7. Maintains accurate records regarding student cases; analyzes data relevant to student needs.
8. Participates in the decision-making process at the school site.
9. Collaborates with teachers to provide elementary students with a smooth transition to middle school through articulation activities.
10. Provides professional development to school staff and parent education workshops.
11. Monitors and case manages student progress for targeted students.
12. 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.
13. Confers with the assistant principal and principal regarding supplementary counseling needs to implement a result-based comprehensive counseling program.
15. Works with targeted populations as defined by the categorical funding source.

**Qualifications**

**Education and Experience**
1. An earned bachelor’s degree or advanced degree of at least equivalent standards from an accredited college or university.

**Desirable**
1. Experience working with community representatives, diverse ethnic and cultural groups, youth groups, or in social services.
2. Experience in individual or group counseling of school-age children.

**Credential Required**
A California General Pupil Personnel Services Credential or a Pupil Personnel Services Credential authorizing service in school counseling, must be in force and on file in the Office of the Los Angeles County Superintendent of Schools.

**Knowledge, Skills, Abilities, and Personal Characteristics**
1. Knowledge of and experience in the use of counseling and guidance techniques with elementary and middle school students.
2. Ability to communicate effectively and work cooperatively with colleagues, other school personnel, and community representatives and agencies.
3. Knowledge of the growth and development of children and adolescents, learning theory, and mental health concepts.
4. Understanding of the relationship between the total educational program and counseling/guidance services.
5. Understanding of the physical, intellectual, social and emotional growth patterns of students.
6. Ability to counsel students effectively and conference with parents concerning their child’s school behavior and/or academic achievement.
7. Ability to work effectively with all racial, ethnic, linguistic, disability, and socio-economic groups.
8. Ability to plan, organize, prioritize, and perform a variety of concurrent duties.
10. Ability to make formal public presentations.
11. Ability to use word processing, spread sheet, and presentation software.
12. Ability to travel to other sites/locations.
13. Ability to traverse all areas of the worksite.
14. Bilingual in Spanish is 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 and evidence of freedom from active tuberculosis pursuant to Education Code Section 49406.

Administrative Assistant

PURPOSE
Performs administrative assistance for a school Executive Director and is responsible for the supervision of the clerical activities of a school.

DUTIES

- 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
- 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
- Performs miscellaneous clerical work, such as filing, typing, relaying messages, operating office machines, and opening and routing mail.
- Performs related duties as assigned by Executive Director

Knowledge of:
General administrative organization of the school
Microsoft Word and Excel
Correct spelling, punctuation, and grammatical usage

QUALIFICATIONS

Education:

Graduation from high school

Experience:

Four years of experience in office clerical work, preferably including two years of experience performing clerical work in a school.
Element 6: Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

**IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

**SAFE PLACE TO LEARN ACT**

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

**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 Fiscal Operations will serve as the 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.
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 to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

**FEDERAL PROGRAM COMPLIANCE**

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

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

• Develop jointly with, and distribute to, parents of participating children, a school-parent compact

• Hold an annual Title I meeting for parents of participating Title I students

• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds

• Complete and submit Local Education Agency (LEA) Plan to CDE

• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program

• Maintain inventory of equipment purchased with categorical funds, where applicable

• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

• Participate in any applicable federal program monitoring conducted by the California Department of Education

• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

The Los Angeles Leadership Primary 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 LALPA, speaking both Spanish and English, conducted outreach activities on the following dates at the following locations:
<table>
<thead>
<tr>
<th>May-July</th>
<th>Event Name</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>El Sereno Rec Center</td>
<td>4721 Klamath Street, LA</td>
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<td></td>
<td>Summer Night Lights</td>
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<td></td>
<td>Highland Park</td>
<td>6150 Piedmont Avenue, LA</td>
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<td></td>
<td>Summer Night Lights</td>
<td></td>
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<tr>
<td></td>
<td>Montecito Heights Rec</td>
<td>4545 Homer Street, LA</td>
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<tr>
<td></td>
<td>Center</td>
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<td></td>
<td>Summer night Lights</td>
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<tr>
<td></td>
<td>Cypress Park</td>
<td>2630 Pepper Avenue, LA</td>
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<td></td>
<td>Summer night Lights</td>
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<tr>
<td></td>
<td>Broadway Sidewalk Sale</td>
<td>Griffin &amp; Broadway</td>
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<td></td>
<td>Community Event</td>
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<td></td>
<td>Montecito Heights Rec</td>
<td>4545 Homer Street, LA</td>
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<tr>
<td></td>
<td>Center</td>
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<td></td>
<td>Summer Night Lights</td>
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<tr>
<td></td>
<td>LALPA</td>
<td>2670 Griffin Avenue</td>
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<tr>
<td></td>
<td>LALPA Family Night</td>
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<tr>
<td></td>
<td>2025 Griffin Avenue, LA</td>
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<td></td>
<td>Flyers dropped (K-5)</td>
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<tr>
<td></td>
<td>120 E. Avenue 35, LA</td>
<td></td>
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<tr>
<td></td>
<td>Flyers dropped (K-5)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>840 Yale Street, LA</td>
<td>Flyers dropped (K-5)</td>
</tr>
<tr>
<td></td>
<td>118 Aragon Avenue, LA</td>
<td>Flyers dropped (K-5)</td>
</tr>
<tr>
<td></td>
<td>3981 San Rafael Avenue, LA</td>
<td>Flyers dropped (K-6)</td>
</tr>
<tr>
<td></td>
<td>3170 Budau Avenue, LA</td>
<td>Flyers dropped (K-6)</td>
</tr>
</tbody>
</table>

2. Conduct outreach to the surrounding neighborhoods with a large percentage of African American students. Three to five miles south of the facility, several elementary schools range from 30-48% African American. The Charter School will make every effort to assure that students traveling to Los Angeles Leadership Primary 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. White students are a rarity in the schools of Los Angeles’ lowest income areas, but some White parents may be interested in the unique program of the Los Angeles Leadership Primary Academy. 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 minimize the probability of “cherry-picking” from local schools. Parents who are more aware of alternative educational options for their children are more likely to provide more academic support for their children at home. Thus, charter schools might tend to draw students who are somewhat more likely to succeed. The Los Angeles Leadership Primary 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.

Applications to the Los Angeles Leadership Primary Academy should represent an informed, carefully considered decision. 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 the Los Angeles Leadership Primary Academy.
Element 8: Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

NON-DISCRIMINATION

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

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

Admission Requirements

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

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, e.g. birth certificate
6. Release of records

**Student Recruitment**

LALPA recruits students from the community in multiple ways, using informational booths, giving presentations at Head Start schools, and scheduling community events and campus tours. For example, families, students and staff passed out flyers at the holiday parade last December. Presentations are made throughout the school year at local pre-schools and Head Start programs. LALPA hosts an information booth at community events such as a local park opening, a local sidewalk sale, and a local open house at a community center. LALPA has representatives present at a recurring community event called Summer Night Lights, during which school representatives have opportunities to personally meet and speak to families about the Charter School and invite them to visit and see the program. Finally, informational material is dropped off at various preschools and elementary schools in the community (after receiving permission to do so), enabling families to learn about LALPA’s dual immersion program and social justice mission.

In addition, at least 11 school tours are scheduled to take place during the current school year so that prospective families can see students interacting with each other and the teachers in the Charter School setting. For families who want to learn more about the Charter School as they transition in to LALPA, three evening New Family Information Nights are scheduled in spring of 2016.

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 seek alternatives to their current school by providing a means for them to become informed about their educational choices.

**Lottery Preferences and Procedures**

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 any grade level 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 Primary Leadership Academy teaching staff (exempt, up to 10% of enrollment)
2. Siblings of students currently enrolled in LALPA, or wards of their parents (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. Six parents will be randomly selected from the list of applicants 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 three weeks 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 via the phone numbers provided on the application. Families must respond 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 will be held on campus at 2670 Griffin Ave., Los Angeles, CA 90031.

Records of the lottery and the waitlist will be maintained 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 Community Outreach 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.
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).)

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

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

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

**READEMISSION**

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**

LALPA 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* 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.

LALPA 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 LALPA.

**Tiered Behavior Intervention**

The LALPA positive behavior support system seeks to create a learning community that is a safe, respectful, responsible, and caring environment. LALPA 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, LALPA 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, LALPA 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
- 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 LALPA 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.

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

The Charter School Principal shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures.

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) Committed 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.

m) 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.

r) 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.

s) 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.

t) 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.

u) 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.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

   i. A message, text, sound, or image.

   ii. A post on a social network Internet Web site including, but not limited to:

       (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.

       (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

       (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

   iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) 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).
x) 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 Executive 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 Executive Director or designee’s 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)  

l) Knowingly received stolen school property or private property.

m) 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.

n) 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.

o) 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.

p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

q) 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.

r) 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
s) 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.

t) 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.

u) 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.

v) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.

1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

   i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

   ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.

   iii. Causing a reasonable student to experience substantial interference with his or her academic performance.

   iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.

2) “Electronic Act” means the creation and transmission originated on or off the schoolsite, by means of an electronic device, including, but not limited to, a
telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:

i. A message, text, sound, or image.

ii. A post on a social network Internet Web site including, but not limited to:
   (a) Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
   (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
   (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

w) 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).

x) 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 Executive 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:

   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 Executive Director or designee’s 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 the Board of Directors that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be recommended for expulsion 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

Suspensions shall be initiated according to the following procedures:

1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Executive Director or the Executive Director’s designee with the student and his or her parent and, whenever practical, the teacher, or Principal who referred the student to the Executive Director or designee.

The conference may be omitted if the Executive Director or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or 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 waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.
2. Notice to Parents/Guardians

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

3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension, or a total of twenty (20) days within one academic year. Upon a recommendation of expulsion by the Executive Director, 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 Executive Director 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 (within the timelines identified above). The student will have the opportunity to complete instructional activities (e.g. homework, tests) missed due to his or her suspension and will be able to communicate with designated school staff for any questions and for evaluation of work.

D. Authority to Expel

A student may be expelled by an Administrative Panel following a hearing before it, and preceded by recommendation from the Executive Director. 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 Administrative Panel. The Administrative Panel may expel any student found to have committed an expellable offense. The Administrative Panel may designate one person among its members to be the individual who shepherds the proceedings, called the “hearing officer.”

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

E. Expulsion Procedures

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If requested by the student, and unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Executive Director or designee determines that the student has committed an expellable offense and recommends the student for expulsion.
The Administrative Panel will hold a hearing on the case, and will make a determination whether to expel. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the student makes a written request for a public hearing three (3) days prior to the hearing.

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

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

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

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days’ notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.

2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness’ use prior to and during breaks in testimony.

3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the 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.

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 hearing officer 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 hearing officer shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the hearing officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.

8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness’ prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the hearing officer 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. The Parent or student will be given access to the record upon request made to the Administrative Panel.

H. Presentation of Evidence

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

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

The decision of the Administrative Panel shall be in the form of written findings of fact, issued within 10 school days of the date of the hearing.

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 Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel within 10 school days of the date of the hearing, 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 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; (c) the reinstatement eligibility review date; (d) the type of educational placement during the period of expulsion; and (e) notice of appeal rights.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following: (a) The student’s name; and (b) The specific expellable offense(s) 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 District upon request.

K. Right to Appeal

The pupil shall have the right to appeal an expulsion decision from the Administrative Panel to the Charter School Board. 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 fifteen (15) days), at which time the parent(s)/guardian(s) 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) and information from the original expulsion hearing. The Executive Director will send written notice to the student or parent/guardian of the Board’s decision within ten (10) school days of the appeal hearing. The Charter School Board’s decision to expel shall be final.

L. Expelled Pupils/Alternative Education

Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.
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, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Retirement Rights

Certificated Staff Members

By individual election based upon eligibility, each certificated staff member of the Los Angeles Leadership Primary 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 the Los Angeles Leadership Primary Academy may participate in the federal Social Security System or other LALA-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.

Other Retirement Plans
By individual election based upon eligibility, each staff member of the Los Angeles Leadership Primary Academy may participate in the federal Social Security System or other LALA-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 who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.

No student shall be required to attend this or any other charter school. Parents and guardians of each student enrolled in the Charter School will be informed in writing in the enrollment packet that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.
Element 13: Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.
Element 14: 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

Los Angeles Leadership Primary Academy
c/o Arina Goldring-Ravin, Executive Director
2670 Griffin Avenue
Los Angeles, CA 90031

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

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

LALA is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, LALA shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
Element 16: Charter School Closure Procedures

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

Revocation of the Charter

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

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

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

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

Closure Action

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

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

### Designation of Responsible Person(s) and Funding of Closure
Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.

3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.

7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students’ school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school

2. A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure
Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School

2. The name(s) and contact information for the person(s) handling inquiries regarding the closure

3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

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

1. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student’s identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

3. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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

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

**Disposition of Liabilities and Assets**

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District’s personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.

3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.

4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.
Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board, to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

b. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

c. Make final federal tax payments (employee taxes, etc.)

d. File its final withholding tax return (Treasury Form 165).

e. File its final return with the IRS (Form 990 and Schedule).

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

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 agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

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

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

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

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:
• Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to Charter School.

• Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

• Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

• Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

• Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

• Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
(i) **Co-Located**: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

(ii) **Sole Occupant**: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD’s policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.

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

### Non-District-Owned Facilities

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

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

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

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

**INSURANCE**

**Insurance Requirements**

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

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

The following insurance policies are required:

1. **Commercial General Liability,** including Fire Legal Liability, coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles (“Board of Education”) as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above $15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. **Workers' Compensation Insurance** in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers’ Compensation Insurance coverage must also include Employers Liability coverage with limits of $1,000,000/$1,000,000/$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student bus service. If Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be $50,000 per occurrence, with no self-insured retention.

5. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

6. Sexual Molestation and Abuse coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

8. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

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

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.
Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

**Hold Harmless/Indemnification Provision**

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

**Fiscal Matters**

**District Oversight Costs**

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

**Cash Reserves**

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

**Third Party Contracts**

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

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

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

- Charter School is subject to District oversight.

- The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

**Internal Fiscal Controls**
Charter School will develop and maintain sound internal fiscal control policies governing all financial activities.
Apportionment Eligibility for Students Over 19 Years of Age
Charter School acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating charter school apportionment, the pupil shall be continuously enrolled in public school and make satisfactory progress toward award of a high school diploma. (Ed. Code § 47612(b).)

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

School’s Closure Agent
The Executive Director will serve as the Charter School’s closure agent in the event that the school closes.

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).*

The Los Angeles Leadership Primary Academy is located at 2670 Griffin Ave in Los Angeles, CA. The 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.

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

Assurances and Affirmations

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

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

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

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

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

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

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

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

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

• Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
NOTE: This Charter contains specific “District Required Language” (DRL), including the Assurances and Affirmations above. The DRL should be highlighted in gray within each Charter element or section. The final section of the Charter provides a consolidated addendum of the DRL. This intentional redundancy facilitates efficient charter petition review while ensuring ready access to the DRL for any given section of the Charter. To the extent that any inconsistency may exist between any provision contained within the body of the Charter and the DRL contained in the addendum, the provisions of the DRL addendum shall control.
Element 1 – The Educational Program

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

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

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

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

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

**ACADEMIC CALENDAR AND SCHEDULES**

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

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

**WASC ACCREDITATION**

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

**ENGLISH LEARNERS**

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

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

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

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

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

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

**STUDENTS WITH DISABILITIES**

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

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

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

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

**Modified Consent Decree Requirements**
All charter schools approved by the LAUSD Board of Education are bound by and must adhere to the terms, conditions and requirements of the *Chanda Smith* Modified Consent Decree (“MCD”)
and other court orders imposed upon the District pertaining to special education. The MCD is a consent decree entered in a federal court class action lawsuit initially brought on behalf of students with disabilities in LAUSD. It is an agreement of the parties approved by the federal court and monitored by a court-appointed independent monitor. The MCD includes nineteen statistically 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 schools are made on a regular basis. The requested data must be submitted in the Office of the Independent Monitor’s (“OIM”) required format in accordance with the OIM’s required timelines and as follows:

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

- **Statewide Assessment Data (Including Charter Schools)**
  
  The usual file including District ID.

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

- **CBEDS (Including Charter Schools)**

- **All Students enrolled as of December 1 of each school year**
  
  District ID, CSIS ID, last name, first name, date of birth, gender, grade, location code, school name and local district for all students enrolled on norm day.

- **Dropout (Including Charter Schools)**
  
  District ID, CSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district

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

- **Graduation roster from all LAUSD schools (Including Charter Schools) with 12th grade SWD**
The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS in compliance with the requirements of the MCD and applicable timelines and upon the release of Milestone 8 which includes the final set of functionalities required to comply with the MCD. Upon charter school full utilization of MiSiS, the list of required data above will automatically be captured within MiSiS.
Element 2 – Measurable Pupil Outcomes and 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.

Element 4 – Governance

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

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

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

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

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

**LEGAL AND POLICY COMPLIANCE**

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

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

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

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

**TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

**RESPONDING TO INQUIRIES**

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

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

**NOTIFICATION OF THE DISTRICT**

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

**STUDENT RECORDS**

Upon receiving a records request from a receiving school/school district, Charter School shall transfer a copy of the student’s complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 16. Charter School shall comply with the requirements of Education Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

**PARENT ENGAGEMENT**

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

**Element 5 – Employee Qualifications**

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

**EQUAL EMPLOYMENT OPPORTUNITY**

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

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PLAN

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

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 to achieve the District’s goal. Upon request, Charter School shall provide the District with a copy of its current written plan.

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

**FEDERAL PROGRAM COMPLIANCE**

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

- Notify all parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher
• Notify each individual parent, in a timely manner, if and when the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
• Develop jointly with, and distribute to, parents of participating children, a school-parent compact
• Hold an annual Title I meeting for parents of participating Title I students
• Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
• Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
• Complete and submit Local Education Agency (LEA) Plan to CDE
• Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
• Maintain inventory of equipment purchased with categorical funds, where applicable
• Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
• Participate in any applicable federal program monitoring conducted by the California Department of Education
• Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

Element 8 – Admission Requirements

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

**DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

**HOMELESS AND FOSTER YOUTH**

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

**NON-DISCRIMINATION**

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

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

**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).)

The annual audit shall be conducted in compliance with Education Code section 47605(b)(5)(I) as it is amended from time to time.
The following reports will be submitted to LAUSD, in the required format and within timelines to be specified by LAUSD, each year:

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.

**REINSTATMENT**

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, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

**Element 12 – Public School Attendance Alternatives**

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

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

**Element 13 – Rights of District Employees**
“A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)

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

Element 14 – 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
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 – Exclusive Public School Employer

“A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.” (Ed. Code § 47605(b)(5)(O).)
Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

**Element 16 – Charter School Closure Procedures**

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

**Revocation of the Charter**

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

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

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

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

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

**Closure Procedures**

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

**Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

**Notification of Closure Action**

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

9. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.

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 this notification 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 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, which will include 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 such letters to the CSD.

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

9. Charter School shall provide the District with original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

10. Charter School’s process for transferring student records to receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.

11. 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.

12. 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.

13. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.

14. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, Charter School payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.

15. 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.

16. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student’s district of residence.

Financial Close-Out

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

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

4. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

5. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.

6. An assessment of the disposition of any restricted funds received by or due to Charter School.

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

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

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

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:

f. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.

g. File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).

h. Make final federal tax payments (employee taxes, etc.)

i. File its final withholding tax return (Treasury Form 165).

j. File its final return with the IRS (Form 990 and Schedule).

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

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 agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of Charter School’s occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

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

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

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

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

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

- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.

- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.

- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  
  (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

  (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of
whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- **Minimum Payments or Charges to be Paid to District Arising From the Facilities:**
  (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 bus service. If Charter School provides student bus 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 $50,000 per occurrence, with no self-insured retention.

9. Professional Educators Errors and Omissions liability coverage with minimum limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

10. 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.

11. Employment Practices Legal Liability coverage with limits of $3,000,000 per occurrence and $3,000,000 general aggregate.

12. Excess/umbrella insurance with limits of not less than $10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

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

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

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

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

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

**Fiscal Matters**

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

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

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

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

**Audit and Inspection of Records**
Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining its charter authorization:
• Charter School is subject to District oversight.

• The District’s statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.

• The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

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

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

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