



**TEACH Preparatory Mildred S. Cunningham &
Edith H. Morris Elementary School**

**TEACH Preparatory Mildred S. Cunningham &
Edith H. Morris Elementary School
Charter Petition for a Five-Year Term
(July 1, 2018-June 30, 2023)**

Submitted March 7, 2018 to:

**Los Angeles Unified School District Board of Education
333 South Beaudry Avenue 20th Floor
Los Angeles, CA 90017
213-241-0399**

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ASSURANCES, AFFIRMATIONS, AND DECLARATIONS

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary (also referred to herein as “TEACH ES” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)
- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of

the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

ELEMENT 1 – THE EDUCATIONAL PROGRAM

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

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

services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

GENERAL INFORMATION

1. GENERAL INFORMATION TABLE

GENERAL INFORMATION	
• The contact person for Charter School is:	Dr. Raul Carranza, Superintendent, TEACH Public Schools
• The contact address for Charter School is:	10000 S. Western Los Angeles, CA 90047
• The contact phone number for Charter School is:	323-872-0808
• The proposed address or ZIP Code of the target community to be served by Charter School is:	10000 S. Western Ave., Los Angeles, CA 90047
• This location is in LAUSD Board District:	1
• This location is in LAUSD Local District:	West
• The grade configuration of Charter School is:	TK-5
• The number of students in the first year will be:	100
• The grade level(s) of the students in the first year will be:	TK/K-1
• Charter School’s scheduled first day of instruction in 2018-2019 is:	August 13, 2018
• The enrollment capacity is: • (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	400
• 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:	8:00AM-3:30PM M, T, Th, Fr and 8:00AM-1:00PM on Weds.
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

COMMUNITY NEED FOR CHARTER SCHOOL

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (TEACH Prep ES) will be the third school operated by TEACH Public Schools, Inc. in the Westmont/Gramercy Park community served by TEACH Academy of Technologies (grades 5-8) and TEACH Tech Charter High School (collectively, TEACH Public Schools or TEACH). TEACH Public Schools was founded by longtime Los Angeles educators Mildred Cunningham and Edith Morris, after whom our new elementary school will be named. TEACH was established with a vision of addressing the needs of the whole child, building children's character, and integrating state-of-the-art technology in instruction. Staff focus on forging deep, lasting connections with their students.

TEACH Public Schools' mission is to create a high quality, innovative teaching and learning environment that focuses on literacy, integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students. Our vision to reach students of all backgrounds by teaching the entire child, which includes the social, physical, emotional, and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at our schools will be effectively applied to their daily life. TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity to thrive. We adhere to the thinking of philosopher G. Givhan, "What you pay attention to grows." By looking consistently at our students and the data of our practices, our teachers and students grow in their development and to great successes in the 21st century.

We now seek to open TEACH Prep ES to meet community demand for a rigorous, college-preparatory learning environment that starts in Transitional Kindergarten.

OPERATIONAL HISTORY AND SUCCESS

TEACH Academy of Technologies (TEACH MS) opened in September 2010; today the school serves approximately 365 students in grades 5-8: 67% Hispanic/Latino, 32% African American; 95% Socioeconomically Disadvantaged (FRPL), 21% English Learners (EL), 6% Students with Disabilities (SpEd) and 1% foster/homeless youth.

TEACH Charter High School (TEACH HS) opened in 2014 with 9th and 10th grade, and currently serves approximately 287 students in grades 9-12; 62% Hispanic/Latino, 36% African American; 88% FRPL, 16% EL, 11% SpEd and 3% foster/homeless youth.

Over the past seven years, TEACH Public Schools have garnered the following recognitions and success:

- 95% four-year cohort graduation rate for our first graduating class of HS seniors in 2017 (18 out of 19 students)
- 88% A-G completion rate (16 out of 18) for our first class of HS graduates¹

¹ Our inaugural class of 10th graders included several students who were well below grade level; two of these students had not earned sufficient grades in their 9th grade core courses at their previous schools to ultimately meet A-G requirements.

- 100% of our graduating seniors were admitted to college, with 6 out of 18 seniors admitted to a four-year college and the rest admitted to a two-year college
- In 2017, 100% of our 10 TEACH HS students who took the AP Spanish exam received a passing score of “3” or higher;
- On the 2017 California Assessment of Student Performance and Progress (CAASPP):
 - TEACH MS’s performance was stronger than the three nearest traditional middle schools (Bret Harte, Horace Mann and John Muir) with 29% of students Met/Exceeded in ELA and 11% in Math. We are especially encouraged by the data showing that our 2016-17 8th graders demonstrated steady growth on the CAASPP over three years:²

	ELA Mean Scale Score	Math Mean Scale Score
6 th grade (2015)	2481.2	2461.6
7 th grade (2016)	2493.3	2469.3
8 th grade (2017)	2521.7	2500.8
Increase	+40.5	+39.2

- TEACH HS’s 11th graders were 59% Met/Exceeded in ELA and 13% Met/Exceeded in Math, significantly stronger than the nearest large traditional public high school, Washington Prep, which had 33% Met/Exceeded in ELA and just 3% Met/Exceeded in Math.
- Full WASC accreditation for both TEACH HS (through 2018) and TEACH MS (through 2023)
- In 2016, the California Charter Schools Association (CCSA) cited TEACH HS as one of four LAUSD schools “beating the odds” by achieving the highest scores on “similar students,” meaning students were doing better than students at schools with similar demographics.³ CCSA assigned a “similar schools” ranking (based on scale scores and student demographics) of “10” out of 10 to TEACH HS and “8” out of 10 to TEACH MS for 2017.⁴
- TEACH has established a collaborative partnership with Hope Street Family Center, a community program of California Hospital Medical Center that provides in-home and on-site educational, health wellness, behavioral health, developmental, and social services that support children and families. (hopestreetfamilycenter.org) Hope Street maintains a South LA office that is co-located with TEACH Public Schools’ central office and provides therapists who work exclusively with TEACH schools and families, all at no cost to TEACH or our families. Additional partners include the Weingart YMCA, MALDEF, Southwest Community College and First 5 LA.

LEADERSHIP TEAM

Since our founding in 2010, TEACH Public Schools has grown to establish a solid core of operational support for our schools that is able to leverage resources to benefit our students, families and faculty on each campus. Our central office will develop and support TEACH ES with a strong foundation.

²<https://caaspp.cde.ca.gov/sb2017/ChangeReport?ps=true&lstTestYear=2017&lstTestType=B&lstGroup=1&lstCounty=19&lstDistrict=64733-0122242&lstSchool=0122242&lstGrade=8>

³<http://laschoolreport.com/new-data-rank-all-public-charter-and-traditional-schools-in-california/>

⁴ <https://calcharters.app.box.com/s/7315j3icmfgfukc5ddk0uc8pvtare8sq>

Mildred S. Cunningham, Co-Founder, Chief Executive Officer

Ms. Cunningham, an original Co-Founder of TEACH Public Schools, has more than 40 years of experience in the field of education, with a broad range of experiences working in ethnically and culturally diverse, inner city schools from pre-K to the high school level. Ms. Cunningham began her career as an Early Childhood teacher at 75th Street Children’s Center and Wilmington Children’s Center, ultimately leading staff development and planning and providing the counseling program. She went on to teach for 15 years at LAUSD middle and high schools, including serving as a UCLA Writing Fellow, and winning the distinguished California League of Middle Schools’ award of “Educator of the Year (1995-96) for Region 8” encompassing five counties within the State of California, as well as “Teacher of the Year” at Bethune Middle School. After a tenure as an event planner with Met Network Diversified Groups, Ms. Cunningham returned to education with the founding of TEACH MS. Ms. Cunningham earned a Bachelor’s in Sociology/Social Welfare from CSU Los Angeles and has completed graduate studies in Rehabilitation Counseling at CSU LA and Education at Pepperdine.

Edith H. Morris, Co-Founder Emeritus

Prior to co-founding TEACH Public Schools with Ms. Cunningham, Ms. Morris worked for more than 20 years as a Middle School Administrator with experience and expertise in organization, management, school budget, supervision of instruction, master program scheduling, and counseling. Ms. Morris also worked as a teacher and grade counselor; in total, she worked in eight LAUSD middle schools; four of which were performance improvement schools. While serving as a neophyte Principal, she raised over two million grant-funded dollars from corporate partnerships. She initiated a barrage of outstanding, creative programs, including implementing state-of-the art technologies. Recognitions earned for her firm commitment to middle school reform and for providing exceptional educational options for children include CLMS Region 8 - Educator of the Year and the Lawry’s Foods, Inc., Administrator of the Year.

Dr. Raul Carranza, Superintendent

Dr. Carranza has been the Superintendent of TEACH Public Schools since 2014; he previously served as the Principal of TEACH Academy of Technologies (aka TEACH MS) for three years. Dr. Carranza has more than 23 years of experience as a teacher, administrator and school leader, working in several traditional district schools (including LAUSD) and charter schools. As a native Spanish speaker, Dr. Carranza has taught public secondary school courses in Spanish, as well as ESL, English, History/Social Science and other subjects. He also has been an instructor with the University of Phoenix’s College of Education since 2002. Dr. Carranza earned his Bachelor’s degree in Spanish and Latin American Studies from UC Santa Barbara; a Ph.D. in Comparative Literature, Spanish, from the University of Southern California; a Master’s in Educational Administration from CSU San Bernardino and an Ed.D. in Educational Leadership from Argosy University. Dr. Carranza holds a BCLAD teaching credential and an Administrative Services Credential.

Matt Brown, Chief Operating Officer

Mr. Brown originally joined TEACH HS as Assistant Principal in 2015; in June 2016 he was promoted to be the Chief Operating Officer of TEACH Public Schools. Prior to joining TEACH, Mr. Brown was a Co-Founder and Director of Data/Assessment for Public Policy Charter School, and a U.S. History Teacher at Alliance Gertz-Ressler Richard Merkin Complex, where he also served on the Alliance Board of Directors as a teacher representative. While a student at The University of Michigan Law School, he was an Equal Justice Law Fellow with the Southern Minnesota Regional Legal Services, and a Dean’s Public Interest

Law Fellow. Mr. Brown holds a Bachelor of Arts degree from St. Cloud State University, a law degree from the University of Michigan Law School and Masters' degrees in Teaching and Charter & Autonomous School Leadership (CASLA) from the University of Southern California and California State University Dominguez Hills respectively. Mr. Brown has both a clear single subject teaching credential and an Administrative Services Credential.

Makeisa Gaines, Ed.D., Founding Principal

Dr. Gaines has over 20 years of experience as an educator serving as a teacher, coordinator, coach, specialist, and school-site and district level administrator. Dr. Gaines has served as an instructor with CSU Dominguez Hills' School Leadership Program. Dr. Gaines earned her Bachelor's Degree in Psychology with a minor in Sociology from CSU Long Beach, Master of Arts in Crosscultural Teaching from National University, Master of Science in Educational Administration from Pepperdine University and Doctor of Education in Educational Leadership, Administration, and Policy from Pepperdine University. Dr. Gaines holds a Multiple Subject Professional Clear credential and Administrative Services Professional Clear credential.

TEACH Public Schools' Board of Directors is experienced in charter school launch and oversight. Current Board members include:

Earl Wooten, *Board Chairman*, Regional Credit Manager, Wells Fargo Wealth Management Division

Melvin Ford, Laborer, Metro Transit Authority; parent of enrolled student

Adrienne Lee, Esq., Litigation Attorney, Sheppard Mullin Richter & Hampton

Kevin Hernandez, Esq., Associate Attorney, Lewis Brisbois Bisgaard & Smith, LLP

Justin Shahbaz, Assistant Principal, Alliance Richard Merkin Middle School

Patrick Collins, CEO, Collins Financial Services

Earl Turner, Mathematics Teacher, Leuzinger High School

Andrea Mack, Assistant Principal Elementary Instructional Specialist, LAUSD

Lori Butler, Director of School Development, Pathways Management Group

2. TARGET STUDENT POPULATION

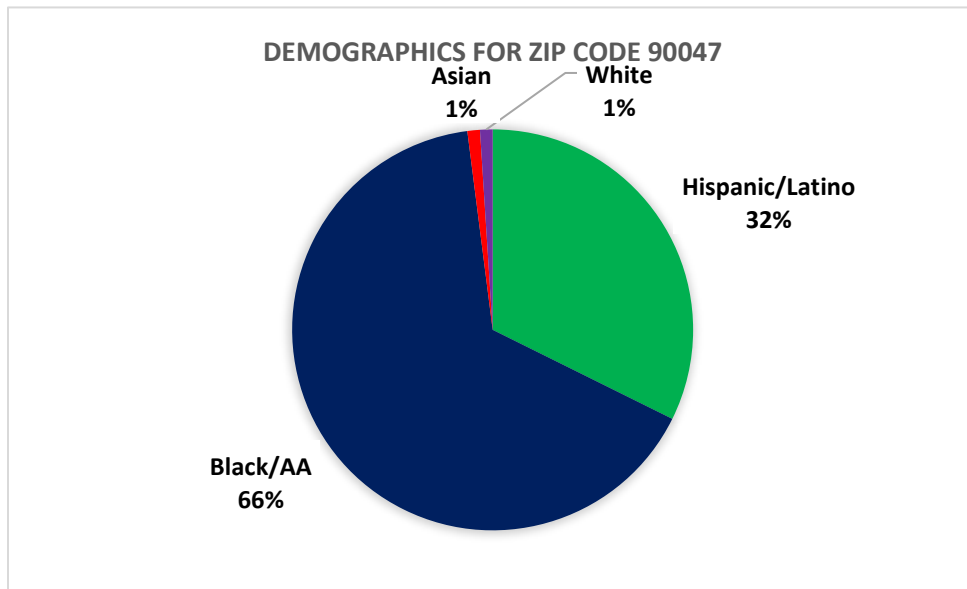
Our plan is to locate in the Westmont/Gramercy Park neighborhood of South Los Angeles, near our two existing school locations. We are constructing a private facility at 1750 Century Boulevard, LA 90047. In the meantime, the Charter School will be co-located at our existing location at 10000 S. Western Avenue, Los Angeles, CA 90047. In the event the long-term facility does not work out, we will pursue alternatives in the neighborhood.

COMMUNITY CHARACTERISTICS

Having served this community through TEACH MS since 2010 and TEACH HS since 2014, we understand the challenges children and families in the area face. According to the *L.A. Times'* Community Mapping data, Westmont ranked 11th for the rate of violent crimes and Gramercy Park ranked 12th out of 209 neighborhoods tracked by the L.A. Times, with 336 violent crimes committed in the 1.84 square mile Westmont community in just six months, and 119 violent crimes in the 1.13 square mile Gramercy Park in the same period.

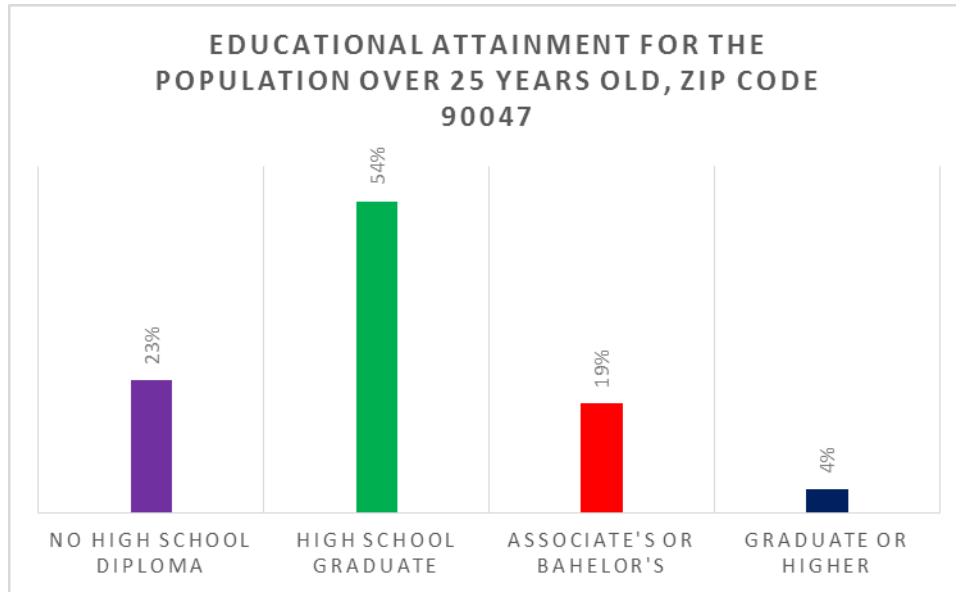
(<http://maps.latimes.com/neighborhoods/neighborhood/westmont/crime> (six-month period ending Sept. 10, 2017).) This included nine homicides, seven reported rapes, and 270 reported cases of aggravated assault. In that same time period, Gramercy Park ranked 23rd out of 209 for the rate of property crimes; there were 535 property crimes in these two neighborhoods – covering just three square miles -- over six months. (Ibid.)

More broadly, zip code 90047 (which includes both Westmont and Gramercy Park) is predominantly African American (66%), with approximately one-third of residents Hispanic/Latino (32%) and a very small percent of White and Asian residents.



2010 Census. *factfinder.census.gov*

Adult residents in the community have a particularly low level of educational attainment: only 23% of residents of zip code 90047 have attained a two-or four-year college degree or higher, while the same percentage has not completed high school (23%).



2011-15 American Community Survey. *factfinder.census.gov*

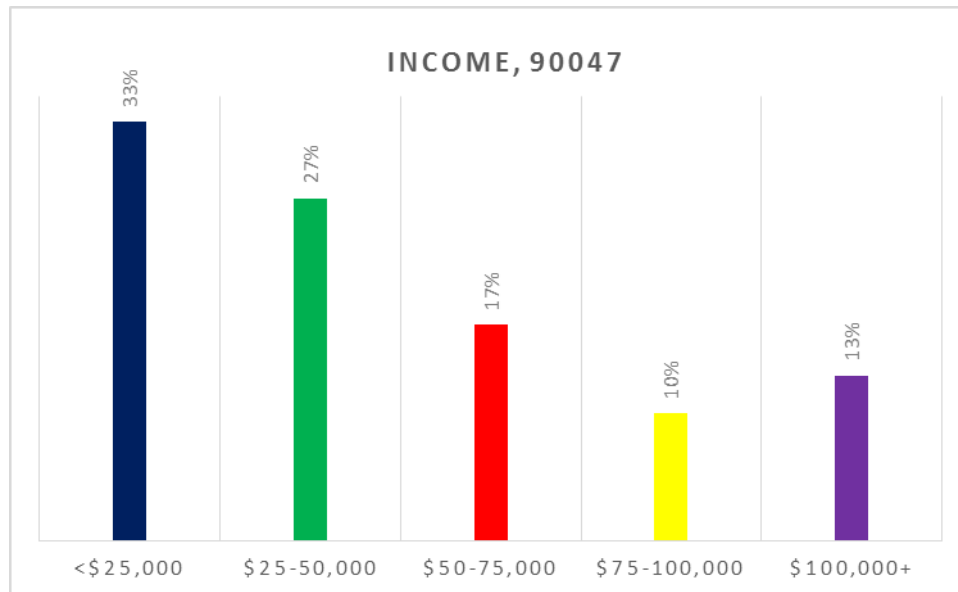
More locally, in Westmont only 5.7% of adult residents over 25 have a four-year college degree; in Gramercy Park 14.9% of adult residents have a four-year degree.

(<http://maps.latimes.com/neighborhoods/neighborhood/westmont/>;
<http://maps.latimes.com/neighborhoods/neighborhood/gramercypark/>)

Given that 77% of the community's adults have not attended any college, it is not surprising that this area is predominantly low-income – **28% of families with children under 18 in zip code 90047 lived below the federal poverty line; in 2017, the federal poverty line for a family of four is \$24,900.**

(<https://aspe.hhs.gov/poverty-guidelines>). Notably, according to Living Wage Calculator, a project of Dr. Amy K. Glasmeier, Professor of Economic Geography at MIT, a family of four in Los Angeles with two working adults needs to earn \$73,615 annually to be self-sustaining (not needing public assistance) in Los Angeles. (<http://livingwage.mit.edu/counties/06037>; the calculator uses “a market-based approach that draws upon geographically specific expenditure data related to a family’s likely minimum food, childcare, health insurance, housing, transportation, and other basic necessities (e.g. clothing, personal care items, etc.) costs). This equates to \$17.70/hour per adult; the federal poverty line rate equates to just \$5.00/hour. In other words, as many as 77% of families in this zip code are living in poverty based on the economic realities of the area. Notably, the ratio of households with children under age 18 in Gramercy Park is high for the City of LA, with 36% of families in Westmont and 22% of families in Gramercy Park headed by a single parent.

(<http://maps.latimes.com/neighborhoods/neighborhood/westmont/>).



2011-15 American Community Survey. factfinder.census.gov

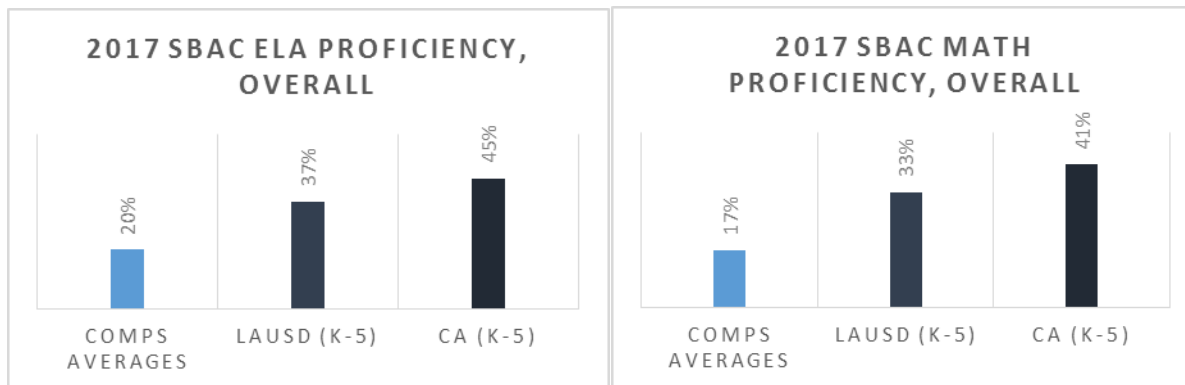
EXISTING PUBLIC SCHOOL OPTIONS IN THE COMMUNITY

Within Westmont and Gramercy Park, we have identified fourteen traditional public elementary schools and two charter schools serving grades K-5 in this densely populated community. As illustrated in the chart below, these schools serve a population that is predominantly low-income (93%) and non-white (65% Hispanic/Latino and 33% African American), 11% Special Education and with a high percentage (37%) of English Learners.

LAUSD Schools	# of Students 2016-17	% FRPL	% SpEd	% EL	% H/L	% AA	% Asian	%White	2017 EI Reclassification	2016 CAASPP ELA % Met/ Exceeded	2016 CAASPP Math % Met/ Exceeded	2017 CAASPP ELA % Met/ Exceeded	2017 CAASPP Math % Met/ Exceeded
68 th Street ES (K-6)	857	96%	12%	50%	83%	15%	0%	2%	18%	25%	11%	20%	16%
74 th Street ES (K-5)	572	85%	9%	12%	32%	65%	0%	1%	12%	30%	18%	28%	21%
95 th Street ES (K-5)	968	96%	10%	47%	72%	24%	0%	3%	11%	22%	15%	23%	17%
Budlong Ave ES (K-5)	872	93%	10%	44%	83%	15%	0%	2%	17%	21%	22%	26%	19%
La Salle Ave ES (K-5)	434	95%	17%	23%	40%	58%	0%	1%	6%	2%	4%	5%	4%
Manhattan Place ES (K-5)	423	91%	6%	18%	36%	60%	0%	2%	15%	23%	18%	26%	24%
Century Park ES (K-5)	380	91%	14%	17%	40%	58%	0%	2%	6%	11%	15%	15%	19%
Figuroa St. ES (K-5)	371	95%	12%	44%	77%	21%	0%	0%	24%	17%	18%	24%	21%
Gerald A. Lawson Academy (K-6)	652	90%	7%	44%	80%	20%	0%	1%	9%	21%	18%	26%	21%
Loren Miller ES (K-6)	802	97%	12%	49%	82%	16%	0%	2%	12%	9%	8%	16%	14%
Manchester Ave ES (1-6)	819	98%	9%	48%	79%	20%	0%	1%	19%	30%	20%	26%	18%
Raymond Ave ES (K-5)	565	91%	14%	36%	64%	33%	0%	1%	9%	15%	6%	16%	4%
West Athens ES (K-5)	750	93%	12%	44%	69%	29%	0%	1%	15%	8%	5%	10%	9%
Woodcrest ES (K-5)	878	94%	13%	44%	67%	31%	0%	1%	12%	20%	17%	25%	24%
Charter Schools													
Community Prep Academy (K-8)	256	86%	NA	15%	23%	73%	0%	0%	8%	21%	20%	22%	9%
ICEF Lou Dantzer Prep (K-8)	337	99%	9%	14%	37%	63%	0%	0%	6%	11%	6%	12%	4%

Source: <http://dq.cde.ca.gov/dataquest>.

On average, the schools in this community are performing well below LAUSD averages for the same grade levels, with an average 20% of students scoring Met or Exceeded in ELA (compared to 37% across LAUSD in the same grades) and 17% Met/Exceeded in Math (compared to LAUSD's 33% for grades 3-5).



<https://caaspp.cde.ca.gov/sb2017/Search?lstTestYear=2017>

We are confident TEACH ES will realize stronger performance on statewide assessments and offer a welcome alternative for families in this underserved community.

3. HOW TEACH ES WILL MEET COMMUNITY NEED

As detailed above, TEACH Public Schools is successfully meeting the needs of our secondary students and families in the Westmont/Gramercy Park community, as indicated across a variety of measures. Our goal at TEACH Public Schools is first and foremost to prepare ALL students to graduate from high school ready for success in college. Additionally, TEACH Public Schools aims to help students acquire the attitudes, knowledge and skills that contribute to effective learning in school and in life, to help students understand the relationship of academics to professional life, and to discover knowledge of self to make informed career decisions.

TEACH Public Schools offer a rigorous, college-preparatory curriculum with an emphasis on individual mastery of standards-aligned learning objectives. Through project-based learning, technology integration, and differentiated instruction based on teachers' continuous review of student assessment data, each student is challenged to grow and learn, with high expectations for success. Each student has a Personalized Educational Plan (PEP) that details specific goals and objectives for the quarter, based on benchmark achievement data. The PEP is the primary document to record progress, as well as to record annual commitments formed by the student, the student's parent(s), and teachers. Students maintain digital portfolios and learn to evaluate their own learning and progress.

Curriculum is current in educational research, thinking, and application. Curriculum is learner-centered, supports schoolwide performance goals, and development of the whole child. Through implementation of the Backward Design method coupled with a technology-aligned approach, differentiation of instruction, and with appropriate intervention, enrichment, and a strong program of support, each student is led towards standard mastery. Results of assessments are reviewed during data conversations during Professional Learning Community (PLC) meetings. Teachers use data to drive instruction,

adjusting pacing and utilizing flexible grouping based on data (see Element 2/3 for more information on the use of data to drive instruction). Parents (and students) receive monthly progress reports with formal report cards issued twice annually. Students are expected to demonstrate that they can integrate knowledge, skill, and analysis to produce authentic work through project-based learning, synthesizing information across disciplines to produce essays, performances, debates, staged conferences, presentations, and community service projects. Technology is integrated through the program at all grade levels, with online curriculum and assessments, and use of tech-based tools to research, create, produce and record learning.

Beyond academics, TEACH Public Schools hold high expectations for students' character development. Each month, students focus on a character pillar from our Essence of Commitment program (see below for full details on this program). Enrichments during the school day and an engaging after-school program support students' growth in the arts, technology, sports and physical activities. Student clubs will be established based on student and teacher interests, and may include basketball, volleyball, soccer, journalism, mock trial, robotics and more.

Our whole child approach includes a focus on the long-term development and success of our students through community partnership and collaborative action. TEACH Public Schools has a collaborative partnership with Hope Street Family Center, a community program of California Hospital Medical Center that provides in-home and on-site educational, health wellness, behavioral health, developmental, and social services that support children and families. (hopestreetfamilycenter.org) Hope Street maintains a South LA office that is co-located with TEACH Public Schools' central office, and provides therapists who work exclusively with TEACH schools and families, all at no cost to TEACH or our families (including our new elementary school). Similarly, MALDEF conducts weekly parent/community seminars at our central office on topics such as college readiness, all at no charge.

TEACH ES, like its sister schools, will be a small school where every student is known individually by multiple caring adults. TEACH ES will meet the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers through PLCs and outside professional development; and provide parents and pupils with expanded choices in education. TEACH ES will create an accountable model of innovation with highly qualified teachers who will work collaboratively in a data-driven approach to ensure success for each student, differentiating instruction, leveraging tech-based tools, and offering meaningful opportunities for deeper, interdisciplinary project-based learning. At TEACH, every student is expected to succeed. TEACH believes that all children can learn if taught well and given opportunity. It is expected that prior cultural experiences and academic achievement will pose no enduring challenge to successful learning that leads toward proficiency. In this design for learning, students of South Los Angeles and their families will be able to see a ray of hope.

STUDENT POPULATION TO BE SERVED

4. TARGET POPULATION

TEACH ES will serve approximately 400 students in grades TK-5 at capacity. We anticipate the student population will be similar to the demographics of the students enrolled in TEACH MS and TEACH HS (with a higher percentage of ELs due to the younger age of the students), and similar to the surrounding schools' demographics: roughly 93% FRPL, 37% ELs, 11% SpEd, 65% Hispanic/Latino and 33% African

American. As evidenced by crime, income and other data from the surrounding community, we know our students face significant challenges outside of school: significant poverty, high crime rates, gang involvement/gang activity in their neighborhoods, drug and alcohol use, and more. The typical student attending TEACH Public Schools comes from a socioeconomically marginalized community where low student achievement and low expectations are entrenched. As evidenced above, they come from low income families where educational attainment is minimal, and most of our students need deep academic intervention. Our small school setting will be a welcome alternative for our families who seek a more personalized environment for their children.

5. ENROLLMENT PLAN

TEACH ES will open with approximately 100 students in grades TK-1 and expand to serve 400 students in grades TK-5 when the school reaches full grade span. Our “slow growth” grade level model is designed to launch strong with a full contingent of lower grade students who will establish a solid foundation for school operations and our instructional model, and reach full TK-5 capacity during the five-year charter term. (See *Element 7* for detailed outreach and recruitment plans.)

While we cannot with 100% accuracy predict enrollment for each year, for purposes of planning our budgets and operations conservatively, the following are our enrollment projections for the term of this charter:

Levels	Year 1	Year 2	Year 3	Year 4	Year 5
TK/Kindergarten	75	75	75	75	75
Grade 1	25	75	75	75	75
Grade 2		25	75	75	75
Grade 3			25	75	75
Grade 4				25	75
Grade 5					25
Total	100	175	250	325	400

GOALS AND PHILOSOPHY

6. MISSION AND VISION

TEACH Public Schools are innovative, dynamic, creative, and educationally enriching institutions of positive-driven learning. We believe that all children can learn when taught well and given an opportunity. We adhere to the thinking of philosopher G. Givhan, “What you pay attention to grows.” By looking consistently at our students and the data of our practices, our teachers and students will “grow” in their development and to great successes in the 21st century.

Mission

The mission of TEACH ES is to create a high quality, innovative teaching and learning environment that focuses on literacy; integrating state-of-the-art technologies across the core curriculum to achieve academic proficiency for all students.

To fulfill our mission, we will:

1. Challenge students to attain academic proficiency to grade level and above
2. Allow each student the freedom to learn by exploring cutting edge technologies and concepts
3. Enable students to become creative, self-motivated, competent college bound students, and lifelong learners that live responsibly as informed, and productive members of a complex social, economic, and global society.

Vision

TEACH ES will reach students of all backgrounds by teaching the entire child which includes the social, physical, emotional and intellectual needs of the student. Upon graduation, the knowledge and the experiences acquired at TEACH will be effectively applied to students' daily lives.

TEACH ES will create an educational environment that will foster success in the classroom as well as the community. To this end, the school will work relentlessly toward the following program goals:

1. Prepare students for academic success in grades TK-5 which will ultimately prepare students for academic success in secondary school as well as post-secondary education.
2. Prepare students to be responsible and active participants in their community.
3. Enable students to become life-long learners.

In accordance with the proposed Expected School-wide Learning Results (ESLRs), every student who matriculates from TEACH ES will be:

- *An Effective Communicator*, able to read, write, converse and listen for a variety of purposes
- *An Information Manager*, able to locate, access, organize, evaluate and apply information in a complex and technological world
- *A Problem Solver*, able to apply a variety of thinking, creative and computing skills to produce solutions for practical and theoretical problems
- *A Productive Member of Society*, able to demonstrate healthy, responsible behavior and to work collaboratively and respectfully in a culturally diverse community
- *A Lifelong Learner*, able to set educational and career goals, to develop a realistic strategy to achieve those goals and to apply content knowledge and critical thinking skills to adapt to a rapidly changing environment

7. AN "EDUCATED PERSON" IN THE 21ST CENTURY

"The sky is not falling today, but it might be in fifteen or twenty years if we don't change our ways, and all signs are that we are not changing, especially in our public schools."

--Thomas L. Friedman, The World is Flat (2005)

As the world becomes increasingly connected and interdependent through rapid advances in technology, transportation, manufacturing, and communication, it is clear that the educated person in the 21st Century must have the critical thinking skills necessary to engage in continuous learning – essential for adaptation to the constantly changing economic and social environment of tomorrow. Today's students will enter a workforce that places heavy demands on collaboration, creativity, negotiation, responsive planning, and organization. Thus, the educated person must not only value

academic pursuits such as reading, writing, and mathematics, but also community interests and a respect for cultural diversity. The educated person must use knowledge and skills to analyze situations, formulate questions and ideas, and creatively present findings. Exercising such skills enables the educated person to perform well in the economic workforce and to become an active participant in the diverse global community.

In recent years, researchers, policymakers, and educators have come to agree that to prepare students for this future, school-based instruction needs to move beyond the “three R’s” of reading, writing and arithmetic. New content standards (e.g., California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS)) emphasize thinking and learning competencies across all grade levels and subject areas. These standards outline essential practices of critical and analytic thinking, creative problem-solving, collaboration, and communication to accompany content-area instruction, and call for students to be provided with ongoing opportunities to apply deep thinking skills and to connect school-based learning to their own lives and current issues facing the world.⁵

While these aptitudes of course necessarily depend on a foundational knowledge base that is detailed in state content standards, we believe the strongest value in education is learning *how* to learn. To thrive in this new world of interconnectivity, our children also need to learn critical social and collaboration skills, technology proficiency, and a love of learning. Our belief in an educated person of the 21st century is aligned with the work of the Partnership for 21st Century Skills (p21.org), and include:

- Respect and appreciation for diversity.
- A solid foundation in the core academic skills, as outlined in the state curricular standards.
- The ability to think critically and creatively, be curious, and use a variety of strategies to solve problems with persistence.
- The ability to work both independently and cooperatively and adapt to new situations.
- The ability to navigate media and technology to obtain, synthesize, and analyze a variety of information with a critical eye.
- The ability to communicate confidently, both orally and in writing, with people of all ages and backgrounds.
- Personal integrity, morality, self-motivation and self-esteem, and the skills and willingness to engage in the responsibilities of citizenship.

We know that all students, regardless of the background, experience and challenges they may bring to school, can successfully learn at high levels. We believe all students have a right to high expectations and quality, college-preparatory instruction. We agree with Friedman (quoted above) that preparing today’s students for 21st Century life will be best accomplished through instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking that will serve them well in the “real world.”

⁵ See, e.g., Larmer, J., & Mergendoller, J.R. (2015, April 21) [Web log post]. Gold standard PBL: Essential project design elements. Retrieved from http://bie.org/blog/gold_standard_pbl_essential_project_design_elements

8. HOW LEARNING BEST OCCURS

The National Assessment of Educational Progress (NAEP), Scholastic Aptitude Test (SAT), and American College Test (ACT) consistently demonstrate gaps in performance between students by race and income. African-American, Latino/a, Native American, and low-income students demonstrate lower performance than their white, Asian, and economically advantaged peers.⁶ The TEACH ES development team has studied examples of effective practices that have worked to close this achievement gap. Like many successful schools working with diverse populations, TEACH ES will develop and implement proven learning theories and strategies (project-based learning, Zone of Proximal Development, culturally responsive pedagogy, differentiation and data-driven instruction) to best meet the needs of diverse learners as they prepare for 21st century careers.

We believe that students learn best when situated within the context of an educational program that understands students as complex, unique, and individual, and views learning as an ongoing process that is active, dynamic, and developed and expressed through a variety of means and pathways.⁷ We believe strongly that when learning is socially constructed and students are actively engaged in “doing” while they learn, they access and create knowledge about their world in the most powerful, effective, and important ways.

We believe that learning potential is not predetermined or fixed, and instead align our beliefs with the concept of “growth mindset,”⁸ which views all students and individuals as capable of learning and progress. To this end, all students at TEACH ES will be guided to learn about themselves and will work explicitly on developing essential skills and dispositions of lifelong learners. Across grades and classrooms, teachers will guide students to intentionally cultivate and apply meta-cognitive skills that will allow them to understand for themselves how they learn best, and students also will learn how to set personal goals for growth and achievement via their PEPs and how to identify and take on strategies that will help them maximize their own potential for learning and success.

Teachers will explain to students what a personalized educational plan is and why it is important. Students will develop their ongoing personalized educational plan with their classroom teacher through weekly individual student-teacher conferences in which students will have the opportunity to identify their learning interests, strengths, and areas of growth. During the student-teacher conference, teachers will engage students in metacognitive inquiry aimed at raising the student’s awareness of what exactly they need to do and why and how they will track their own success. Teachers will model for students how to develop their learning goals by providing students with a set of statements to focus on their goals (i.e., My strengths are/I am good at...). teachers will provide graphic organizers for students to utilize as a method of recording and monitoring their goals (i.e., KWHL table - What do I know? What do I want to find out? How will I find out? What have I learned or still want to learn?). We believe that students learn best when they are challenged by clear and high expectations and supported by a caring

⁶ Hernandez, D.J., “How Third-Grade Reading Skills and Poverty Influence High School Graduation,” Annie E. Casey Foundation, 2011.

⁷ Moran, S. 2009. “Purpose: Giftedness in Intrapersonal Intelligence.” *High Ability Studies* 20 (2): 143–159; Richardson, V. (2003). The dilemmas of professional development. *Phi Delta Kappan*, 84, 401–406.

⁸ Dweck, C. S. (2006) “Mindset: The new psychology of success.” New York: Random House.

community.⁹ We believe students best learn when they are excited by education that is meaningful and dynamic. At TEACH ES, students will be motivated by learning that requires them to problem solve and collaborate.

We believe students learn best when they have an opportunity to form meaningful relationships with teachers, administrators, peers, and the surrounding community.¹⁰ They thrive in an environment where teachers, parents, and students work collectively to set goals and celebrate achievements.

We believe that hands-on, project-based learning that is interactive, engaging and meaningful is a way for teachers to facilitate deepen learning experiences for each student. “[T]o understand is to discover, or reconstruct by rediscovery, and such conditions must be complied with if in the future individuals are to be formed who are capable of production and creativity and not simply repetition.”¹¹ As Paulo Freire stated in *Pedagogy of the Oppressed*, “In the banking concept of education [(a model that treats students as receptacles which simply receive knowledge), knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing. Projecting an absolute ignorance onto others, a characteristic of the ideology of oppression, negates education and knowledge as processes of inquiry. Banking education treats students as objects of assistance; problem-posing education makes them critical thinkers.”¹² A 2005 report highlights that project-based learning is beneficial because it engages students in problem-solving and teamwork.¹³ Satchwell and Loepf indicate that students learn best when they are involved in constructing their own knowledge of the world around them.¹⁴ We plan to integrate project-based instructional approaches across the curriculum. We believe that learning how to think and learning subject matter content are not separate processes, but rather are best developed within an authentic context. In a thinking curriculum, skills are best acquired in the context of meaningful learning experiences that build on a child’s interests.

We believe in ensuring that each student is able to access meaningful, respectful content that targets their zones of proximal development.¹⁵ At TEACH ES, teachers collaboratively plan lessons that accommodate different learning needs and styles through the guiding principles and practices of backwards planning and Strategic Design for Student Achievement, including differentiating instruction for individual learner needs (see Instructional Methods and Strategies, below).). These research-based approaches for planning and instruction allow teachers to maintain rigor and high expectations for learning with heterogeneous groups of students through close monitoring and attention to individual student strengths and challenges, embedded choices for means of representation and engagement with

⁹ Achieve. (2011, February). *Closing the expectations gap: Sixth annual 50-state progress report on the alignment of high school policies with the demands of college and careers*. Washington, DC: Author. Retrieved from <http://www.Achieve.org/ClosingtheExpectationsGap2011>

¹⁰ See, e.g., Hughes, J., Cavell, A. and Willson, V., *Further Support for the Developmental Significance of the Quality of the Teacher–Student Relationship*, *Journal of School Psychology*, July-Aug. 2001.

¹¹ Piaget, *To Understand is to Invent*, 1973.

¹² <http://sfr-21.org/pedagogy/pedagogy.html>.

¹³ Fortus, D., Krajcik, J., Dersheimer, R. C., Marx, R. W., & Mamluk-Naamand, R. (2005). Design-based science and real-world problem solving. *International Journal of Science Education*, 855–879

¹⁴ Satchwell, R., and Loepf, F. L. (2002-Spring). *Designing and Implementing an Integrated Mathematics, Science, and Technology Curriculum for the Middle School*.

¹⁵ McTighe, J., & Brown, J. L. (2005). Differentiated instruction and educational standards: Is detente possible? *Theory Into Practice*. 44(3), 234–244; Tomlinson, C. (1999). Mapping a route toward differentiated instruction. *Educational Leadership*, 57(1), 12-16.

content, and an explicit focus on developing personal responsibility for learning and higher-order thinking skills focused on deep understanding.¹⁶

We believe that student learning best occurs in classrooms with teachers who approach their own work as lifelong learners with a growth mindset; our professional learning community (PLC) structure for teachers facilitate continuous teacher growth.¹⁷¹⁸ We also believe learning occurs best when teachers are highly qualified, prepared, and collaborate with one another regularly. Teacher collaboration will occur during weekly grade level PLCs and weekly vertical articulation across grade levels. Teachers will be prepared through weekly PDs, summer PD, and In-service training days throughout the school year. Research supports the importance of effective teachers with a recent Rand study concluding “teachers matter more to student achievement than any other aspect of schooling.”¹⁹

We believe that culture and experience shape thinking, and therefore play a role in learning and behavior at school.²⁰ We believe that learning best occurs through social interaction among diverse groups of individuals, active participation in learning activities, and strong connections to communities to honor the lived experiences of students.²¹ We approach the diverse learning styles, languages, sources of cultural knowledge and practice, social and emotional understandings, and abilities students bring to the classroom setting as *assets* for promoting deep and meaningful learning for everyone. Through understanding the spectrum of human experiences and perspectives, knowledge, and skills individual members of a community bring to a learning setting, everyone is enriched.²² Taking up the defining characteristics of culturally responsive teaching, at TEACH ES our teachers will: maintain positive perspectives on parents and families, communicate high expectations to students, learn about and through cultural practices and norms, and center instruction on student interests and needs. Teachers will design thematic curricula that connect to students’ cultural knowledge and experiences to ensure that all students are offered opportunities to connect their own lives with standard-based learning at school. For example, students will create culturally based projects such as My Cultural Portrait in which they describe cultural traditions that they enjoy with their family including foods and

¹⁶ Kapsusnick, R. & Hauslein, C.M. 2001. “The ‘silver cup’ of differentiated instruction. Kappa Delta Pi Record, 37(4); Tomlinson, S. (2007). Ruthless Assessment in a Post-Welfare U.K. Society. In Sleeter, C. E. (Ed), *Facing Accountability in Education – Democracy and Equity at Risk* (pp. 172-187). New York, New York: Teachers College Press; Wiggins G., McTighe, J. 2008. *Understanding by Design*. Alexandria, Va., Association for Supervision and Curriculum Development.

¹⁷ Borko H., Jacobs J., Koellner K. (2010). Contemporary approaches to teacher professional development. In Peterson P., Baker E., McGaw B. (Eds.), *International encyclopedia of education* (Vol. 7, pp. 548-556). Oxford, England: Elsevier; Desimone, L. M. (2011). A primer on effective professional development. *The Phi Delta Kappan*, (6), 68-71. doi:10.1177/003172171109200616

¹⁸ www.rand.org/education/projects/measuring-teacher-effectiveness/teachers-matter.html

¹⁹ Gay, G. (2000). *Culturally responsive teaching: Theory, research, & practice*. New York: Teachers College Press; Ladson-Billings, G. (1994). The tree of knowledge and culturally relevant teaching. In *The dreamkeepers: Successful teachers of African American children* (pp. 78-126). San Francisco: Jossey-Bass Publishers

²⁰ Herrenkhol, L.R., & Merti, V. 2010. *How Students come to be, know, and do: a case for a broad view of learning*. New York, Cambridge University Press; Vygotsky, L. S. (1979). Consciousness as a problem in the psychology of behavior. *Soviet Psychology*, 17, 3-3

²¹ Brown, A. L., & Campione, J.C. (1994). Guided discovery in a community of learners. In K. McGilly (Ed.), *Contributions of instructional innovation to understanding learning* (pp. 289 – 325). Hillsdale, NJ: Erlbaum; Vygotsky, L. (1993). *The collected works of L.S.Vygotsky. Vol.2: The fundamentals of defectology (abnormal psychology and learning disabilities)* (R.W.Rieber & A.S. Carton, Eds.). NY: Plenum Press.

²²Ladson-Billings, 1994.

customs that they celebrate. Students will demonstrate their learning through artistic and technologically based presentations (i.e., power point or video).

We believe that strong home-school and community connections bring about positive outcomes for students.²³ There is overwhelmingly evidence that “demonstrates that parent involvement in children's learning is positively related to achievement.”²⁴ Notably, “*A New Wave of Evidence*, a report from Southwest Educational Development Laboratory (2002)... found that, regardless of family income or background, students with involved parents are more likely to: earn higher grades and test scores, and enroll in higher-level programs; be promoted, pass their classes, and earn credits; attend school regularly; have better social skills, show improved behavior, and adapt well to school; [and] graduate and go on to postsecondary education.”²⁵

9. GOALS FOR ENABLING PUPILS TO BECOME AND REMAIN SELF-MOTIVATED, COMPETENT, AND LIFELONG LEARNERS

TEACH ES is committed to enabling students to become self-motivated, competent, lifelong learners by providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. TEACH ES will continue to develop a culture that fosters in students’ self-motivation, competence and the foundation of lifelong learning.

This will be accomplished through social emotional learning opportunities such as daily morning meetings in which students are motivated by TEACH Affirmations (Essence of Commitment character pillars) and focusing on their daily goals. The culture will also include daily end of the day student learning reflection to instill in students the foundation of lifelong learning and growth mindset.

Purpose

Administrators, faculty, parents and staff working with students will demonstrate a shared purpose to develop each student’s knowledge and skills to its highest potential. There is evident belief that this purpose is primary for the school and possible to achieve for virtually every student. The school’s goals, policies, practices, attitudes and allocation of resources reflect the primacy of this purpose.

Leadership

Leadership and decision-making will include opportunities for stakeholder involvement and engagement among administrators, faculty, classified staff, students and parents. Where possible, decisions will be reached through consensus and minority opinions will be considered and valued, whether discussions in the classroom among students or policy decisions made by the Board of Directors. (See Element 4 for a detailed description of the governance and organizational structure.) Departments and individual teachers will have a large degree of professional autonomy as they implement differentiated instructional strategies in their classrooms and collaborate with their peers to design curriculum (e.g.,

²³ Epstein, J. L., & Sanders, M. G. (2000). Connecting home, school, and community: New directions for social research. In M. T. Hallinan (Ed.), *Handbook of the sociology of education* (pp. 285-306). New York, NY: Kluwer Academic/Plenum Publishers; Martin, E. J., & Hagan-Burke S. (2002). Establishing a home-school connection: Strengthening the partnership between families and schools. *Preventing School Failure*, 46, 62-65

²⁴ <http://www.nwrel.org/scpd/sirs/3/cu6.html>

²⁵ <http://www.nea.org/tools/17360.htm>

thematic projects) and determine the best means to achieve school-wide, grade-level and individual goals. Teachers will be encouraged to use their best professional judgment in accordance with CA CCSS/NGSS and other state standards in achieving high levels of student learning.

Environment

The environment of the school is safe, orderly and supportive. Students will find the school a good place to learn and grow, and a pleasant place to be. School-wide standards for students' behavior will be perceived by students and staff members to be fair and equitably enforced (see Element 10). Instances of vandalism and violence on campus will be dealt with in a timely manner; student absenteeism will be maintained at a minimum level.

School-wide Positive Behavior systems will be implemented to support a safe environment conducive to learning for all students. All staff will receive professional development on implementation. The school-wide positive behavior systems will be communicated to parents and families at the beginning of the school year and will be introduced and modeled to all students beginning the first day of school. All staff will consistently utilize the school-wide behavior systems which will incorporate the TEACH Essence of Commitment character pillars, student rewards, and ongoing communication with parents.

Professional Development

Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent formal and informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be candid search for improvements. The values of serving students, professional development, and self-renewal will be central in our school's culture.

TEACH ES will implement a professional development system that is focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

In TEACH ES's program, teams of teachers, administrators and out-of-classroom personnel will meet regularly, both within and across grade levels, to research and discuss best practices; design lessons and assessments; examine student work; and analyze assessment data to modify instruction (see section below on Professional Development as well as Elements 2/3). Individuals and teams of teachers will regularly attend conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their grade level teams. All staff will meet regularly to examine student work, analyze the effectiveness of the benchmark and core assignments, and redesign activities and curriculum in response to the assessment data.

10. THE REQUIREMENTS OF CALIFORNIA EDUCATION CODE § 47605(B)(5)(A)(ii)

TEACH ES will pursue the following schoolwide and subgroup outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Student performance and achievement of schoolwide, subgroup and individual student progress will be measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the new Common Core) and reflect proficiency measures required by the new California Assessment of Student Performance and Progress (CAASPP)/SMARTER Balanced Assessments, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the school’s goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. We note that as required under the California Education Code, TEACH ES’s stakeholders will engage in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions TEACH ES anticipates at this point in time.

LCFF STATE PRIORITIES	
GOAL #1	
All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.	<p>Related State Priorities:</p> <p><input checked="" type="checkbox"/> 1 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 7</p> <p><input checked="" type="checkbox"/> 2 <input type="checkbox"/> 5 <input type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p> <p>Local Priorities:</p> <p><input type="checkbox"/> :</p> <p><input type="checkbox"/> :</p>
Specific Annual Actions to Achieve Goal	

Priority 1 (Basic Services)

Priority 1 Outcome 1 - Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching.

- TEACH ES will hire, supervise, evaluate and retain qualified teaching staff.
- TEACH ES will ensure verification of proper credentials and DoJ clearance prior to start of employment.
- TEACH ES will actively recruit qualified teachers reflecting student ethnic demographics

Priority 1 Outcome 2 - Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.

- TEACH ES will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.
- TEACH ES will review alignment of instructional materials to standards.
- TEACH ES will maintain an annual inventory of instructional materials and respective purchase of materials.
- TEACH ES budget will be reviewed every year to ensure adequate budget for instructional materials is in place.

Priority 1 Outcome 3 - School facilities are maintained in good repair pursuant to Education Code section 17002(d).

- TEACH ES facilities will be maintained and cleaned by TEACH ES custodial staff
- TEACH ES will do annual and monthly facility inspections to screen for safety hazards.
- TEACH ES will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff

Priority 2 (Implementation of State Standards)

Priority 2 Outcome 1 - Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners.

- TEACH ES will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.
- TEACH ES will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.
- TEACH ES will provide PD to teachers examining CAASPP/SBAC, NWEA MAPs, SBAC Interims and other state and internal assessment scores, into reports and regularly review progress to build on our data driven decision making.

Priority 7 (Course Access)

Priority 7 Outcome 1 - Pupil enrollment in a broad course of study that includes all of the subject areas (ELA, Math, Science, Social Science, Arts, Technology and P.E.) described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

- TEACH ES will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.
- TEACH ES will provide 1:1 technology (Chromebook/tablets) for grades 3-5 and carts/computer lab for TK/K-2 students (2:1 ratio) to ensure access to web resources and curriculum tools.

Expected Annual Measurable Outcomes

Priority 1 Outcome 1: All teachers will be properly certified and assigned.

Metric/Method for Measuring: % of courses and Teachers at TEACH ES appropriately assigned and with appropriately credentialed personnel.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<p>Priority 1 Outcome 2: All TEACH ES students (including all statistically significant subgroups) will have access to standards-aligned materials and technology</p> <p>Metric/Method for Measuring: % of TEACH ES students who will have sufficient access to standards-aligned instructional materials.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<p>Priority 1 Outcome 3: TEACH ES facilities will be maintained and cleaned through a contract with the TEACH ES custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).</p> <p>Metric/Method for Measuring: % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	≥ 90%	≥ 90%	≥ 90%	≥ 90%	≥ 90%
<p>Priority 2 Outcome 1: TEACH ES will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.</p> <p>Metric/Method for Measuring: Purchased text and online curriculum; curriculum pacing and lesson plans; teacher observations.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%
<p>Priority 7 Outcome 1: All TEACH ES students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, PE, visual/performing arts) outlined in the charter petition.</p> <p>Metric/Method for Measuring: % of access to all available programs and services outlined in charter petition.</p>						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	N/A	100%	100%	100%	100%	100%

LCFF STATE PRIORITIES
GOAL #2

<p>Every TEACH ES student will have the right to a rigorous, data-driven, college-preparatory instructional program with technology integration and project-based learning opportunities.</p>	<p>Related State Priorities:</p> <p><input type="checkbox"/> 1 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 7</p> <p><input type="checkbox"/> 2 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 8</p> <p><input type="checkbox"/> 3 <input type="checkbox"/> 6</p>
	<p>Local Priorities:</p> <p><input type="checkbox"/>:</p> <p><input type="checkbox"/>:</p>

Specific Annual Actions to Achieve Goal

Priority 4 (Pupil Achievement)

Priority 4 Outcome 1 – Performance on standardized tests and overall schoolwide assessments such as the new state dashboard (or whatever comparable metrics are developed to replace API/AYP)

- TEACH ES will provide highly qualified instructional personnel and Resource Specialists to implement high quality instruction with continuous monitoring by the Principal and central office personnel.
- TEACH ES will provide comprehensive professional development to support student achievement.
- TEACH ES will analyze CAASPP/SBAC, NWEA MAPs, SBAC Interim and other state and internal assessment scores monthly to review progress towards annual targets.

Priority 4 Outcome 2 – Share of English learners that become English proficient -
See above; plus: TEACH ES will implement the LAUSD EL Master Plan.

- TEACH ES will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs
- TEACH ES will identify English Learners by proficiency level, ensure integrated and designated ELD instruction is aligned to the new ELD standards, and monitor student progress in program implementation.
- TEACH ES will provide professional development related to EL support, including ELPAC training and redesignation criteria.
- TEACH ES will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

Priority 4 Outcome 3- English learner reclassification rate -
Same as Priority 4 Outcome 2 above, plus:

- TEACH ES budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.
- TEACH ES will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs

Priority 8 (Other Pupil Outcomes)

Priority 8 Outcome 1 – TEACH ES will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based experiences with technology and arts integration.

- TEACH ES will provide professional development to teachers on integrating hands-on/project-based learning and tech integration across the curriculum.
- TEACH ES will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based learning and online/tech-integrated learning.

Expected Annual Measurable Outcomes

Priority 4 Outcome 1: TEACH ES students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.

Metric/Method for Measuring: Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data. Internal assessment data goals include *Schoolwide and all significant subgroups will meet or exceed targets for growth in ELA and Math* as evidenced by internal diagnostic assessments such as NWEA MAPs, DIBELS, ELPAC, and standards and curricular based internal assessments.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide and all SubGroups)	N/A	N/A	N/A	<i>Establish with first testing of 3rd graders (2018-19)</i>	<i>Schoolwide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>	<i>Schoolwide and all significant subgroups will meet or exceed targets for growth on the CAASPP in ELA and Math.</i>

Priority 4 Outcome 2: EL students will advance at least one level on the ELPAC each year.

Metric/Method for Measuring: EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						

English Learners	<i>Establish benchmark (2018-19)</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>	<i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i>
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Priority 4 Outcome 4: TEACH ES will ensure EL reclassification rate will meet or exceed the District’s reclassification rate.

Metric/Method for Measuring: EL reclassification rates

EL student progress towards reclassification and academic progress include: ELPAC score of a “3” or “4”, report card grades of “3’s” or “4’s” in the English Language Arts and Mathematics, Teacher recommendation, review documentation of individual conferences and meetings. When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP).

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)						
English Learners	<i>Establish benchmark (2018-19)</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>	<i>Percentage of students reclassified each year will meet or exceed District rate.</i>

Priority 8 Outcome 1: TEACH ES will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based learning experiences with technology and arts integration.

Metric/Method for Measuring: % of students with access to hands-on/PBL and tech-based learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide and all SubGroups)	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

LCFF STATE PRIORITIES

GOAL # 3

TEACH ES will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

Related State Priorities:

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

Local Priorities:

- :
:

Specific Annual Actions to Achieve Goal

Priority 3 (Parental Involvement)

Priority 3 Outcome 1 – Efforts to seek parent engagement and input in decision making.

- *TEACH ES will engage parents in a series of relevant and interesting workshops related to their child's success*
- *TEACH ES will maintain school website as a communication tool for the community.*
- *TEACH ES will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy.*

Priority 5 (Pupil Engagement)

Priority 5 Outcome 1 – School attendance rates and Chronic absenteeism

- *TEACH ES parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.*
- *TEACH ES's Office Manager, Principal and Teachers will help improve attendance and decrease habitual truants through home calls, meetings with students and families, and positive reinforcement incentives.*

Priority 6 (School Climate)

Priority 6 Outcome 1 - pupil suspension rates

- *TEACH ES will provide training and support for our Essence of Commitment and Overcoming Obstacles curriculum and restorative justice practices.*
- *TEACH ES will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 2 – pupil expulsion rates

- *TEACH ES will provide training and support for our Essence of Commitment and Overcoming Obstacles curriculum and restorative justice practices*
- *TEACH ES will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.*

Priority 6 Outcome 3 – other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness

- *TEACH ES will implement annual surveys to assess stakeholder satisfaction*

Expected Annual Measurable Outcomes

Priority 3 Outcome 1: TEACH ES will encourage parents to attend at least 2 events each year (specific goal to be set annually in LCAP).

Metric/Method for Measuring: # of parents attending 2+ events annually

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>N/A</i>	<i>Establish baseline</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>	<i>Increase parent participation rate annually (target estimated at 2-3% annually)</i>

Priority 3 Outcome 2: TEACH ES will establish a School Site Council that will be promoted, and supported to be fully operational and self-sustaining, along with a Wellness Committee and an ELAC (if more than 21 EL students are enrolled) to advise on the EL program; the TEACH, Inc. Board of Directors also has one parent representative on the Board.

Metric/Method for Measuring: analysis of attendance, Sign In sheets, consistent membership.

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	<i>N/A</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>	<i>100%</i>

Priority 5 Outcome 1: TEACH ES will maintain a high attendance rate and low rate of students who are chronically absent by monitoring student attendance, calling families whose child is absent and, as needed offering incentives for consistent and prompt attendance.

Metric/Method for Measuring: Attendance and chronic absenteeism rates

APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23

All Students (Schoolwide)	NA	Establish baseline	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic Absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)	Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually)
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Priority 6 Outcome 1: TEACH ES will maintain a low suspension rate that is $\leq 1\%$.						
Metric/Method for Measuring: % of student suspensions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$	$\leq 1\%$
Priority 6 Outcome 2: TEACH ES will maintain a low expulsion rate that is $\leq 0.5\%$.						
Metric/Method for Measuring: % of student expulsions						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23
All Students (Schoolwide)	NA	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$	$\leq 0.5\%$
Priority 6 Outcome 3: TEACH ES will have high parent and staff participation rates in the school experience survey and high approval rating on school experience surveys of parents, and staff.						
Metric/Method for Measuring: % of participation in school climate survey and survey results						
APPLICABLE STUDENT GROUPS	Baseline	2018-2019	2019-2020	2020-2021	2021-2022	2022-23

All Students (Schoolwide)	NA	<i>Establish baseline</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>	<i>Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</i>
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INSTRUCTIONAL DESIGN

11. CURRICULAR AND INSTRUCTIONAL DESIGN OF THE EDUCATIONAL PROGRAM: KEY EDUCATIONAL THEORIES AND RESEARCH

Our education program will be anchored by the California content and performance standards, including the California Common Core State Standards (CA CCSS), Next Generation Science Standards (NGSS), and content area frameworks for instructional design, such as the California History-Social Science Framework released in 2016. The innovative educational plan of TEACH ES will provide students with a rigorous standards-based college preparatory program, starting in Kindergarten, in order to prepare them to succeed in the real-world. This approach is appropriate for Teach ES’ target population in that it provides a real-world context for learning, which in turn motivates and inspires at-risk students to apply what they have learned to solve problems.

The TEACH ES will offer students an academically rich program incorporating the following characteristics:

Project-based Learning (PBL) uses an integrated curriculum approach that helps students formulate and answer meaningful questions through hands-on (Constructivist) projects that connect to real-world issues. Investigation and multi-disciplinary content are utilized to engage students in complex tasks and problem-solving (independently and in teams), leading to deepened learning and understanding beyond rote memorization of facts.²⁶ Students are provided with the tools and support necessary for research and application of knowledge in PBL, including project planning and management, resource gathering, teamwork, and inquiry techniques, along with academic subject content. For example, in a 4th grade project about existence of metrics everywhere and how metrics are used in real world applications (i.e., measuring cups for cooking). Students would create a multimedia presentation to demonstrate their learning. Through group-based projects framed during science and social studies time blocks in the schedule (and incorporating English Language Arts, Math, arts, technology), students learn to work cooperatively with their peers on more complex challenges than they might otherwise tackle alone; receive immediate feedback; are exposed to ideas beyond their own; and develop communication, negotiation, and other interpersonal capacities.

In a PBL environment, students work on constructing their own knowledge and developing their own projects and assessments; simultaneously, teachers become coaches and facilitators, serving as guides to assure academically rich and rigorous experiences. This approach fosters self-directed learning, which helps optimize the educational experience by exposing students to information that can't be gleaned solely from passive observation. The active nature of self-directed learning helps students encode information and retain it more fully over time.²⁷ PBL outcomes for preschool-aged children, for example, showed greater gains in language and concept development than those for traditional instruction.²⁸ Other positive outcomes facilitated by PBL include development of content knowledge, collaborative skills, engagement and motivation, critical thinking, and problem-solving.²⁹ PBL promotes student centeredness, allowing students to take charge of their own learning process. It enables students to develop content and skills proficiency while exploring a variety of global issues and problems; and it supports development of technological competencies in the process.

TEACH ES's PBL approach and curriculum will be adapted to the needs and abilities of our TK-5 students. Projects will be collaboratively designed by teachers (see below for more details on our collaborative teacher lesson planning process), starting with the California state standards and backwards planning. Students will be actively involved in planning in such a way as to create a sense of ownership in the project. Activities will support questions and utilize a broad curriculum, thus fueling the process. Designs will integrate as many relevant subjects as possible into the project. Teachers will assist students and be prepared to delve deeper into new topics and issues that arise during students' active pursuit of answers.

²⁶ Sawyer, R. K. (2006). *The Cambridge Handbook of the Learning Sciences*. New York: Cambridge University Press.

²⁷ Todd M. Gurekis and Douglas B. Markant (Sept. 2012). Self-Directed Learning: A Cognitive and Computational Perspective, *Perspectives on Psychological Science*, Vol 7 Issue 5.

²⁸ Aral, N., Kandir, A., Ayhan, A. B., & Yaşar, M. C. (2010). The influence of project-based curricula on six-year old preschoolers' conceptual development. *Social Behavior and Personality: An International Journal*, 38(8), 1073-1079. doi:10.2224/sbp.2010.38.8.1073.

²⁹ Holm, M. (2010). Project-Based Instruction: A Review of the Literature on Effectiveness in Prekindergarten through 12th Grade Classrooms. *InSight: Rivier Academic Journal*, Vol 7, Number 2.

Teachers will be provided professional development during Summer PD and throughout the school year on PBL approach and implementation. Teachers will have collaborative planning opportunities to design PBL activities for students (i.e., during weekly grade level PLCs).

Blended learning will be a critical tool in our effort to personalize learning for each student, as one of many teaching strategies employed (see below for more details about our different teaching strategies). Students will use an ever-growing body of online curriculum to practice skills and engage in fun, game like learning that adapts continuously to their individual needs. (See Section 16 on Technology Skills below for details about the development of specific grade-level/age-appropriate skills for students to appropriately leverage these resources.) Students utilize both free and purchased curricular programs such as MobyMax, Achieve 3000, Lexia Core5, Khan Academy, PBSkids.org and more to engage in interactive, personalized learning.

Through this interactive software, learning is easily differentiated as students can choose from different activities based on their preferences, and then as they engage in the curriculum, the system gives them instant feedback (e.g., praise for correct answers, or encouragement to try again) as they master the content. In many programs, the technology adjusts to meet student needs so that students who are ready to proceed rapidly through content get increasingly levels of difficulty automatically, while those who need more time on a specific task do not advance as rapidly.

Blended learning offers a number of advantages:

- *Differentiated learning technology:* Students who are behind grade level can build the core skills they need, while those that are on grade level or above can push ahead. Teachers can lead small-group instruction based on where each student is in relation to grade level expectations.
- *Real-time data:* As students use these programs, data is automatically generated for teachers to see which skills students have mastered, and which require more instruction. These reports are tied directly to state content standards so that summative data shows student mastery of specific standards as well as diagnostic data about areas in need of further development. Teachers and school leaders can easily generate individual, sub-group, grade level and school wide achievement data in an efficient way, so that lessons, professional development of faculty and more can all be tailored directly to student needs. This allows teachers to more effectively make immediate adjustments during a lesson or in preparation for a lesson to meet students' needs. Students will be taught how to use real-time data to identify which skills they have mastered and which skills they need to practice more. This will be accomplished at the beginning of the school year in which teachers will demonstrate the features of the differentiated learning technology to show students how to monitor their own progress.
- *Student Engagement and Small Group Instruction:* Today's tech-savvy students become engaged and want to participate in their learning when curriculum is provided via highly interactive, engaging games and other online experiences. Because the programs meet students at their levels, students are much less likely to be lost or bored and more likely to feel a sense of accomplishment as they progress through programs. Leveraging technology effectively can also help as teachers group students by levels and having some students work on the technology while others are working directly with the teacher in a smaller group.
- *Support for English Learners:* Several programs have proven to be particularly effective for English Learners, utilizing visual cues to scaffold language development as students engage in

math, for example. Achieve 3000, a literacy program, has customized supports for English Learners built into the software. (See also ELD section below.)

- *Tech Skills Development*: CAASPP online assessments require that students be comfortable with technology; 21st century jobs inevitably require tech proficiency. Starting in Transitional Kindergarten, students will have regular access to technology and be able to master the practical technology usage and application skills that are imperative in today’s world. Students will learn specific tech skills such as keyboarding and word processing, engage in research and create presentations with technology. Programs such as freetypinggame.net, lessonplanet.com, and research sites such as yahooligans.com, bensguide.gpo.gov, lawforkids.org and dozens more will be used to enrich student learning.

Digital Portfolios that reflect schoolwide ESLRs and state standards provide students with the opportunity to reflect upon and demonstrate their learning. As students develop through grade levels they will be guided by their teachers to maintain digital portfolios that document their mastery of standards in the 21st Century. Digital Portfolios are cloud-based portfolios that are a collection of drafts, polished pieces, class projects, videos, and web pages, that document each student’s growth and progress. Students will engage with their teachers and peers in a meaningful reflection process with each piece they add to their portfolio. Throughout this process students will analyze their academic progress and with a teacher. Student portfolios will be evaluated by teachers and staff according to a predetermined scoring rubric.

While the field of online learning is rapidly developing, the following are some of the core programs we anticipate using (our Principal will collaborate with the Superintendent, and in later years, lead teachers, to select the most appropriate programs for our students’ needs):

Curriculum	Subject	Description
MobyMax	ALL K-5	Moby’s adaptive curriculum creates a unique, individualized education plan for each student, allowing gifted students to progress as quickly as they like while simultaneously ensuring that K-5 remedial students get the extra instruction they need. It provides an excellent opportunity for differentiation in the classroom.
Achieve 3000	Language Arts TK-5	Provides TK-5 individualized instruction in expository reading comprehension, vocabulary and writing based on research from the respected literacy expert, Carol Tomlinson. As a student’s lexile level increases, the text adjusts to increase the challenge for that student. The program highlights and defines key vocabulary for understanding the text and asks the student to respond to questions in writing. Achieve 3000 has been particularly effective with English Learners and other high-need populations.
Lexia Core5	ELA TK-5	Lexia Reading Core5 supports educators in providing differentiated literacy instruction for students of all abilities in grades TK–5. Lexia’s research proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.

All online curriculum is integrated through our Power School platform, and students have their own pages in which teachers customize “play lists” of assignments, based on ongoing data and individual student needs.

TEACH ES will have a 1:1 computer ratio for all students in grades 3-5 and a computer lab and/or mobile computer carts to ensure each student has frequent exposure to computer learning. We will provide students with safe and secure internet access for learning. Our faculty will have extensive training in implementing and using on-line curriculum and assessment tools (see *Professional Development*, below).

Culturally Responsive Teaching will be embedded throughout the TEACH ES learning environment, which values the diverse experiences and cultural backgrounds of students at the school and in the surrounding community. Attending to students’ cultural knowledge and perspectives in addition to supporting and addressing their unique learning needs allows teachers to teach to the whole child, with the recognition that culture is inextricable from students’ thinking, learning, and experience (Gay, 2010).

A cornerstone of Culturally Responsive Teaching (CRT) is that, rather than viewing cultural experiences and knowledge as barriers to learning, teaching values and builds upon students’ foundations of cultural knowledge and experience to support their learning and achievement at school.³⁰ According to Hammond, CRT “leverages the brain’s memory systems and information processing structures” through attuning teaching to students’ familiar cultural learning styles and tools, and through building relationships of trust and care that enable teachers to challenge students and hold high expectations.³¹ Cultural ways of learning and knowing, such as the use of music, metaphor, or recitation, will be embedded directly within learning tasks, and teachers will continually seek out and integrate cultural knowledge and information into the curriculum and learning tasks to best support and understand students. Importantly, researchers link CRT to the development of intrinsic motivation for learning, showing that CRT creates a learning environment that encourages participation and persistence through valuing students’ cultural experiences and interests.³²

CRT begins from the premise that culture is central to learning, recognizing that cultural ways of knowing and doing are embedded in individuals’ processes for thinking, understanding, and communicating.³³ Thus, CRT guides teachers to learn about students, understand cultural practices and beliefs that may be different than their own, and work to help students draw upon the knowledge and experiences they bring to school as they seek to make sense of and master school-based content.

³⁰ Aceves, T. C., & Orosco, M. J. (2014). Culturally responsive teaching (Document No. IC-2). Retrieved from University of Florida, Collaboration for Effective Educator, Development, Accountability, and Reform Center website: <http://cedar.education.ufl.edu/tools/innovation-configurations/>

³¹ Hammond, Z. *Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students*. Corwin, 2015.

³² Wlodkowski, R. J., and M. B. Ginsberg. (1995). *Diversity and Motivation: Culturally Responsive Teaching*. San Francisco: Jossey-Bass.

³³ Gay, G. *Culturally Responsive Teaching: Theory, Research, and Practice*. Teachers College Press, 2d ed. (2010). Ladson-Billings, G. (2005). *Beyond the big house: African American educators on teacher education*. New York: Teachers College Press.

At TEACH ES, teachers will draw upon the framing principles and goals of CRT to guide the design of thematic units of study and PBL projects and activities. Through structured professional development during the summer before the school opens and throughout the school year and extensive collaborative planning time built into the weekly bell schedule, teachers will learn best practices from the Buck Institute (bie.org) and others as they collaboratively design PBL. In designing thematic curricula and units of study, teachers will attend to the three criteria outlined by Ladson-Billings:

- Academic success – students must be held to high expectations for learning and provided with the tools needed to master content and competencies.
- Cultural competence – teachers must help students build upon their prior knowledge and cultural experiences, and thus must learn about students’ lives, backgrounds, and beliefs.
- Critical consciousness – students must develop an awareness of social inequities and develop a broader social conscious to support their development as citizens able to critique society and work towards a more socially just world.³⁴

TEACH ES believes that teachers who hold **high expectations for all** of their students will find their students rise to the level of expectation.

In addition to high expectations, we recognize that we must also create an infrastructure that supports diverse learners academically and socially. This includes increased learning opportunities for all students, including those identified as at-risk as well as academically high-achieving.

TEACH ES will be an inclusive school that embraces underserved students, students at-risk, English Learner students and students with disabilities, as well as students identified as academically high achieving. Regardless of each student’s unique needs, TEACH ES will hold high expectations for each of them. We aim to do this through a variety of student, technological, and family supports. TEACH ES will utilize the Response to Intervention (RTI) model. In the RTI model, classroom and special education teachers design and apply research-based interventions to help students meet classroom and instructional goals. Intervention plans are developed that include supports and/or other strategies deemed viable in assisting students to achieve without further, more formal intervention.³⁵ Cognitive behavioral interventions (e.g., coping strategies, changing attitudes, relaxation techniques) will be utilized for students who experience significant social, emotional, and/or behavioral challenges. TEACH ES’s School-wide Positive Behavioral Interventions and Supports (PBIS), will establish rules, routines, and physical arrangements to support positive behavior and is founded on the belief that all children can exhibit appropriate behavior.

The following additional supports will be a part of the TEACH ES program to help all students meet high expectations.

- **Behavioral and mental health support via our partners at Hope Street Family Center.** TEACH ES intends to provide mental health support and connect students and families to the community resources they need. TEACH Public Schools has an existing partnership with Hope Street Family Center, a community program of California Hospital Medical Center that provides in-home and on-site educational, health wellness, behavioral health, developmental, and social services that support children and families. (hopestreetfamilycenter.org) Hope Street maintains a South LA office that is co-located with TEACH Public Schools’ central office and provides therapists who work exclusively with TEACH schools and families. Hope Street staff also collaborate with our school staff on a variety of child development, mental health, family

³⁴ Ladson-Billings, 1995.

³⁵ <http://www.rtinetwork.org/learn/what/whatisrti>

support and community wellness issues. As with our existing schools, Hope Street staff will provide the following for TEACH ES students and their families:

- Individual, family collateral and group therapy
- Assistance in accessing medical, educational, social and financial resources
- Community referrals to after-school programs
- Coordination of treatment services
- Medication evaluations by Child Psychiatrist
- Psychological assessments

TEACH ES will comply with all applicable laws regarding parent/guardian consent for these services provided to students. TEACH ES will provide research-based behavioral interventions, including the use of the Positive Behavior Interventions and Supports. TEACH ES will also assist in coordinating assistance for students and families who need resources from human service agencies.

- **Individualized learning.** As noted above, our approach will leverage online learning programs that can identify and readily adapt to students unique learning needs, supporting students who are behind while also meeting the needs of academically high achieving students. The Power School platform will be used daily by teachers, students, and parents is also intended to provide access to resources and facilitate authentic student assessment that delivers real-time data to monitor student progress. PEPs for each student will detail specific learning objectives and goals for each term.
- **Quality teachers.** TEACH ES endeavors to provide excellent teachers who are well-prepared and continuously supported as they meet the diverse needs of their students. We will comprehensive and ongoing in-service staff development so that teachers will be prepared to meet the needs of students who are struggling, or those who need greater challenges.

TEACH ES will emphasize a **whole child approach** to teaching and learning, and will educate all students Socially, Physically, Emotionally, Aesthetically (appreciation of what is beautiful), Intellectually/Cognitively, Morally, Culturally, and Technologically, so that upon culmination, the knowledge and the experiences acquired at TEACH ES will be effectively applied to their daily lives. Through arts and instruction in P.E., students are exposed to enriching experiences. TEACH ES will strongly encourage sensitivity, community awareness, service, and positive-driven action for our students. The character development program will be a critical values clarification part of the extended activities of the school. Not only will we seek to provide the educational tools needed for the 21st century, we seek to instill in our students skills for great personal character, an enduring commitment to excellence such as exemplified by visionary car maker, Professor Ferdinand Porsche, Sr., who, when asked, "Which was his favorite model" in the long line of Porsche automobiles, replied: "I haven't built it yet!"

Our students will be guided to great moral character-building through what we call the "Essence of Commitment." TEACH Public Schools has strived to implement our Co-Founders' positive character traits and affirmations they established with the founding of the first TEACH school in 2009. Our motto has always been to endow our scholars with life lessons from the inside out. Our character development program focuses on one specific positive trait each month of school. Our TEACH character traits and values are emphasized through discussions, student led theatrical performances, and school wide assemblies. Each month, we discuss the emphasized character trait was, what it means, and how to apply it and have students reflect on this trait through writing and other activities. Our goal is to have

students utilize this functional, positive framework for life and employ concrete tools for progress and mobility.

Affirmations are recited each morning before any instruction as a means of collectively committing to a positive environment. With personal growth in mind and hard work as a staple, students are encouraged to produce the very best results both as students and as contributing citizens of the world. Rather than focus on yesterday’s losses, we emphasize the inherent power of the moment. The Essence of Commitment program spotlights best practices, and rewards those who concentrate on what adds value. Commitment is defined as a force that binds individuals to a course of day-to-day relevant thinking, feelings, and actions as demonstrated by a good self-image, a positive attitude toward learning, and good conduct toward others:

Overview of All (August)

Dignity (September)

Self-respect
 Personal Pride
 Cultural Awareness
 Positive Attitude

Self-Discipline (October)

Self-Control
 Character
 Attentiveness
 Courage

Respectful Behavior (November)

Polite
 Courteous
 Well-mannered
 Friendly
 Hard Work
 Goal Oriented
 Persistent
 Conscientious
 Achiever

Cooperation (December)

Agreeable
 Sharing
 Helpful
 Team Work/Player

Kindness (January)

Gentleness
 Compassionate
 Forgiving
 Appreciative

Fairness (February)

Reasonable
 Unbiased
 Open-minded

Integrity (March)

Honest
 Truthful
 Reliable
 Ethical

Creative Problem-Solving (April)

Peaceable
 Practical
 Logical
 Rational

Personal and Community Responsibility (May)

Good Citizenship
 Obeys the Rules
 Safety First
 Respect for Authority

(June) = Review All, End of the Year Awards for each category

TEACH ELEMENTARY SCHOOL CHARTER PETITION

Students will be encouraged to develop and sustain an on-going Essence of Commitment to the excellence of learning; to each other; to teachers and school, to parents, and to their community.

In addition, concrete life skills are taught through the **Overcoming Obstacles** program, currently in place at TEACH MS and TEACH HS. (overcomingobstacles.org) The Overcoming Obstacles free curriculum is organized into elementary, middle school, and high school levels, each beginning with the three fundamental skills on which all other skills can be built: communication, decision making, and goal setting. Additional modules include respect, teamwork, citizenship, college and career prep, addressing bullying, conflict resolution, problem solving, confidence building and time management. Students

engage in hands-on activities, writing prompts and group projects as part of the Overcoming Obstacles program, engaging in “real world” scenarios that result in meaningful lessons.

Positive classroom mindsets will be emphasized throughout every aspect of school life. We know that the mindsets teachers and students bring to the classroom setting deeply impact the learning environment by influencing expectations for learning, the quality of relationships between teachers and students in the class, and students’ development of resilience and motivation.³⁶ Deci and Ryan’s research on motivation highlights the importance of making sure students’ basic psychological needs are met through ensuring that all students have opportunities to: *belong and feel connected, feel competent, and exercise autonomy and self-determination.*³⁷ Dr. Robert Brooks and colleagues build upon Deci and Ryan’s research to describe features of “positive classroom mindsets” that meet these basic psychological needs and best support teaching and learning at school, including: regarding mistakes as expected and necessary features of the learning process, recognizing the power of resilience and encouraging persistence, and viewing bullying and teasing as forces that work *against* a positive learning climate.³⁸

We recognize that many of our students will have significant challenges outside of school. Consistent supportive and positive interactions with caring adults may empower students “to do more than they think they can and helps validate them as full members of the campus community, which in turn legitimates their presence and makes them more comfortable to reach out and become engaged in a variety of activities.”³⁹

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002; cited in Durlak et al., 2011). Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011). Finally, students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).⁴⁰

TEACH ES will be designed to give children and their families both the hope that they can believe in and the tools to make that hope for proficiency a reality. Every element of the school day, whether it is in the classroom, in school-wide activities, at school events, or on fieldtrips, is committed to helping students learn the values and behaviors necessary for success. These school-wide values will have a direct impact on the quality of teaching and learning at TEACH ES. Students will have regular opportunities, in activities such as assemblies or fieldtrips, in writing assignments from across the curriculum, and creative expression to reflect, and present their values and choices. The curriculum will consistently give students opportunities to examine how dignity, self-discipline, and respectful behavior

³⁶ Brooks, R., Brooks, S., Goldstein, S. *The Power of Mindsets: Nurturing Student Engagement, Motivation, and Resilience in Students.* George Mason University and the University of Utah School of Medicine. New York: Springer.

³⁷ Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self determination of behavior. *Psychological Inquiry*, 11, 227-268.

³⁸ Brooks, R., Brooks, S., Goldstein, S., 2012.

³⁹ Kuh et.al., What matters most to student success: A review of the literature. 2006

⁴⁰ Vega, V., 2012 <http://www.edutopia.org/sel-research-learning-outcomes#definition>

reflect community expectations, and how hard work, cooperation, kindness, fairness, integrity, creative problem solving, personal and community responsibility, attributes of commitment, are necessary for college success.

An extended year (184 instructional days) will allow for implementation of programs targeted at the needs of students who typically will enter TEACH ES with below grade-level skills, or who may find the curriculum and pace of learning to be challenging. Students requiring extra time and attention in closing significant gaps in learning, need extra time in order to become fully ready for grade-appropriate curriculum. The school's extended day, week, and year will take shape in the following ways:

- Students will participate in enrichment opportunities that supplement the intense instruction that takes place during the regular school day. P.E. and Arts instruction will enhance core learning and support students' growth and development. Weekly assemblies, student performances, and guest speakers or presentations will further enrich learning. Pending funds availability, TEACH ES plans to offer a variety of visual arts, music, dance and sports/physical activities both during the school day and through an (optional) after-school program.
- During structured Learning Lab time each regular school day, students will have extra time to focus on skills development and mastery of content standards. This period is explicitly designed to respond to student achievement data, and to target student areas of difficulty. It provides another opportunity for extended learning and academic support. Teachers and Aides will tutor students, provide small group instruction, and targeted support; students will work online on adaptive programs to build their proficiencies; students with special needs, including ELs, will receive additional targeted supports in coordination with resource staff.
- Tutorial also will be offered during after-school (pending funds), where students receive individual guided practice and homework assistance from teachers and aides. Tutorial will run from 3:00-3:30 __4__ days each week. Students will spend this time in a variety of ways, depending on their current needs and interests. Activities will include: guided practice, supervised homework time and support, small group and one-on-one tutoring, remedial instruction and enrichment. Students will be coached and given the opportunity to practice the learning strategies and work habits encountered in regular course work.
- At Saturday Academies (pending funds availability), students will have time for additional remedial instruction, enrichment instruction, and academic workshops. Students will receive additional coaching and practice time to learn school culture and master key standards. Students who have not demonstrated mastery of the power standards or anchor standards are selected first for Saturday academy. Enrollment in then open to all other interested students.

Time	Class	Minutes
9:00-9:50 am	Literacy Workshop	50 minutes
9:55-10:45 am	Numeracy Workshop	50 minutes
10:45-11:05 am	Break	20 minutes
11:10-12:00 pm	Writing Workshop	50 minutes

Other components of our instructional model include:

- **Demonstration of mastery.** Multiple forms of fair and credible evaluations, ranging from ongoing observation of the learner to completion of specific projects, will be used to better understand the learner's strengths and needs, and to plan for additional assistance and enrichment, as needed. Students will have opportunities to exhibit their expertise before their family and community during culminating projects at the end of each semester.
- **A safe school climate of decency, trust and equity.** TEACH ES will be a place that is comfortable and inviting to all students. In creating a school culture that is safe and welcoming, students can focus all of their energies on their studies. All staff will maintain the same high expectations for behavior and attitude and will always make sure that students and families understand how the demanding code of conduct of TEACH ES is critical to developing productive habits of the mind, a positive learning environment, and helps prepare students for the challenges of positive high school and college experiences.

School leadership will cultivate **an environment of respect, trust, and partnership** among students, parents, and teachers. TEACH ES will demonstrate a non-discriminatory policy and institute inclusive policies, practices, and pedagogies. It will model democratic practices that involve all who are directly connected and aligned with the school. The school will build on the strength of the community through its partnerships and outreach efforts.

To further support our students' myriad needs, we will seek to establish a **true home-school partnership** with the families we serve. TEACH ES will actively create family-school partnerships through ongoing communication (with materials and presentations in parents' home language, clear policies that convey to parents the school's expectations, and school-wide family events organized by the Parent Association. Our faculty and community partners will present a series of parent education workshops to benefit our families, including session on how to support student learning at home, understanding child development and more. These sessions will be tailored to the specific needs and interests of our families.

As detailed in Element 4, parents will be invited to participate in the TEACH ES School Site Council, which will meet monthly to advise the Principal on school policies, resource allocations and other matters,

assist in the development of the School Safety Plan, develop, and review and adopt the Single Plan for Student Achievement, and lead parent engagement in developing the LCAP each year. The Council is advisory in nature, with decision-making authority retained by the Principal and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.

12. CURRICULUM

TEACH ES's CCSS-aligned (including the new Next Generation Science Standards) core curriculum for elementary school is designed to articulate with the curriculum at TEACH MS and TEACH HS in content and methods while the pedagogical philosophy between the three schools is consistent.

English Language Arts (Core Subject)

The ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools* as well as the *California English Language Arts/English Language Development Framework: Reading, Writing, Listening and Speaking*.⁴¹ Teachers will engage in vertical articulation, and collaborate with their peers to integrate ELA strands into other core classroom learning. All faculty will emphasize close reading and informational text, aligned with grade level expectations in the standards. Our curriculum will be based on the acclaimed Reading and Writing Workshop programs from Lucy Calkins and Teachers College in New York. The programs will be supplemented with approved reading lists and teacher-created curricula using a variety of resources to enhance student learning, including a selection of online resources such as Lexia Core 5, MobyMax and Achieve 3000 to enhance student learning.

(1) Reading

In the Reading Workshop model, instruction incorporates four main components: (1) Shared Reading, (2) Guided Reading, (3) Letter and Word Study and (4) Independent Reading. Within this framework, teachers are able to incorporate different strategies and approaches daily in order to meet the individual needs of diverse students. Students will receive direct instruction, work with partners and small groups and engage in independent work, all of which provide for multi-level learning. Teachers will explicitly teach reading comprehension skills and strategies, and then provide authentic opportunities for students to practice. As students progress, reading instruction will focus on “reading to learn” rather than “learning to read.”

Differentiated instruction will be provided through rotating small group instruction in which students will apply learned skills to text at their independent reading level and will receive systematic decoding and fluency instruction if appropriate.

Shared Reading: Focusing on comprehension, teachers will choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct

⁴¹ <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>

meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.

Guided Reading: Teachers will target instruction based on the individual needs of students through guided reading. During guided reading time, the teacher will choose texts that provide opportunities to guide students in the use of a particular strategy based on the appropriate instructional levels of individual students. Students will all be working on the same objective, but using different texts. At other times, reading groups might be working on different strategies, again based on need. The cooperative and heterogeneous grouping practices used in these activities are also beneficial to English Learners who may be less hesitant to practice and perform in smaller groups where peer interaction is more natural and comfortable.

Letter and Word Study: Major research studies have shown that systematic, explicit phonics instruction is the most effective type of instruction, especially for those students who are considered “at risk” for academic failure (Report of the National Reading Panel, 2000). Therefore, Letter and Word Study in the primary grades (TK/K-2) will focus primarily on phonics instruction in which sounds/spellings are introduced systematically and sequentially, taught in isolation, blended into whole words, and practiced in decodable texts. Spelling instruction and word-work activities allow students to practice sound/spelling patterns by building, manipulating, and sorting words to reinforce decoding and word attack skills. Classroom word walls will contribute to a print-rich environment, and word wall games and activities will reinforce learning.

In all grades, letter and word study will include spelling instruction and targeted vocabulary development. Spelling instruction will be based on a student’s developmental stage, as determined by administration of Words Their Way Qualitative Spelling Inventory. Targeted vocabulary development at all levels will be aimed at making sure students acquire new word knowledge and increase their depth of knowledge over time. Instruction in specific words and concepts will occur through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

Independent Reading: Throughout the day, students will have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries will be stocked with high-interest books of various genres at a variety of levels. Teachers will explicitly teach students how to select books appropriate to their level and interests. Often teachers will create special book boxes or areas of the room stocked with books that relate to current themes in the classroom (e.g., first graders learning about seasons will have access to a variety of fiction and nonfiction texts relating to weather and seasons, including poetry and magazine articles). To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students will be given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3rd grade students complete reflection forms to evaluate books read.

Reading Workshop Unit Titles

Grade Level	Unit Summaries
TK/K	<ul style="list-style-type: none"> • We Are Readers • Super Powers: <i>Reading with Print Strategies and Sight Word Power</i> • Bigger Books, Bigger Reading Muscles • Becoming Avid Readers
1 st Grade	<ul style="list-style-type: none"> • Building Good Reading Habits • Learning About the Word: <i>Reading Nonfiction</i> • Readers Have Big Jobs to Do: <i>Fluency, Phonics, and Comprehension</i> • Meeting Characters and Learning Lessons: <i>A Study of Story Elements</i>
2 nd Grade	<ul style="list-style-type: none"> • Second-Grade Reading Growth Spurt • Becoming Experts: <i>Reading Nonfiction</i> • Bigger Books Mean Amping Up Reading Power • Series Book Clubs
3 rd Grade	<ul style="list-style-type: none"> • Building a Reading Life • Reading to Learn • Character Studies • Research Clubs: <i>Elephants, Penguins, and Frogs, Oh My!</i>
4 th Grade	<ul style="list-style-type: none"> • Interpreting Characters: <i>The Heart of the Story</i> • Reading the Weather, Reading the World • Reading History: <i>The American Revolution</i> • Historical Fiction Clubs
5 th Grade	<ul style="list-style-type: none"> • Interpretation Book Clubs: <i>Analyzing Themes</i> • Tackling Complexity: <i>Moving Up Levels of Nonfiction</i> • Argument and Advocacy: <i>Researching Debatable issues</i> • Fantasy Book Clubs: <i>The Magic of Themes and Symbols</i>

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Students also determine central ideas or themes of a text and analyze their development and summarize the key supporting details and ideas. Students also analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Students develop understanding in the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades TK-5 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text

complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Students learn to understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays.

Beginning in kindergarten, students listen to stories and informational text and begin learning research strategies, completing reports based on multiple sources to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read-alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

English Learners and students who are struggling are provided access to reading materials through use of leveled libraries with high-interest books at all levels, reading conferences with teachers, one-on-one reading tutoring; and partner reading. Since students develop more quickly as fluent readers and writers if they have had numerous opportunities to listen to fluent readers, students will listen to fluent readers frequently through shared reading, read-alouds, books on tape, and listening centers.

In addition, students at all grade levels will be required to read nightly and keep a reading log that is signed by their parents. This outside reading will be rewarded with various incentives such as reading parties where students celebrate their reading success and enjoyment.

(2) Writing

Writing instruction is anchored in a constructivist approach. Students select topics they are interested in and write for real audiences, in addition to their teacher. Teachers collaborate in grade-level teams to design standards-based units centered on meaningful questions, which culminate in writing projects. As students write, they use letter-sound knowledge, build upon previously acquired information, and practice the art of writing that they have learned to analyze in texts that they have read. Writing also helps increase fluency in reading. Grammar and spelling are taught throughout and supplemented by direct instruction of standards-based skills at each grade level.

Our daily writing program is structured and aligned to the new Common Core emphasis on writing. The chief component will be the Writer's Workshop, based on the Lucy Calkins'/Teachers College Writer's Workshop model. The program is based on the idea that learning to write is as much about the process as the product. It therefore emphasizes how to enjoy writing while becoming a competent writer. The

Writer's Workshop design consists of three components that occur daily: 1) direct instruction (mini-lesson); 2) independent writing time; and 3) share time.

- **Direct instruction.** Mini-lessons cover the writing craft (applications, content, or strategies); skills (conventions and editing); or workshop-related procedures. Mini-lessons focus on standards or elements of a particular genre and student needs and adhere to the same basic structure: 1) connect to previous learning; 2) teach a strategy (using modeling techniques, published literature, and teacher/student writing); 3) provide active engagement (often in the form of partner talk); and 4) link learning to an established expectation for students to apply the strategy in their work.
- **Independent writing time.** During independent writing time, students choose their own topics to help them become invested in the writing process. They apply mini-lesson knowledge, move through the writing process, and may talk with partners to focus and develop ideas. Students understand how to access resources and information in the classroom (e.g., charts, posters) and to organize their writer's notebooks and folders. The teacher takes quick inventories of the class, confers with students, and tracks student progress on conference logs.
- **Sharing.** The sharing component occurs at the end of the workshop and provides further opportunity for teaching and reinforcing mini-lesson content. Sharing takes a variety of forms, including Author's Chair, pair-share, or popcorn around the room. This time can also be used to address listening and speaking standards. Teachers model the process for students using language of the genre and standards, referring to the author's text to support comments, and providing specific feedback to help peers move forward.

Frequent, ongoing writing conferences are an integral part of workshop and enable teachers to provide personal, targeted instruction that equips all students with tools needed to develop their authorship. The teacher's role is to assess each writer's progress and competencies, determine their needs and an appropriate course of action, and to guide the student toward those objectives. The teacher reinforces strengths and provides motivation for each student to push himself/herself. Teachers keep detailed notes to evaluate progress and determine next steps for instruction. Additional support for struggling students might include scaffolding (in the form of graphic organizers or sentence frames), frequent meetings with the teacher or instructional aide, and peer support from a writing partner. Students who struggle to articulate their thoughts on paper may be permitted to dictate their ideas in order to facilitate the writing process until they become more confident in their abilities.

Beginning in transitional kindergarten, teachers in every grade guide students through this process to help them develop into independent writers who can write for a variety of audiences and purposes (e.g., opinion/argument pieces, informative/explanatory texts, and narratives). Students will write over extended time frames (research, reflection, and revision), as well as shorter time frames (single-sitting or 1-2 days) for a range of tasks, purposes, and audiences. They will write: arguments to support claims in an analysis of substantive topics using reasoning and evidence; informative or explanatory texts to examine and convey complex ideas and information clearly and accurately; and narratives to develop real or imagined experiences or events using effective technique, details, and event sequences.

Students conduct short and more in-depth research projects based on inquiry, demonstrating understanding of the subject under investigation. They gather relevant information from multiple print

and digital sources, assess the credibility and accuracy of sources, and integrate the information while avoiding plagiarism. Students draw evidence from literary or informational texts to support analysis, reflection, and research.

(3) Listening and Speaking

Based on the ELA and ELD standards for listening, students will be taught to develop active, effective listening as a foundation for effective communication. Students will be taught to focus their attention, avoid distractions, use body position to signal interest, express appreciation and appropriately ask questions. Active listening skills will be practiced in several ways: following oral directions, answering questions, critiquing shared text, writing dictated sentences, and repeating rhythms through movement and clapping.

Listening and speaking skills will be taught directly and embedded in all academic subjects and activities. Students in all grades will prepare for and participate in dialogues and collaboration with various partners, building on others' ideas and articulating their own clearly and persuasively. They will integrate and assess visual, quantitative, and oral information and evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric.

At appropriate levels of depth and complexity (based on grade level), students will present information, findings, and supporting evidence so that listeners can follow their line of reasoning. Organization, development, and style of the presentation will be appropriate to task, purpose, and audience. Students use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to various contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

English Language Development (Core Subject)

The ELD program will implement both the California ELD Standards and the new *English Language Arts/English Language Development Framework for California Public Schools* (ELA/ELD Framework) and provide both integrated and designated ELD. The school's ELD goals are directly aligned with the goals detailed in the ELD Standards and Framework to "ensure that ELs are fully supported as they:

- Read, analyze, interpret, and create a variety of literary and informational text types;
- Develop an understanding of how language is a complex, dynamic, and social resource for making meaning;
- Develop an understanding of how content is organized in different text types across disciplines using text organization and structure, language features, and vocabulary depending on purpose and audience;
- Become aware that different languages and varieties of English exist;
- Recognize their home languages and cultures as resources to value in their own right and to draw upon in order to build proficiency in English;
- Contribute actively to class and group discussions by asking questions, responding appropriately, and providing useful feedback;
- Demonstrate knowledge of content through oral presentations, writing, collaborative conversations, and multimedia; and

- Develop proficiency in shifting registers based on task, purpose, audience, and text type (ELA/ELD Framework p. 9-10).

EL students, like their English-fluent counterparts, are expected to gain progress in each of the ELA strands -- Listening, Speaking, Reading, and Writing. The Principal will monitor EL progress through formal and informal assessments including grades, standardized test scores, and ongoing communications with classroom teachers and the student’s parents/guardians. (See below, for more details about support/ELD instruction, assessment, reclassification and monitoring of ELs.)

Mathematics (Core Subject)

Learning objectives and outcomes will be aligned to California’s Common Core State Standards for mathematics. To support lesson planning and ensure all standards are taught, teachers will utilize the Mathematics Framework for California Public Schools, *A Look At Kindergarten Through Grade Six in California Public Schools*. TEACH ES plans to use *Everyday Math 4*, a spiraled, CCSS-aligned K-6 curriculum from the University of Chicago, supplemented with online, adaptive instruction via programs such as MobyMax. The goals of the math curriculum are for students to gain fluency with numbers, build mathematical reasoning skills, develop a strong math vocabulary, and apply algebraic concepts to problem solving. Ultimately, TEACH ES aims to equip all students with the skills and knowledge necessary to complete Algebra I successfully by the end of eighth grade.

The spiral curriculum of *Everyday Mathematics 4* helps ensure students master key concepts by continually revisiting content in a variety of contexts over time.

Everyday Mathematics 4

Grade	Description
TK/K	Focus on procedures, concepts, and applications in two critical areas: <ul style="list-style-type: none"> • Representing and comparing whole numbers, initially with sets of objects • Describing shapes and spaces
1 st Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none"> • Understanding addition, subtraction, and strategies within 20 • Understanding whole number relationships and place value, including grouping by tens and ones • Understanding linear measurement as iterating, length units • Composing and decomposing geometric shapes and reasoning about the attributes and shapes.
2 nd Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none"> • Understanding of base-10 notation • Building fluency with addition and subtraction • Using standard units of measure • Describing and analyzing shapes

Grade	Description
3 rd Grade	Focus on procedures, concepts, and applications in four critical areas: <ul style="list-style-type: none"> • Understanding of multiplication and division and strategies within 100 • Understanding of fractions, especially unit fractions • Understanding of the structure of rectangular arrays and of area • Describing and analyzing two-dimensional shapes
4 th Grade	Focus on procedures, concepts, and applications in three critical areas: <ul style="list-style-type: none"> • Understanding and fluency with multi-digit multiplication, and understanding of dividing to find quotients with multi-digit dividends • Understanding of fraction equivalence, addition and subtraction of fractions with like denominators, and multiplication of fractions by whole numbers • Understanding that geometric figures can be analyzed and classified based on their properties
5 th Grade	Focus on procedures, concepts, and applications in three critical areas: <ul style="list-style-type: none"> • Developing addition/subtraction fluency with fractions, and understanding of multiplication/division of fractions in limited cases • Developing fluency with decimal operations, extending division to 2-digit divisors, integrating decimals into the place-value system, and understanding operations with decimals to hundredths • Developing an understanding of volume

By the end of fifth grade, students increase their facility with the four basic arithmetic operations applied to fractions, decimals, and positive and negative numbers. They know and use common measuring units to determine length and area and know and use formulas to determine the volume of simple geometric figures. Students know the concept of angle measurement and use a protractor and compass to solve problems. They use grids, tables, graphs, and charts to record and analyze data.

TEACH ES also will use Cognitively Guided Instruction (CGI) in conjunction with the *Everyday Math 4* texts. CGI is a methodology for problem solving in which students are sense-makers who actively participate in the learning process. CGI has three major components: number sense routines, problem solving and counting collections.

Number Sense Routines: Also known as warm ups or mental math, number sense routines are a way to engage the students in mathematical thinking at the start of a lesson. CGI capitalizes on the benefits of collaboration by using the Think, Pair, Share method to discuss math during this time. A teacher may propose a set of 4 numbers and ask students which one doesn't belong and **why**? First students will come up with some responses individually, then they will share with an elbow partner and finally the class will share out their ideas while the teacher charts them. While each student may have come up with 1-3 responses individually by the end of the routine they may have charted 15-20. The collective thinking lowers the affective filter for struggling students and pushes other students to strive higher. This number sense routine could be used for kindergarteners using single digit numbers or even shapes. The activity can also be used for upper elementary and beyond by simply changing what's in the box such as number sentences, types of angles, 3 dimensional shapes, algebraic equations. This particular

number sense routine addresses Mathematical Practices 1, 3 and 8 but other routines would address different Mathematical Practices.

Problem Solving: Each day students will work on solving one real-world problem. The teacher will begin by providing some background and context for the problem and then reviewing the problem itself to clarify vocabulary. Students will then tackle the problem using the tools at their disposal such as base 10 blocks, number lines, hundreds chart, unifix cubes and 10 frames. The most important part of the problem-solving time is the visual representation of the problem and how the student solved it. This, along with conversations with the student will help the teacher understand what strategies he/she is using. This component is the core of the math lesson each day for all grades, with students in upper grades working on increasingly complex problems. These include more advanced operations (multiplication and division) and require the students to find not only products and results but groups, group size and make comparisons. Additionally, the numbers themselves increase in size and thus complexity. Problem solving in a CGI classroom addresses all eight Mathematical Practices but strongly correlates to 1, 3, 4 and 5.

Counting Collections: Counting Collections are an integral part of the CGI methodology especially in the lower grades but can be used through 4th grade. Simply put, students will obtain a bag of items and count them individually or with a partner and represent the collection visually as well. While students in TK/K will start with small collections of 5-15, they will work their way up to collections of 100. In upper grades, students will be counting into the thousands and will practice counting more complex items such as those that are pre-packaged (i.e. pencils in boxes that contain 12 pencils each).

Teachers will provide direct instruction in new skills and present hands-on activities, while also allowing time in and out of class to practice grade level computational skills. Teachers will differentiate instruction throughout the week via MobyMax and other online programs, focusing on the needs of struggling students and those requiring more advanced work beyond the grade level curriculum. Each math period will begin with a warm-up activity requiring the application of skills learned previously to solve a problem.

Because not all students will have mastered the prerequisite mathematical skills for success in the math curriculum, new TEACH ES students will be assessed at the beginning of each year and receive interventions that address areas of deficit. Students not meeting standards will participate in extra math intervention.

History/Social Studies (Core Subject)

TEACH ES's history and social sciences curriculum is rooted in the curriculum standards specified in the *History-Social Sciences Content Standards for California Public Schools: Kindergarten through Grade Twelve*, *CCSS for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects* (CA CCSS for ELA/Literacy), and *2014 ELA/ELD Framework*; we will adopt new history/social studies standards as they are released. Our curriculum shares the same three goals as the Framework: Knowledge and Cultural Understanding, Democratic Understanding and Civic Values, and Skills Attainment and Social Participation. Students gain an understanding of human history as well as how our society and the world work. The curriculum not only supports student acquisition of core knowledge of the world's eras and civilizations, but also develops the critical thinking skills that historians and social

scientists employ to distinguish the important from the unimportant, to recognize vital connections between the present and the past, and to appreciate universal historical themes and dilemmas.

Broad social studies themes and content cover topics of family life, cultures, community, the environment, the study of California, geography, economics, United States and world history with connections to mathematics, science, and the arts. Learning activities engage students in an inclusive classroom setting in reading rich literature and original source documents; students also experience daily opportunities to develop listening, speaking, research, and writing skills.

TEACH ES will use social studies materials from the Teachers’ Curriculum Institute (TCI), which weaves educational research with interactive instructional strategies and project-based learning. Social Studies Alive! (K-5), provides standards-based, spiraled curriculum in which students work in cooperative groups to learn progressively more difficult concepts through a process of step-by-step discovery. Teachers will supplement this curriculum with engaging, hands-on projects that incorporate ELA and Math, planned by grade level teaching teams using sources such as the Buck Institute (bie.org).

TEACH ES’s teachers will incorporate CDE-approved curricular programs like Social Studies Alive! (K-5), which includes age-appropriate themes for each grade level:

Kindergarten	Me and My World explores the relationships in students’ lives with their families, friends, teachers, and neighbors. Students learn that people live differently in different places and that they can help care for the world.
1 st Grade	My School and Family introduces the structures of schools and families. Students learn how to get along with classmates, follow school rules, and identify people who work at a school.
2 nd Grade	My Community teaches students the basics of geography, economics, and citizenship in the context of learning about their local community.
3 rd Grade	Our Community and Beyond broadens students’ awareness about the local and global communities in which they live. Students learn the fundamentals of geography and explore different cultures and public service roles.
4 th Grade	Regions of Our Country presents five regions of the United States through the lens of four social sciences — economics, geography, political science, and history.
5 th Grade	America’s Past covers American history from the first migrations into the Americas through the 20th century. Intense interaction with the personalities, places, and events that structured our nation leads students to be both keen observers of and informed participants in U.S. history.

(<https://www.teachtci.com/social-studies/elementary-school/>)

This series is well-aligned to our emphasis on engaging, curiosity-inspiring curriculum with real world relevance for students. TEACH ES will extend reading and writing instruction in social studies by examining primary sources, reading historic literature, conducting research, writing and presenting findings. Much of the grade level reading material will be presented with scaffolds for comprehension, particularly primary source or other high-interest or high-authenticity materials that would otherwise be above students’ comprehension levels. Social studies also will include instruction in expository writing.

Science (Core Subject)

Science instruction at TEACH ES will be driven by the new Next Generation Science Standards (NGSS) with an emphasis on how to apply the scientific method to design controlled experiments; the ability to analyze and interpret qualitative and quantitative data; how to apply scientific writing skills to communicate conclusions from scientific data; and the ability to apply scientific knowledge and research to current social and world issues. Literature is also infused into the science curriculum to reinforce content literacy skills and boost comprehension on all grade levels. Students engage and read about science through both fiction and non-fiction texts. Content-rich and high interest trade books will be used to support the development of science concepts and associated academic language across all grade levels. Technology also is incorporated into science activities where appropriate. Microsoft Office (Word, Excel, PowerPoint, OneNote) and/or Google Apps can facilitate data analysis, construction of graphs and tables, and interpretation of results. This software, along with online resources, is used to scaffold content for English Learners and create challenging assignments for advanced students.

The implementation of our standards-based Science curriculum is driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous learning. Our students will work in cooperative groups to advance through the stages of the scientific process. It is through these cooperative groups that our students learn how to work together to solve a problem.

The project-based/constructivist-driven Science instructional program encourages students to learn content at higher levels of Bloom's Taxonomy, as students will have opportunities to apply their knowledge as well as analyze, synthesize, evaluate and create information. While NGSS set the learning foundation, the actual project is the framework through which all of the teaching and experiential learning will take place. Students will learn concepts via active engagement in the project. Projects may be problem-, inquiry-, experiment-, or design- focused ultimately making the learning more authentic and student- centered. Projects will also focus on "real-life", current, possibly community- based problems (i.e. understanding, responding to, and designing a solution for the water drought). Students will be responsible for presenting their project outcomes in front of their peers and sometimes the larger school community.

FOSS Next Generation Science will be a primary curricula source for our faculty in science.

FOSS Next Generation Science

Full Option Science Systems (FOSS) is an inquiry-based hands-on science curriculum, with 3-5 units that align to the new NGSS standards for each elementary grade level. FOSS integrates all three dimensions of the NGSS: Disciplinary Core Ideas, the Science and Engineering Practices, and the Crosscutting Concepts, leading to enduring experiences that lead to deeper understanding of the natural and designed world. FOSS builds understanding of the core ideas of science. Each module or course is composed of multiple investigations. The modules are connected and build upon one another across each strand and each grade, progressively moving students toward the big ideas of science.

Grade	Physical Science	Earth Science	Life Science
5	Mixtures and Solutions	Earth and Sun	Living Systems
4	Energy	Soils, Rocks, and Landforms	Environments
3	Motion and Matter	Water and Climate	Structures of Life
2	Solids and Liquids	Pebbles, Sand and Silt	Insects and Plants
1	Sound and Light	Air and Weather	Plants and Animals
K	Materials and Motion	Trees and Weather	Animals Two by Two

(<https://www.deltaeducation.com/foss/next-generation>)

Our teachers also will embed science into interdisciplinary projects (using Buck Institute of Education processes and templates), to help deepen the authenticity of the learning.

Visual and Performing Arts (Non-Core)

We believe that the arts are an integral part of an educational experience and we are dedicated to providing arts education for all of our students. Art will be taught explicitly through a standards-aligned curriculum that exposes students to a wide variety of arts education in visual and performing arts.⁴²

Music instruction at TEACH ES will be based on five components of music: artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relations, and applications. Music-learning experiences lead to clearly defined skills and knowledge, but at the same time offer the joy and personal satisfaction that are inherent in music. All children will have many opportunities to respond to music and grow musically in an environment where music is a part of the regular school program. Music instruction provides the basis for later music appreciation and participation both in school and as an adult. Classroom music instruction functions as a part of the total educational program in the school; teachers integrate appropriate content to reinforce continuity in student learning. Our inclusive classroom involves all students in the activities of moving, singing, listening, and playing instruments, through which they experience the essential strands of music: rhythm, melody, harmony, form and expressive elements.

The Visual/Creative Arts curriculum will emphasize the following within the visual arts: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Students will learn how to identify and use elements and principles of design using the language of the visual arts (i.e. value, line, contrast, balance). Based on personal experiences, children will create original artwork using various arts media and technical processes. Students will

⁴² Our current budget is conservatively planned based on confirmed revenues. We anticipate that we will have sufficient funds to hire appropriate enrichment teaching staff in Year 1 (potentially part-time), but in the event this is not fiscally possible, our classroom faculty and aides will receive training on providing appropriate arts enrichment instruction.

explore the role of visual/creative arts in human history, across a variety of cultures and time periods including the different historical art movements (i.e. impressionism, surrealism, abstraction). TEACH ES students will learn to make critical judgments about various art works and experiences, making determinations of quality based on analysis, interpretation and derivation of meaning. Finally, students will come to learn, value, and enjoy the time that is necessary for the creative process to come to fruition.

Physical Education (Non-Core)

The TEACH ES Physical Education curriculum is based on the *Physical Education Framework for California Public Schools: Kindergarten through Grade Twelve*. The curriculum promotes excellent physical, social, and emotional health among students in our inclusion classroom model. Our teachers will use online programs such as SPARK and Cosmic Kids Yoga for engaging P.E. and Health instruction.

The TEACH ES Physical Education program will emphasize a curricular focus on movement skills and is driven by the need to create a strong foundation for developing a physically educated student in order to develop a person who has the knowledge and control over how the body moves. The focus on movement skills develops a strong and broad foundation in student mastery of these skill areas at the kindergarten and elementary levels. The physical education curriculum emphasizes a variety of cognitive, affective, and motor teaching and learning strategies focusing on teaching students how to move. The physical education program focuses on the appropriate developmental mastery of movement skills that enhance self-image and personal development and promote positive social development.

Technology (Non-Core)

Students in the 21st century need to be technologically literate; that is, they need to know how to use the computer to compete successfully in an advanced labor force that is becoming more technologically driven. As noted, technology will be integrated into all aspects of our curriculum. TEACH ES students will use digital learning programs such as MobyMax, Achieve 3000 and Lexia Core 5 to master foundational literacy and computation skills, as well as web-based resources to conduct research and fact-finding inquiries while engaging in project-based learning and completing class and homework assignments. Students will receive instruction in basic typing skills (e.g., Keyboarding Without Tears) and web navigation, and become savvy in utilizing technological efficiencies to accomplish daily tasks inside and outside of school. Students will develop proficiency in using the standard suite of business applications (e.g., word processing, spreadsheets, databases, and presentations) as they complete a variety of assignments in core subjects. Features include:

- Early exposure to computer science and acquisition of fundamental skills in operating a computer
- Aged-based proficiency in MS Office applications including Excel, Word, and PowerPoint
- Proper etiquette in the use of all electronic media and internet ethics.

Innovative Curricular Components of the Educational Program

As detailed throughout this petition, TEACH ES’s project-based, hands-on approach to learning through PBL and tech integration is designed to ensure students are engaged and motivated in their own learning. Our infusion of technology throughout the program helps students master critical 21st century skills while further bolstering engagement in learning at formative period in their academic career. As detailed in the preceding and following section, we believe in educating the whole child, thus our program includes instruction in the arts, P.E., and character education through our Essence of Commitment and Overcoming Obstacles programs. Collaborative learning, culturally-responsive pedagogy, online tools, and differentiated learning all will ensure each of our students is ready for the rigors of secondary school, college and meaningful careers.

Intervention and Enrichment Programs

As detailed above, TEACH ES will include dedicate time during the school day to provide both enrichment and intervention for our young students. Learning Lab time will be structured based on individual student needs according to data from benchmarks, online curricula and other assessments. Students will work individually online or perhaps reading or completing homework, work collaboratively with their peers (including possible peer tutoring in areas such as reading), and work with their teachers and Aides. During this time students who are at and above grade level may have the opportunities to engage with enrichment activities such as math card games, board games, independent reading, book club, and online educational games. The ELD/Literacy time period will include additional opportunities for intervention as students work independently and in small groups on targeted skills, based on data.

Curricular and Instructional Materials

The academic program at TEACH ES begins with the CCSS/NGSS. Teachers will use standards-aligned, research proven curricula (textbook, online and curricular kits) for the core academic subjects. Core course curricula is selected based on review and recommendation of the department and/or grade level team based on the CCSS and CDE Frameworks for each subject.

The following key textbooks and online curricular resources will be utilized:

Content Area	Instructional Materials
English Language Arts	McGraw-Hill’s Wonders Grade level appropriate literature as designated by Common Core (www.corestandards.org/assets/Appendix_B.pdf) for novel / chapter book study (Grades TK-8) Reader’s & Writer’s Workshop (and related Lucy Calkins materials) MobyMax Lexia Core 5 Achieve 3000
ELD	Wonders for English Learners Lexia Core 5 EL program (K-8)
Math	McGraw-Hill’s My Math Achieve 3000

Content Area	Instructional Materials
Social Studies/History	Social Studies Alive! published by TCE (Grades K-5)
Science	FOSS Next Generation Science (Grades K-5)
P.E./ Health	SPARK, Cosmic Kids Yoga
Arts	K-6 Visual and Performing Arts Curriculum Guide (California County Superintendents Educational Services Association Statewide Arts Initiative)

All of our materials will be selected based on rigor, alignment with the standards, and opportunities for scaffolding to meet the needs of all learners. Teachers will carefully supplement the core curricular resources with additional materials and strategies to support our EL and special needs students as described below.

13. COMPREHENSIVE COURSE LIST

Not Applicable.

14. INSTRUCTIONAL METHODS AND STRATEGIES

As part of the curriculum design process, research-based instructional strategies for increasing student achievement will be embedded into the daily culture of the classroom. Strategies brought to light in *Classroom Instruction that Works* (Marzano, Pickering, and Pollock) will be utilized by teachers in their classrooms. These researchers have compiled teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels*" (Marzano, Pickering, Pollock, 2001). Teachers will be challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

TEACH ES will utilize instructional methods that incorporate one or more of the nine components found to have a positive effect on student learning, as described by Marzano.⁴³ These include:

- Small projects and other ways of experiencing real-world problems
- Collaborative investigations and demonstrations
- Mini-lessons that address specific skills within the context of larger projects
- Giving guidance and adequate time to self-reflect and self-assess
- Democratic classrooms and school structure
- Authentic assessments
- Direct instruction
- Research based projects
- Cooperative group work and projects

To ensure success for each TEACH ES student, the staff will use multiple means of engaging and reaching students—relying first on each student’s identified learning preferences and cultural styles, and

⁴³ Marzano, R. *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement*. 2001

gradually stretching each student to adapt to a variety of teaching styles that might present themselves in secondary and post-secondary education and/or job training. The core instructional methods TEACH ES discussed above – project-based/constructivist learning, blended learning, and so on will help to ensure that each student accesses and masters the content standards in a meaningful way.

The school leaders will support teachers in their ability to offer these instructional methods through weekly opportunities for teacher collaboration during grade level PLCs, weekly vertical articulation across grade levels, weekly PDs, summer PD, and In-service training days throughout the school year.

We will train and support how teachers will use the process to develop standards-aligned assessments and project-based instructional activities at each grade level and across the content areas. In addition to using an online system for leaders and teachers that manages walkthroughs, observations, feedback, reporting, and professional development and also where teachers can engage in self-assessment and direct their own professional development based on the TEACH Public Schools Framework for Instructional Excellence.

The traditional backwards design process guides teachers through a three-step process:

- Internalization and prioritization of the Common Core State Standards
- Differentiated assessment methods aligned to prioritized standards and identified learning targets
- Innovative, research-based instructional strategies clearly articulating student learning objectives

The second step is a process of aligning standards and assessments to real-world learning applications that take the shape of meaningful, rigorous, and assessable projects. At TEACH ES, it will be the expectation that students are engaged in the curriculum and learning objectives at all times. Teachers are expected to continuously communicate learning objectives to all students while assessing, both formative and summative, student mastery of all concepts and state content standards.

Teachers at all grade levels will be trained in proven effective models of standards-based instruction: Strategic Design for Student Achievement (SDSA).⁴⁴ SDSA comprises a four-step process in which teachers analyze and prioritize content standards, align assessments to those standards, design instructional activities that are aligned to standards and assessments, and analyze achievement outcomes to determine effectiveness. This process can be applied using any curricular materials including adopted programs and texts. SDSA, rooted in *Understanding by Design*, by Grant Wiggins and Jay McTighe effectively allows teachers to identify gaps between their adopted texts and the Common Core State Standards, and to strategically select resources that will help them fill those gaps.

The school leader will be responsible for training the teachers in the SDSA model design and deliver comprehensive standards-based lessons, in which multiple standards are clustered from across the content areas are effectively addressed and assessed, using the four SDSA stages or steps:

⁴⁴ Stiggins, Rick (2005) Student Involved Assessment for Learning. Pearson/Merrill/Prentice Hall; Wiggins, G & McTighe, J. (2001) *Understanding by Design*. Prentice Hall. Marzano, R., Pickering, D. and Pollock, J. (2001). *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*.

Stage 1: Unpacking and Prioritizing Common Core Standards

Teachers and administrators will apply specific tools necessary to “unpack” and prioritize content standards. This is a necessary prerequisite step to effectively designing assessments that are aligned to standards. Specifically, teachers will:

- Understand the three steps of the backward design process (identifying desired results, designing and aligning assessments to those results, differentiating instruction to meet the needs of all learners)
- Apply a concrete process for analyzing standards⁴⁵ which helps teachers internalize the standards as well as determine the following information:
- Rigor as it applies to the standard. This will be tied to creating assessments, and Japanese Lesson study as described by James Stigler's conclusions in *Before It's Too Late: (A Year 2000 Report to the Nation from the National Commission on Mathematics and Science Teaching for the 21st Century.)* Japanese Lesson Study has proved to be one successful means to long-term improvement in teaching in the US, and on figuring out “how to generate, accumulate, and share professional knowledge.”
- Student evidence as it relates to each strand of the standards (this will be tied to creating assessments)
- Identification of power standards that will serve as “anchors” upon which units can be based. Other sub standards will be used to support the mastery of the power standards within each unit designed by teachers (this will be tied to creating assessments for units as well as individual lessons within the unit).

Stage 2: Aligning Assessments (formative and summative) to content standards

Teams of teachers will design effective assessments that are aligned to standards and provide an accurate measure of a student’s ability to engage in the level of thinking that is required by each standard. Specifically, teachers will:

- Identify four overarching assessment methods (selected response, constructed response, performance assessment, and personal communication) from which to choose when designing standards-based assessments (both formative and summative)
- Analyze content standards to determine the “achievement target” embedded within each standard (achievement targets are the link between standards and assessment)
- Match an appropriate assessment method to each standard
- Establish and articulate clear criteria for reaching proficient performance on standards

Stage 3: Differentiating Instruction to Meet the Needs of All Learners Teachers will design innovative instructional strategies by:

- Differentiating the content, process, and products delivered to students in order to provide equal access to standards-based education for all learners (including English language learners and students with special needs)
- Writing effective standards-based lesson plans
- Exploring how all learners (including ELs and special needs students) vary in their readiness, interests and learning profiles).

⁴⁵ Analyzing standards is a process by which teachers isolate the verbs in the learning standards and determine its Bloom’s Level. The higher the Bloom’s Level and the weighting of the standard on the Smarter Balanced Assessment determine the priority of the standards. Standards with higher priority are power standards or anchor standards.

- Using a repertoire of research-based instructional strategies proven to increase achievement in a standards-based system (e.g. latest research from Marzano, Pickering, Pollock, Schmoker, Tomlinson)

Instruction will involve a wide array of instructional strategies, curriculum, and materials. Many of the instructional strategies listed below incorporate one or more of the nine research-based strategies to have a positive effect on student learning as described in *Classroom Instruction that Works* (Pickering, Pollock, 2001). Sample instructional strategies will include:

- collaborative investigations and demonstrations
- Reading and Writing Workshop
- reflective journals and portfolios including student learning goals
- authentic assessment, both publisher and teacher-generated
- assignments based on real world issues and arguments
- research based projects based on real world issues and arguments
- cooperative group work and projects
- inter-disciplinary approaches to curriculum
- the presentation of clearly defined “Learning Targets” for all students by all teachers
- rubric self-assessment
- the involvement of community members and educational partners in instructional presentation

Stage 4: Analysis of Achievement Outcomes to Determine Effectiveness Teachers will analyze achievement outcomes by:

- Using professional learning communities, groups of teachers grouped by lesson planning proficiency, to collaborate on lesson planning and delivery
- Examining student work weekly
- Analyzing achievement data from in-house and state-mandated tests

As a result of implementing and using this process, educational objectives become the criteria by which materials are selected, content is outlined, instructional procedures are developed, and tests and examinations are prepared. Teachers will use the process on a continual basis to evaluate the effectiveness of materials and instructional strategies used in their classrooms. Thus, the process will serve as the vehicle for ongoing conversations among and between grade levels at TEACH ES. Specifically, all teachers will be charged with the responsibility of meeting weekly, as a staff, to engage in lesson study and the examination of student work in order to critically examine lessons to determine their effectiveness.

The backward design process enables teachers to design and deliver comprehensive, standards-based lessons, in which multiple standards from across the content areas are effectively addressed and assessed.

Our students will move through an age-appropriate curriculum for English-Language Arts, Mathematics, History-Social Studies, Science, and Visual/Performing Arts at each grade level.

15. HOW THE SCHOOL’S INSTRUCTIONAL METHODOLOGIES AND CURRICULUM WILL ENSURE STUDENT MASTERY OF THE CALIFORNIA CCSS AND OTHER STATE CONTENT STANDARDS

TEACH ES has carefully designed a school model with curriculum aligned to the California state standards (www.cde.ca.gov/be/st/ss) including the new California Common Core State Standards (CA CCSS) and Next Generation Science Standards (NGSS). Instructional methodologies will ensure that each and every student receives a personalized, differentiated program based on data and individual needs to lead to mastery of the content standards. As detailed above, our Strategic Design for Student Achievement (SDSA) model leads teachers through intentional lesson planning with a goal of standards mastery for all students.

In order to support all learners, specifically our students that are English Learners, TEACH ES will use both an integrated and designated approach to the ELD standards. The integrated approach will support ELD students during the school day’s core learning activities with a variety of SDAIE strategies, scaffolding and support. This includes support specifically targeted for newcomer ELs and those who are designated “At-Risk” of Long Term English Learner status. Through both the integrated and designated approaches, our teachers will use the new ELD standards to design lessons and supports for our English Learners.

16. HOW THE INSTRUCTIONAL PROGRAM WILL SUPPORT STUDENT DEVELOPMENT OF TECHNOLOGY-RELATED SKILLS AND STUDENT USE OF TECHNOLOGY

TEACH ES will integrate technology into student learning and assessment at all grade levels, TK-5. Commencing with TK/Kindergarten, students will be trained in safety and digital literacy. We plan, budget permitting, to have Chromebook carts for lower grades, with a 1:1 Chromebook ratio starting in 3rd grade.

Students will utilize technology and develop skills in four core areas: 1) Word Processing; 2) Spreadsheets and Databases; 3) Multimedia; 4) Desktop Publishing. The following table lists skills that will be developed at various grade levels.

Grade Level	Technology Skills Developed
Grades TK/K-1	<ul style="list-style-type: none"> ● Recognize and label major components of a computer ● Use keyboard to write name, locate all letters that represent sounds and numbers that identify specific quantities ● Improve the time it takes to find letters on a keyboard ● Manipulate a mouse and cursor ● Create digital art with paint program, such as Kidpix; demonstrate beginnings skills in the manipulation of digital imagery ● Type one sentence and their names using the shift key for capital letters ● Use basic software that develops reading and math skills

Grade Level	Technology Skills Developed
Grades 2-3	<ul style="list-style-type: none"> • Begin to gain fluency in using appropriate keyboard finger positions when typing • Identify and locate all punctuation and use shift key for capital letters • Use a word document to write simple stories • Use program to create simple graphs that represent data they have collected • Gather information and pictures for a project in a controlled environment • Understand how to shut off, save files and organize folders on a desktop • Search the Internet for pictures and download them into documents • Collect, analyze and represent data in graphs (pictographs, bar graphs, pie charts) • Conduct research for information and pictures by subject/category • Use learning software to develop mathematical skills
Grades 4-5	<ul style="list-style-type: none"> • Gain fluency/increase speed in using the keyboard for typing (8-10 words/minute) • Use a word document to write essays and reports • Research information by subject/category and keywords/phrases using teacher approved website, digital/online encyclopedias and dictionaries and files • Search the Internet for pictures to be used in school projects • Collect and analyzedata • Use programs for presentations • Use digital photography and video in presentations with simple editing • Save files and organize folders on a desktop • Use learning software to develop mathematical skills

17. GRADUATION REQUIREMENTS

Not applicable.

18. WESTERN ASSOCIATION OF SCHOOLS AND COLLEGES (WASC) ACCREDITATION

Not applicable.

19. TRANSFERABILITY OF COURSES

Not applicable.

20. COMPLEX INSTRUCTIONAL FRAMEWORK IMPLEMENTATION

Not applicable.

TRANSITIONAL KINDERGARTEN

21. TRANSITIONAL KINDERGARTEN

TEACH ES will incorporate a strong transitional kindergarten (TK) program for any student whose fifth birthday falls between September 2nd and December 2nd, with curriculum aligned to the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014)). Students in TK will be integrated in Kindergarten classrooms. The TK program thus also will use the same curriculum as our kindergarten program, but pacing and instructional delivery will be monitored through data-driven differentiation based on student needs, including slower pacing than the K students. We will employ strong practices in early childhood development like language development, fine and gross motor development, and a foundational background in mathematics, science and social studies.

Teachers first assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

- At least 24 units in early childhood education, or childhood development, or both; or
- As determined by the LEA [Charter School] employing the teacher, professional experience in a classroom setting with preschool age children that is comparable to the 24 units of education described above
- A child development permit issued by the CTC.

ACADEMIC CALENDAR AND SCHEDULES

22. ACADEMIC CALENDAR

The TEACH ES calendar includes 184 days of instruction. Wednesdays are “early release” for teacher professional development and collaborative planning.

TEACH Public Schools

2018-2019 School Calendar (184)

July 2018						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

August 2018						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						15

September 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						18

October 2018						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						22

November 2018						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
						16

December 2018						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					10

January 2019						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						17

February 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28		
						18

March 2019						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

April 2019						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						17

May 2019						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						21

June 2019						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						10



School Closed/ Holidays



Teacher in-Service Day (no school for students)



TEACH Conversations
(PD)Short Days



First and Last Day of School **08/13/2018, 06/14/2019**



Back to School/Open
House Days



Professional Development Days

Minimum Day - [Progress Reporting/Parent Conferences](#)

Final Report Cards sent home last day of school

23. SAMPLE DAILY SCHEDULES

TEACH ES will offer 380 minutes of instruction in grades TK/K and 400 minutes for grades 1-5 per regular day and 260 minutes for all grades on “early release” days on Wednesday. Teachers will have professional development (PD) and collaborative time for almost three hours each Wednesday after early release. Science/Social Studies Project-Based Learning time will rotate – e.g., Science Mondays and Thursdays and Social Studies Tuesdays and Fridays. Learning Lab will facilitate time for specific interventions, tutoring, homework help, meetings with teachers and more.

TK/K

M, T, Th, F (3:30 dismissal)			Wednesday (early release, 1:00 dismissal)			Minimum Day (12:30 dismissal)			
7:30-8:00	Student Breakfast								
8:00-8:20	Morning Mtg.	20	8:00-8:30	Assembly	30	8:00-8:20	Morning Meeting	20	
8:20-9:20	Math	60	8:30-9:30	Math	60	8:20-9:20	Math	60	
9:20-9:50	Nutrition/Recess		9:30-10:00	Nutrition/Recess		9:20-9:50	Nutrition/Recess		
9:50-10:50	ELA	60	10:00-10:50	ELA	50	9:50-10:40	ELA	60	
10:50-11:50	Arts	60	10:50-11:40	Arts/PE (alternating)	50	10:40-11:30	Science/Social Studies PBL	50	
						11:30-12:00	Designated ELD/Literacy	30	
11:50-12:30	Lunch/Recess		11:40-12:10	Lunch/Recess		12:00-12:30	Lunch		
12:30-1:10	ELD/Literacy	40	12:10-12:50	ELD/Literacy	40	Instructional Minutes		220	
1:10-2:10	Social Studies/Science PBL	60	12:50-1:00	Closing Meeting	10				
2:10-3:10	PE	60	1:10-4:00	Teacher PD					
3:10-3:30	Closing Meeting	20							
Instructional Minutes		380	Instructional Minutes		250				

1st – 3rd Grade

M, T, Th, F (3:30 dismissal)			Wednesday (early release, 1:00 dismissal)			Minimum Day (12:30 dismissal)		
7:30-8:00	Student Breakfast							
8:00-8:20	Morning Mtg.	20	8:00-8:30	Assembly	30	8:00-8:20	Morning Meeting	20
8:20-9:30	Math	70	8:30-9:30	Math	60	8:20-9:20	Math	60
9:30-9:50	Nutrition/Recess		9:30-9:50	Nutrition/Recess		9:20-9:40	Nutrition/Recess	
9:50-11:00	ELA	70	9:50-10:50	ELA	60	9:40-10:40	ELA	60
11:00-12:00	Arts/PE (each 2x/week)	60	10:50-11:40	Arts/PE (alternating)	50	10:40-11:30	Science/Social Studies PBL	50
						11:30-12:00	Designated ELD/Literacy	30
12:00-12:30	Lunch/Recess		11:40-12:10	Lunch/Recess		12:00-12:30	Lunch	
12:30-1:10	ELD/Literacy	40	12:10-12:50	ELD/Literacy	40	Instructional Minutes		220
1:10-2:10	Social Studies/Science PBL	60	12:50-1:00	Closing Meeting	10			
2:10-3:10	Learning Lab	60	1:10-4:00	Teacher PD				
3:10-3:30	Closing Meeting	20						
Instructional Minutes		400	Instructional Minutes		250			

4th-5th Grade

M, T, Th, F (3:30 dismissal)			Wednesday (early release, 1:40 dismissal)			Minimum Day (12:30 dismissal)		
7:30-8:00	Student Breakfast							
8:00-9:00	ELA	60	8:00-8:30	Assembly	30	8:00-9:00	ELA	60
9:00-9:40	ELD/Literacy	40	8:40-9:40	ELA	60	9:00-10:00	Math	60
9:40-10:00	Nutrition/Recess		9:40-10:00	Nutrition/Recess		10:00-10:20	Nutrition/Recess	
10:00-11:40	Science/Social Studies PBL	100	10:00-11:00	Math	60	10:20-11:20	Science/Social Studies	60
			11:00-12:00	Arts/PE (alternating)	60	11:20-12:00	ELD/Literacy	40
11:40-12:40	Arts/PE (each 2x/week)	60	12:00-12:40	ELD/Literacy	40	12:00-12:30	Lunch	
12:40-1:10	Lunch/Recess		12:40-1:00	Lunch/Recess		Instructional Minutes		220
1:10-2:30	Math	80	1:15-4:00	Teacher PD				
2:30-3:30	Learning Lab	60						
Instructional Minutes		400	Instructional Minutes		250			

24. INSTRUCTIONAL DAYS AND MINUTES

With an extended school year (184 days) TEACH ES will greatly exceed the required instructional days and minutes for all grade levels. In fact, a student enrolled at TEACH ES from K-5 will receive more than the required number of instructional minutes annually.

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	Yes	144	380	36	250	4	220			184	36000	64600	28600
1	Yes	144	400	36	250	4	220			184	50400	67480	17080
2	Yes	144	400	36	250	4	220			184	50400	67480	17080
3	Yes	144	400	36	250	4	220			184	50400	67480	17080
4	Yes	144	400	36	250	4	220			184	54000	67480	13480
5	Yes	144	400	36	250	4	220			184	54000	67480	13480
6	Select Y/N									0	54000	0	-54000
7	Select Y/N									0	54000	0	-54000
8	Select Y/N									0	54000	0	-54000
9	Select Y/N									0	64800	0	-64800
10	Select Y/N									0	64800	0	-64800
11	Select Y/N									0	64800	0	-64800
12	Select Y/N									0	64800	0	-64800

25. EARLY COLLEGE AND MIDDLE COLLEGE

Not applicable.

PROFESSIONAL DEVELOPMENT

26. TEACHER RECRUITMENT

TEACH ES will utilize multiple search methods to attract and recruit qualified teachers to deliver our instructional program. Some of these include EdJoin, TEACH ES job fairs and its website, advertisements at colleges and universities, and word of mouth.

Selection of teachers will be based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. All teachers will be highly qualified as required. (See full job description in Element 5.)

The TEACH ES' administrative leadership team (Chief Executive Officer, Superintendent, Principal) review the qualifications of candidates that wish to apply for employment at the school. Individuals who wish to apply for a position are required to submit a resume and a TEACH ES employment application. The

administrative leadership team will review all submissions and determine which candidates are best suited for the school based on their qualifications. TEACH ES's administrative leadership team conducts interviews with candidates and notify each person of their status once a decision is made. Candidates who are offered employment receive written notice from TEACH ES.

Teachers are selected by the Principal, working with the administrative leadership team (Chief Executive Officer, Superintendent, Principal). Selection is based on teaching experience, the degree of subject matter expertise, and ability to demonstrate classroom capabilities. Teacher candidates will demonstrate how they will provide a quality curriculum and a strong classroom environment. Experience working with low income students is a strong qualification for employment. TEACH ES will recruit ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in scaffolding techniques and performance-based instruction. Teachers need to be well versed in SDAIE and English Language Development (ELD) techniques.

27. PROFESSIONAL DEVELOPMENT

TEACH ES is committed to supporting its staff and teachers by providing continuous meaningful opportunities for professional growth and development. We believe that one of the best methods for professional development consists of learning from others facing similar situations. We will foster a collaborative school environment where teachers are given a chance to interact and collaborate regularly, including a Professional Learning Community (PLC) format. In grade level teams and whole school sessions, teachers will engage in collaboration including lesson plan development, student achievement strategies based on data, and general student-related discussions between teachers. All teachers will be encouraged to seek assistance from TEACH ES administrative team and coworkers or other teachers throughout the year. TEACH ES desires to create an open environment where teachers feel part of a team and are able to trust each other for various school related issues.

TEACH ES will offer three weeks of formal professional development and training for all faculty each summer,⁴⁶ along with seven pupil-free days throughout the school year for close analysis of student benchmark data. Summer PD will include:

- Mission and vision of TEACH ES and review of the charter petition
- Building the school culture through TEACH's Essence of Commitment and Overcoming Obstacles characterized, and restorative justice practices
- Strategic Design for Student Achievement process (including backwards design/McTighe and Wiggins, and Marzano)
- Project-Based Learning
- Data-driven decision-making, including training on the school's data management systems
- Integrating technology and blended learning in the classroom
- Culturally responsive pedagogy
- Differentiated instruction, including strategies for meeting the needs of EL and special education students

⁴⁶ Pending funding, such as grant support from the CDE's Public Charter Schools Grant Program (PCSGP), the summer session may be extended to three weeks in the initial years of operation of the school as we work to collaboratively develop initial curriculum and assessments.

- Reader’s and Writer’s Workshop and literacy development across the curriculum
- Meeting the needs of English learners and EL strategies
- Special Education: legal timelines, district policies, Student Success Team process, assessments, and strategies for working with students with special needs
- Professional Learning Communities
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP, ELPAC, etc.), benchmark assessments
- School Operations
- Health & Safety Policies and Procedures

In addition, each Wednesday during “early release” time, teachers will collaborate and engage in training from 2:00-4:00 p.m. Specific topics addressed during the professional development and collaboration time include reinforcement of those topics introduced during the Summer Training, as well as new topics selected based on the specific and current needs of the staff, students and school community.

Administrators and teachers will continually seek to develop themselves as professional educators and human beings. Individuals and teams of teachers will be regularly sent to conferences, workshops, and demonstration sites to participate in gathering information on innovative strategies for improving student mastery of the skills and content required for promotion. These teachers will share their findings during professional development days with their grade levels or schoolwide sessions. Peer relationships will include coaching, mentoring support and opportunities for professional development and frequent informal discussions on educational issues. Problems and weaknesses will be openly recognized, and there will be candid search for improvements. The values of serving students, professional development, and self-renewal will be central in our school’s culture. As at our existing schools, TEACH ES will implement a professional development system that is focused and designed to address the specific needs of a staff committed to the implementation and assessment of an instructional program that is standards-based, academically rigorous, research-based and uniformly available to all students.

MEETING THE NEEDS OF ALL STUDENTS

1. STUDENT SUCCESS TEAM (SST)

TEACH ES will utilize a Multi-Tiered System of Supports (MTSS), is an evidence-based model of schooling that uses data-based problem-solving to integrate academic and behavioral instruction and intervention. The integrated instruction and intervention is delivered to students in varying intensities (multiple tiers) based on student need. “Need-driven” decision-making seeks to ensure that school resources reach the appropriate students at the appropriate levels to accelerate the performance of ALL students to achieve and/or exceed proficiency. If a student is not progressing toward the standards and is between 1.9 and 2.0 grade levels below proficiency, the student will automatically move to tiered support strategies.

These services fall along this scale, according to need:

LEVEL 1 SUPPORT STRATEGIES FOR ALL STUDENTS

- Additional instructional time
- Differentiated instruction
- Flexible groupings
- Additional exposure to the information and language being presented in the lesson
- Progress reports to parents/guardians
- Planner checks
- Paraprofessional support
- Focus on accelerating student progress and meeting student needs

LEVEL 2 SUPPORT STRATEGIES FOR LOW-ACHIEVING STUDENTS

- Extended day program for tutoring
- Teacher assistance
- Counseling and parent meetings
- One-on-One Instruction by teachers, paraprofessionals or the Inclusion Specialist
- Peer tutoring
- Additional Focused assignments

LEVEL 3 SUPPORT STRATEGIES FOR LOW-ACHIEVING STUDENTS

- Formal TEACH ES Advisory meeting held to determine need for formal assessment for Special Education
- Special education classes providing academic support and learning strategies
- Special education/general education collaboration for instruction and assignments

TEACH ES recognizes that there are students who may need additional support within the classroom both academically and behaviorally. When a student may be in need of additional support or intervention (particularly when that student enrolls at TEACH ES without an existing IEP), the Student Success Team (SST) will ensure that the school and community are doing everything possible to make students successful at school. The SST mobilizes and coordinates the school's resources, and a request for assistance from the SST can be made by a teacher, administrator, parent or guardian. The SST process will be coordinated by the Principal, who will organize the SST process by managing the necessary paperwork, scheduling meetings, and inviting members (including parents/guardians) to SST meetings. All teachers will receive professional development regarding identification of student needs, modifications and interventions, and the SST process. (See also, Professional Development.)

The SST Team will evaluate student needs and create an action plan based on data, with concrete steps and plans to provide support and intervention. Instruction activities will vary to accommodate different learning styles to draw out students' various strengths. Students simply needing additional assistance in particular subjects or skill areas may get additional help from peers, staff, and volunteer tutors. Students who are not achieving because of behavioral issues or distracting issues in their lives outside of school will have a forum for identifying and discussing issues during class meetings or one-on-one with staff. When additional interventions are needed, the staff will be proactive in coordinating support services via our partners at Hope Street and other area services providers. Central office staff will support the Principal in overseeing these linkages and ensuring students (and their families) receive appropriate services.

Over the course of a specified time the plan is monitored and evaluated. On the basis of the evaluation the SST, teachers, and parents determine if further action needs to be taken. At this point one of three actions may take place; 1) the plan was effective and all parties agree that no further action is necessary; 2) the intervention plan needs revision and the SST, teachers, parents and child engage in that new plan; or 3) the plan(s) were ineffective, it is determined that the child would benefit from additional educational services, and the child is then referred to determine eligibility for special education services. The following flow chart might help clarify the pre-referral and referral process when dealing with students who present particular learning and/or behavioral challenges but have not been already been identified as requiring special education services.

If students are not meeting targets, depending on the nature of the issue (class or grade-wide pattern or individual student issue) the leadership team will take proactive and immediate steps to remedy the issue through teacher training, classroom observation, rescheduling, after-school tutoring and other intervention program, or any other intervention that is deemed appropriate for the given case.

Conversely, in cases where the data has demonstrated individual student gaps, students will be referred to tutoring, where they will receive tutoring from teachers during Learning Lab time, and from tutors after school. As part of the monitoring process, teachers will hold quarterly meetings with parents to discuss student progress based on Standards Based Report Cards and Power School Reports.

2. ENGLISH LEARNERS

Based upon the data from the surrounding neighborhood schools, we expect approximately 37% of students to be English Learners (ELs), with the vast majority being Spanish speaking. We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting.

Daily designated ELD instruction will occur (60 minutes) as well as daily integrated ELD instruction across all content areas for all ELs. Daily designated ELD instruction and daily integrated ELD instruction will be provided by the classroom teacher. Wonders for English Learners (K-5) and Lexia Core 5 EL program (K-5) curriculum will be utilized. Wonders for English Learners (K-5) and Lexia Core 5 EL program (K-5) curriculum were selected because they align with best practices in English Learner instruction with resources that integrate ELA instruction, designated ELD and integrated ELD instruction designed to support ELs in acquiring foundational reading, academic language, and conversation skills in English in order to be successful in school. This includes targeted instruction for Emerging, Expanding, and Bridging EL students, adaptive learning to target support for foundational skills, and structured opportunities to practice and apply academic language. The selected curriculum include assessments that will provide teachers with real-time student performance data to pinpoint a student's exact skill gaps to strengthen interventions.

TEACH ES teachers, staff and school leaders will communicate to parents in Spanish as needed—but will use English instruction for the content areas in the classroom.

We have structured our program to meet the needs of ELs with a goal that they gain fluency in English as quickly as possible in a supportive setting. TEACH ES teachers, staff and school leaders will communicate to parents in their home language as needed—but will use English instruction for the content areas in the classroom.

Identification of English Learners

TEACH ES's EL program plans initially to adopt the LAUSD English Learner Master Plan (though TEACH Public Schools is in the process of drafting its own EL Master Plan which will, as required, be submitted to LAUSD for approval before being implemented). TEACH ES's EL program is designed to ensure English Learners (including those who are reclassified) have equal access to instructional materials and supports (including both integrated ELD throughout core subject learning as well as designated ELD during specific time periods in the bell schedule) in order to achieve grade-level CCSS mastery and English-language proficiency.

In order to identify EL students in a timely fashion and to provide appropriate instructional support and services, all parents will be required to complete a *Home Language Survey* upon enrollment at the school. (Cal. Education Code § 52164.1) Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment will take place within 30 days of the start of the school year or within two (2) weeks after the date of the student's first enrollment at TEACH ES.

The ELD Coordinator (a network position based in the central office) assesses English language proficiency of all currently enrolled English learners in accordance with California Education Code guidelines. Students with disabilities will be permitted to take the test with the accommodations listed in the Education Code if they are specified in the student's IEP or Section 504 plan. An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student's IEP. The school will notify parents of the school's responsibility to conduct ELPAC testing and will inform parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

Students are monitored in conjunction with the four new Performance Level Descriptors (PLDs) approved by the State Board of Education:⁴⁷

This document provides the general performance level descriptors (general PLDs) for the English Language Proficiency Assessments for California. These general PLDs take into account the categories of Emerging, Expanding, and Bridging. The language in the description draws from the language used to describe those categories on page 20 of the [2012 California English Language Development Standards: Kindergarten Through Grade 12](#) (PDF).

Following the field tests for the initial assessment (IA) and summative assessment (SA), the specific performance level threshold score recommendations will be submitted to the State Board of Education (SBE) for approval pursuant to California Education Code Section 60810(2) after the IA and SA standard settings. These general PLDs are structured so that for the summative assessment, a recommendation to consider an English learner for reclassification would be based on the threshold between level 3 and level 4. For the IA, a student whose IA results fall at or above the threshold between level 3 and level 4 would be considered Initial Fluent English Proficient (IFEP). These recommendations for IFEP and reclassification will be reconsidered by the SBE upon adoption of the specific threshold scores.

⁴⁷ Previously, under the CELDT test, there were five proficiency levels. A chart located on the CDE website provides a helpful comparison of the old CELDT test standards compared to the new ELPAC: <http://www.cde.ca.gov/ta/tg/ep/celdtelpaccompare.asp>.

Level	Description
4	English learners at this level have fully functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics.
3	English learners at this level have moderately functional receptive (listening and reading) and productive skills (speaking and writing). They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light to minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics.
2	English learners at this level have somewhat functional receptive (listening and reading) and productive skills (speaking and writing). They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics.
1	English learners at this level have limited functional receptive (listening and reading) and productive English skills (speaking and writing). They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics.

<http://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>

Parents are notified of their rights and their child’s ELPAC scores each year and will be encouraged to participate in the reclassification process. Parents will be notified when a student is being considered for reclassification and again when they are officially reclassified.

Educational Program for English Language Acquisition

All EL students will learn with all other students in the classroom during instructional time. In addition, EL students will have designated ELD instruction in small groups daily during ELD/Literacy time. Teachers use modeling, graphic organizers and visuals to support students’ recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student.

All TEACH ES teachers will be trained to use Specially Designed Academic Instruction in English (SDAIE) techniques to meet the needs of ELs. The instructional design model used by TEACH ES will place a heavy emphasis on differentiating instruction to meet the needs of ELs based on their academic and language readiness. TEACH ES's philosophy of personalizing instruction for all students also benefits ELs by providing entry points learning tasks and outcomes that are tailored to the student's needs.

Sheltered instruction/SDAIE is grounded in a pedagogical commitment to meeting the needs of diverse learners, in this case particularly those students who are English learners. Teachers will engage in the following practices to support universal access of subject matter content for all students:⁴⁸

- During lesson planning and preparation, teachers will identify lesson objectives aligned with state and local standards.
- Teachers will link new content to students' background experiences and introduce unfamiliar vocabulary to facilitate comprehension.
- Teachers will use controlled vocabulary, sentence structure, visuals, and gestures as necessary and appropriate to make the presentation of content comprehensible.
- Teachers will provide students with a variety of strategies for organizing and retaining information associated with effective learning, such as graphic organizers and note taking.
- Teachers will provide students with regular opportunities to interact with their peers through collaborative learning activities, such as think/pair/share, partner and group projects.
- Teachers will provide students with regular opportunities to use new language skills in context.
- Teachers will pace lessons appropriately to allow for the participation and active engagement of all students.
- Teachers will utilize language-based as well as content-based assessments.

SDAIE instruction also focuses on strategies for taking students Into, Through, and Beyond the topics covered. For example, SDAIE-enhanced instruction might proceed as follows:

I. Into: Determining what the students know about the topic of study. Possible SDAIE strategies for "Into":

Anticipatory Guide: Students are given a series of statements that relate to concepts they will be studying in their unit on Ancient Greece. Students indicate AGREE or DISAGREE. After the information has been presented, students check to see if they were correct.

Brainstorming - Students work in small groups. Each group begins with a stimulus such as a word, phrase, picture, or object related to the topic of Ancient Greece. A recorder records all responses to that stimulus and ideas from each group are shared with the class.

II. Through: The teacher enhances direct instruction on the topic by utilizing realia, manipulatives, visuals, graphic organizers, and various modes of interaction between students. In addition to reading the text and listening to information presented by the teacher, students takes responsibility for learning by participating in group-work and sharing understanding with others. Possible SDAIE strategies for "Through":

⁴⁸ Based on the eight broad elements of sheltered instruction described by Echevarria, Vogt, and Short. *Making content comprehensible for English language learners: The SIOP model*. Boston: Allyn and Bacon (2004).

Graphic Organizers – Students complete a variety of graphic organizers as they read or listen to information. Graphic organizers used might include:

Comparison-Contrast Matrix-Students determine similarities and differences between two topics studied

Flowcharts – Students sequence important events in the content studied. Cause and

Effect Chart – Students chart the ways in different characteristics effect change and impact others.

Reciprocal Teaching - Two students work together to read a passage in the social science text. Student A reads one paragraph aloud, then asks Student B one or two good questions based on the reading. Student B answers. Students A and B discuss questions and answers and repeat the process.

Picture This – Following the introduction of several key vocabulary terms related to the unit, a blank paper is divided into eight sections. Students draw pictures or symbols to represent words or major concepts. They then exchange papers with a partner and try to correctly label each other's drawings.

Reading Guide Students work in small groups to read a longer section of the social science textbook. Students first take turns reading the headings of the reading. Then, with their group, students predict what will be discussed in those sections. Students write their answers on a prediction chart. In their groups, students take turns reading the first page aloud, and finish reading the selection in silence. They write "yes" or "no" on the prediction chart to indicate whether or not their predictions were correct. Finally, students write one thinking question (Why..., How..., Compare..., What if...), and exchange papers to answer each other's questions.

III. Beyond: To create further understanding, students go beyond rote memorization and demonstrate real-world application of the learned information. This process requires higher-level critical-thinking skills. Possible SDAIE strategies for “Beyond”:

Roam the Room - In groups, students write down their individual answers to a higher-level question posed by the teacher (e.g. if only one idea or invention from the Greek culture could be passed on to subsequent cultures, what should it be and why?). Students share their answers within their group and the group comes up with and records on chart paper one “best” answer for their group. Groups then walk around to view other groups’ answers.

Quotes – Students identify quotes from a fictional text related to the unit. They create a chart listing the quote and the point they feel the quote illustrates.

How the Program Will Meet the New State ELD Standards and Use the Results of the ELPAC

TEACH ES bases its English Learner support program on the new 2012 California ELD Standards. The California English Language Development Test (CELDT), aligned to the 1999 ELD Standards, will be replaced by the English Language Proficiency Assessments for California (ELPAC) system in 2018, which will be aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, TEACH ES teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students will be expected to advance at least one ELD level annually. Our ELD Coordinator (the Principal in initial years) will partner with the classroom teachers to include ELD goals on students’ learning plans, including specific goals to

meet during dedicated ELD instruction. Additionally, our ELD Coordinator will assess student progress towards attainment of the standards using standards-based portfolios.

If students are not making sufficient academic progress as indicated through ELPAC data, we will modify our EL program as needed.

TEACH ES will ensure that teachers are qualified and supported to meet the needs of ELs. We will hire teachers that are CLAD/BLAD certified and will place a priority on hiring teacher(s) that speak Spanish and English and can provide strong instruction within a structured immersion classroom. We also support teachers by providing professional development on structured immersion instruction, specially designed academic instruction in English (SDAIE) teaching strategies, language development, monitoring, and assessment of ELs. We commit to monthly professional development specifically addressing the instructional effectiveness, reviewing assessment data and revising curriculum to meet our EL students' needs.

Parents will be notified regarding their child's English Language Development along with ELPAC scores every progress report or every trimester and/or as often as needed.

Services and Supports For English Learners, Including Instructional Strategies And Intervention

See above. Teachers will have access to ELD assessment results to inform program placement, reclassification, and instruction. TEACH ES will use assessment interpretation resources to help teachers and administrators use student results to inform English learners and their parents or guardians about student progress.

TEACH ES will provide high quality professional learning opportunities for all its educators to ensure that every English Learner has access to teachers who are prepared to accommodate individual instruction to meet the levels of rigor and depth required by the CA ELD Standards. Professional development focuses on enhancing teacher's knowledge of how to teach English learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all ELs can meet the CA ELD Standards. All teachers are authorized to teach English Learners and receive training in the effective implementation of techniques such as SDAIE, scaffolding and SIOP model. Our ELD Coordinator also communicates the specific language needs of our EL students. Strategies such as front-loading content, using visuals and other means of organizing information, and pairing ELs with more capable peers further ensure student access to academic content.

Process For Annual Evaluation Of The School's English Learner Program

The Principal at TEACH ES is responsible for ensuring the quality and success of all instructional programs and will report to the Board on progress towards academic goals, including serving EL students. The Principal conducts regular classroom observations and provides feedback and coaching. In addition, the Principal works with relevant staff annually to review summative data on student progress, including our annual ELPAC scores. This data analysis is followed by conversation and, if necessary, additional staff training. We expect our English Learners to show proficiency in content areas and that our ELs will improve at least one ELD level annually as measured by the ELPAC.

Teachers are expected to regularly evaluate student progress by reviewing EL data from formative and summative assessments. Teachers use the results of this data to change their instructional practices to better serve each student. In order to document progress, all teachers will receive an ELD folder for each of their EL students that is used to monitor individual progress at their targeted ELD level. These folders will include the new ELD standards by level 1-4. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard.

Process and Specific Criteria for Reclassification

TEACH ES monitors student mastery of the ELD standards through the use of ELD folders. The ELD folder is used as a guide that, when implemented systematically and consistently, ensures the implementation of a quality ELD program as defined by the 2012 LAUSD English Learner Master Plan. Teachers select assessments and work samples that accurately represent the student's current level of performance in listening, speaking, reading, writing and language.

As English Learners progress, work samples that no longer characterize the student's best work are replaced with more representative samples. By the time an ELD portfolio is complete, it contains at least one sample for each domain. The ELD Coordinator reviews ELD folders at the end of each reporting period and EL students will receive ELD grades in addition to ELA grades in reading, writing, listening, and speaking.

The following assessments are examples of ELD folder evidence:

- Publisher ELD assessments
- End-of-unit assessments from state-adopted ELD programs
- Teacher/grade-level created performance tasks
- Checklists to informally observe student performance in everyday activities
- Core content area assignments scored using an ELD standards-based scoring rubric

It is the responsibility of the Principal, collaborating with the ELD Coordinator (the Principal will serve in this role in the first four years), will to work with classroom teachers to carry out the EL Master Plan. The ELD Coordinator maintains ELD portfolios, monitors classroom instruction, updates ELD levels in the TEACH ES Student Information System (Power School), places ELs according to ELD level, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The ELD Coordinator works with teachers to make the final decision regarding progression to the next ELD Proficiency Level.

EL student reclassification criteria will include:

- California Education Code Section 313[f] required criteria for reclassification:
 - Assessment of language proficiency, using an objective assessment instrument, including but not limited to, the state test of English language development
 - Teacher evaluation, including but not limited to, a review of the student's curriculum mastery
 - Parent opinion and consultation

- Comparison of student performance in basic skills against an empirically established range of performance in basic skills based on the performance of English proficient students of the same age
- LAUSD English Learner Master Plan reclassification requirements for English Learners:
 - Annual ELPAC
 - Teacher evaluation based on student grades/progress report marks
 - Parent consultation and approval
 - Basic Skills Assessment

Students scoring Level 3 or 4 on the ELPAC are considered for possible reclassification. If a student scores below Level 3 on any subtest (Listening, Speaking, Reading, Writing), he/she will no longer be considered to reclassification despite an overall score of Level 3 or Level 4. Teachers will submit ELD folders and work samples for each student that was administered the ELPAC regardless of score.

Annual Review of Student Progress begins mid spring, after ELPAC scores become available and just after the second submission of ELD folders and work samples. All student ELD folders will be initially reviewed by the ELD coordinator. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals and the team will also consult with the parent for their input. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student Meets or Exceeds standards on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect Reclassified Fluent English Proficient in that academic year. A student will continue to be monitored by the reclassification team for two years after official reclassification.

Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

In order to meet the individual needs of each English learner, the ELD Coordinator carefully monitors student performance on both classroom assignments and standardized testing. Students scoring at the lowest levels of the ELPAC will be provided supplemental English Instruction, focusing on skills, vocabulary and information that support both their oral and written English language acquisition. The goal is to ensure a quality instructional program that enables English Learners to attain English proficiency, achievement of all learning plan goals, and to have full access to the range of educational opportunities that TEACH ES provides for all students.

Students will be monitored in conjunction with the new CA ELD Standards Proficiency Level Descriptors (PLDs). The PLDs describe student knowledge, skills, and abilities across a continuum, identifying what ELs know and can do at early stages and at exit from each of three proficiency levels: Emerging, Expanding, and Bridging. These descriptors will guide TEACH ES teachers as they provide ELs with

targeted instruction in English language development as well as differentiated instruction in academic content areas⁴⁹:

Emerging: Students at this level typically progress very quickly, learning to use English for immediate needs as well as beginning to understand and use academic vocabulary and other features of academic language.

Expanding: Students at this level are challenged to increase their English skills in more contexts, and learn a greater variety of vocabulary and linguistic structures, applying their growing language skills in more sophisticated ways appropriate to their age and grade level.

Bridging: Students at this level continue to learn and apply a range of high-level English language skills in wide variety of contexts, including comprehension and production of highly technical texts. The “bridge” alluded to is the transition to full engagement in grade-level academic tasks and activities in a variety of content areas without the need for specialized ELD instruction. However, ELs at all levels of English language proficiency fully participate in grade level tasks in all content areas with varying degrees of scaffolding in order to develop both content knowledge and English.

English learners will continue to be re-evaluated annually using the ELPAC assessment until such time as they have demonstrated that they are able to compete effectively with English-speaking peers in mainstream classrooms and are reclassified as fluent English proficient (RFEP). TEACH ES will set a demanding reclassification target annually as part of the Local Control Accountability Plan (LCAP) goal setting process. The ELD Coordinator will serve as the ELPAC testing coordinator and meets periodically with teachers to discuss the progress of English learners toward mastery of the CA ELD standards. The testing coordinator will continue to monitor students who are re-designated as RFEP during a period of two years, by meeting regularly with their teachers and reviewing their benchmark assessments and standardized testing results to ensure that they are able to keep up with their peers.

Process for monitoring progress and supports for Long Term English Learners (LTELs) and Students At-Risk of Becoming LTELs

Under California law, Long Term English Learners (LTELs) are defined as those students who have spent seven years or more in California schools, score Far Below Basic or Below Basic on the state academic exams in English Language Arts (or presumably equivalents under the new CAASPP testing) and are failing to progress on the state’s English language proficiency exam (AB 2193, Lara). As TEACH ES will only serve six grade levels (K-5), we will not officially have any designated LTELs. That said, we will closely monitor each EL’s progress and any instances in which a student is not making sufficient progress towards reclassification. The ELD Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. TEACH ES will prioritize resources (e.g. curriculum for ELD instruction) for students at risk of being identified as LTELs. Students and parents will be made aware of the risks associated with LTEL status, as well as specific barriers to reclassification and ways to address them.

⁴⁹ <http://www.cde.ca.gov/sp/el/er/documents/sbeoverviewpld.pdf>

3. GIFTED AND TALENTED STUDENTS AND STUDENTS ACHIEVING ABOVE GRADE LEVEL

Some students will enter the school better prepared or be able to learn at a faster pace than the majority. Teachers will be prepared to provide additional challenges such as more difficult assignments or additional work for these students with these components. Portfolios and exhibitions will be used in assuring that students are accountable for working up to their potential by customizing expectations to the learner.

TEACH ES uses the NWEA MAP assessment tri-annually to develop a baseline for students and to track growth over time. After every MAP assessment, each student receives a score which will indicate what he or she knows is ready to learn and projected to achieve. The RIT (Rasch Unit) scale assists TEACH ES, by not only comparing data with all of our students, but it will also be used to identify and support gifted students. Students identified as potentially gifted may be referred for additional evaluation. Teachers, administrators and parents may request an assessment. TEACH ES will administer the Otis-Lennon School Ability Test (OLSAT) to students starting in the second semester of Kindergarten for potential gifted designation. Ultimately, the Principal, in consultation with teachers, will review a variety of data and then determine GATE designation. Parents are notified both in writing and in an in-person meeting about the designation and ways in which the school will support their child, and they can support their child's learning. The Principal will continue to monitor the progress of each GATE student, just as he/she monitors all student data and subgroups.

TEACH ES will meet the needs of those students achieving substantially above grade level in a number of ways. TEACH ES's differentiated approach to instruction will be a tremendous benefit. Teachers work with the school administrators in creating appropriate differentiation of the core curriculum once the students are assessed for a baseline. Practice and assessments are leveled and may include Routine, Non-Routine, and Novel problems, so that students excelling can continue to challenge themselves by applying current knowledge to new or novel tasks. This type of differentiation is at an appropriate level to challenge GATE and high achieving students. This is individualized based on each student's data; including teacher created assessments, benchmarks, and standardized tests.

4. STUDENTS ACHIEVING BELOW GRADE LEVEL

The progress of all TEACH ES students will be reviewed throughout the year, with progress and concerns recorded in each student's Personalized Educational Plan (PEP). TEACH ES identifies students' performing below grade level through the results of PEP and student work products. Teachers, Principal and Curriculum Coordinator work together by analyzing data and making recommendations to identify students' struggling to stay at grade level throughout the year by on-going assessments and monitoring their PEP.

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, the following takes place:

1. Parents are informed of the student's academic standing within one week of identification via phone call and a mailed letter.

2. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
3. The student receives supplemental support services, including after-school tutoring. In the areas where the student is struggling most, one-to-one instruction is offered by the classroom teacher and/or Instructional Aide during Learning Lab and other instructional time.
4. Teachers will provide remedial tutoring through individualized and/or small group assistance as well as after school.

The Principal will monitor student progress of those students substantially below grade level in the same way he/she monitors student progress for all of the school's students – captured in students' PEPs, which are online and updated regularly. The plans are reviewed at least monthly by teachers during collaboration and PD time, and include key progress information, such as:

- standardized test scores;
- individual class assessment scores (formative and summative);
- specific academic interventions used or in process;
- student goals;
- teacher comments

Parents have access, as previously mentioned, to their child's PEP, which serve as a key tool to engage parents in focused conversations around their children's progress and goals. Every student's classroom teacher serves as the primary liaison for communication with that student's parent for these discussions.

5. SOCIO-ECONOMICALLY DISADVANTAGED/LOW-INCOME STUDENTS

TEACH ES will be committed to meeting the needs of all students who enroll in the school. As noted, TEACH ES will be located in a neighborhood where the vast majority of residents are of a low socioeconomic status. In order to support students of a low socioeconomic background TEACH ES will do the following:

- Enable inclusive curriculum and assessment design
- Provide a variety of engaging enrichments in the arts, technology, field trips and other opportunities to expand students' exposure and means of self-expression
- Promote engagement with, and support from, others
- Encourage 'help-seeking' by students
- Minimize financial challenges for students and families
- Resource and support teachers of LSES students

We create a sense of belonging for LSES students, ensure there are collaborative learning opportunities and peer-to-peer contact inside and outside the curriculum and provide opportunities for families and communities to engage with the institution. We encourage 'help-seeking' by students by requiring staff to use early feedback, providing feedback to students before an official grade report with opportunities to master standards previously not mastered. We normalize 'help-seeking' and provide infrastructure and resources to allow the monitoring and management of at-risk students. We minimize financial challenges for students by offering free uniforms, including a PE uniform. Additionally, our students

have had access to health screenings, vision screenings and free health immunizations through our partners at Hope Street Family Center. Our extended day program with our afterschool provides support for families without any additional childcare costs.

In addition to the institutional supports, TEACH ES teachers provide intangible services that benefit students from LSES backgrounds. Our teachers:

- Know and respect our students; they embrace and integrate their diversity and enable contributions of their knowledge to everyone's learning.
- Offer our students flexibility, variety and choice while upholding academic standards, students have choice in assessment and variety in teaching and learning strategies.
- Make expectations clear, using accessible language; We speak and write in plain language, and scaffold to more elevated language, to ensure students understand the concepts being taught, our expectations of them and what is required to be a successful student.
- Scaffold our students' learning; We take a step-by-step approach to teaching to ensure students build on what they bring to their education and are taught the particular discourses necessary to succeed.
- We are available and approachable to guide student learning; we make use of our individual expertise and guidance to improve their learning and performance.
- We are reflective; we reflect and seek to act on our own reflections, those from peers and informal feedback from students, to continuously improve our teaching practice and our students' learning.

6. STUDENTS WITH DISABILITIES

See District Required Language, above.

7. STUDENTS IN OTHER SUBGROUPS

TEACH ES will offer a variety of support for students with extraordinary needs, such as foster youth and homeless students. Our extensive intervention program provides several levels of guidance depending on the need of the student, including counseling, and referrals to outside resources. The Principal will serve as the school designee responsible for monitoring foster and homeless students' growth, support services and achievement of school and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the school will inform them of their rights under the McKinney-Vento Act. TEACH ES will adhere to the McKinney-Vento Act and provides all required supports to its homeless youth.

The SST and student's teacher will collaborate closely with a student's wrap around team (social workers, etc.) and ensure close communication with external service providers (as appropriate) regarding a student's welfare and progress in school.

As detailed above, our SST process and teacher training will ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations.

A TYPICAL DAY

8. DESCRIPTION OF A TYPICAL DAY

On a typical day at TEACH ES, our young students start arriving with their parents at school around 8:00AM, where they are warmly greeted by staff and served breakfast. Students happily greet their friends and often enjoy breakfast with their classroom teacher.

At 8:30AM, students are in their classrooms, ready to begin the day with Morning Meeting. Our students are eager to see their teacher and begin their day. During Morning Meeting, young students take turns leading their classmates through the schedule and expectations for the day, which their teacher has written on the white board. This month's "Essence of Commitment" character trait is Respectful Behavior, and the traits "Polite, Courteous, Well-mannered, Friendly, Hard Working, Goal Oriented, Persistent, Conscientious and Achiever" are displayed in the classroom and throughout the halls. Some of these are big words for our young students, yet they learn to practice these qualities, starting at the beginning of each day in Morning Meeting as they listen to their peers politely, and offer friendly support. In addition to the Essence of Commitment character activities, mindfulness activities and recitation of TEACH Affirmations occur during Morning Meeting to stimulate students' social emotional learning.

Even at the youngest grade levels, students are active in their learning, with hands-on activities and interdisciplinary project work every day. Students enthusiastically raise their hand and offer their thoughts, make presentations to their classmates, and engage in debate with their peers during small group work. Students learn how to listen and respect each other's ideas and perspectives, ensuring every student in the classroom feels confident to express his/her ideas in class.

Following Morning Meeting, students engage in a 60-minute Designated ELD time block in which EL students receive direct instruction and support from the teacher while non-EL students engage in rotational learning groups to practice language development skills. During ELD, EL students work in small groups grouped by English-fluency level with teachers, resource specialists, and aides to receive targeted EL instruction that helps them both pre-learn language for upcoming lessons as well as receive help with content learned within the instructional day. During this time, other students work in small groups and individually on literacy skills, based on their individual reading levels (including leveled reader books that are sorted and available in the classroom so that children can independently choose from a selection of books appropriate for their ability).

Throughout the day, teachers and aides work in small groups and one-on-one with students within in each structured time block. This includes mini-lessons, cooperative learning, inquiry-based learning, stations, and many other effective teaching and learning strategies. For example, during ELA time, students are grouped by reading level, and grade level teachers and aides and even administrators each take a small group of students for small group work. Students find it exciting that their friends from the other classes join them and they move to different classrooms. In one room, a teacher can be seen leading a group of EL students in a discussion of a book they have taken turns reading aloud together, prompting them with lesson on grammar and sentence structure. During this time, other students can be seen discussing with an Aide the theme of a book they have read independently, while others discuss

with another teacher the emotions of a character in a book they read together, and which words convey these emotions.

During Math, students begin activities that have been placed out for them, working in pairs on a variety of problems using manipulatives, recording their answers in their Math workbooks. Students learn from the youngest age to take care of their own work folders for different subjects and take care of the supplies and equipment in the class, helping clean up and set up as transitions are made to new activities. After about 20 minutes, students transition to small groups. One group goes to work with the teacher on a set of basic addition problems, while another group gets to work online with the Chromebooks, making learning fun like a game for students. Each student has a specific group of problems or tasks to complete in MobyMax that they work on at their own pace.

Online learning offers an engaging, adaptive experience that meets each student at his/her level, helping build confidence as successes are celebrated and challenges are gently prompted with additional work. At TEACH ES, students are seen working on tablets throughout the day, exhibiting their mastery of critical 21st century skills in online document and presentation production, online research, online communication and data management, all at the very youngest ages of our school. Teachers continuously review data from online learning, benchmark assessments, publisher and teacher-created assessments to adapt individual students' online work, small groupings and as needed, interventions and supports.

Students enjoy alternating physical education and classes in the arts. Structured physical activity and a variety of visual and performing arts learning are embedded throughout the day for our students. This structured physical education and arts time block allows students to express themselves, burn some energy, and stay engaged in their learning. A healthy snack, hot lunch and supervised free play mid-morning and again mid-day ensures students are ready to focus on more learning.

Teachers also take time throughout the day to spend time one-on-one with students and review their progress. Students learn, from the youngest ages, to track their own progress and growth, and reflect on their own learning. Lesson objectives are clearly stated and written on the board each day so that students understand what they are expected to know and learn.

During the interdisciplinary project-based learning time block in the afternoon, students work together in a science or social studies activity which may integrate other core subject areas and technology. They learn to support one another and recognize that each of their peers has different talents and contributions to make to the classroom. English Learners benefit from these peer interactions and acquire language skills through these interactions. Students collaboratively read, research, discuss, debate, write and present their learning to their peers.

The Principal, ELD Coordinator, and other central office staff are regularly seen in classrooms observing teachers, providing feedback and coaching to support student learning. These observations fuel instructional planning and professional development each Wednesday and pupil-free days throughout the year. Teachers continuously collaborate with one another. As students participate in physical education activities, grade level teachers collaborate to differentiate lessons to ensure academic proficiency for all students and implement classroom technology and interdisciplinary project-based learning.

At the end of the school day, students reflect on their learning and growth during Closing Circle time. At dismissal, students are excited to greet their parents and tell them about their learnings and discoveries.

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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS

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

METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT

TEACH ES is committed to data-driven instruction and will implement a rigorous assessment program to ensure that student performance levels are meeting or progressing towards the state and school academic objectives. As part of the annual LCAP planning and reflection process, student achievement data will be disaggregated to clearly identify the academic performance of students by statistically significant sub-groups (e.g., by ethnicity, gender, English Learners, socioeconomically disadvantaged students, and students with disabilities) to determine new annual achievement of goals. Assessment data is used throughout the year to drive decisions about overall program development, curriculum modifications and allocation of resources. The Principal, Superintendent and teachers all are held accountable by the Board of Directors for meeting student outcome goals.

NWEA MAPs norm-referenced benchmark assessments in ELA and Math, SBAC Interims and other diagnostic and benchmark assessments, along with teacher-created, publisher and online assessment tools, will be analyzed individually by teachers and in collaborative groups during weekly planning in order to target student needs and plan program improvements. On a quarterly basis, teachers will use the test-item generator function of Power School DNA to input standards and automatically produce professionally designed test items that help predict performance on the CAASPPs. More informal assessment techniques will also play a major role including teacher observation, homework samples, written work and more. Individual and team projects are evaluated using collaboratively designed rubrics. Presentations of Learning will demonstrate student learning across disciplines. Presentations of Learning may take the form of an exhibit, community project, or theatrical presentation.

Teachers meet throughout the year in Professional Learning Communities to discuss assessment results within subject areas, by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

TEACH ES will use the following methods to assess student progress and fulfillment of instructional objectives:

Assessment, Purpose, Grade Levels and Administration Timeline

Assessment	Purpose	Grade	Administration Timeline
Internally-Created Tests and Rubrics for Performance-Based Tasks and Projects	Measure standards mastery in each subject and progress against IIP and IEP goals (as applicable)	TK-5	Daily and /or weekly.
Publisher-Designed Assessments (Online and paper-based)	Assess standards mastery and progress against PEP goals	TK-5	End of each unit
Writing Rubrics	Assess mastery of grade-level writing standards	TK-5	Daily and/or weekly

Assessment	Purpose	Grade	Administration Timeline
CAASPP – SBAC	State Criterion-Based Assessment in ELA and Math	3-5	Once a year
California Science Test (CAST)	State Assessment in Science	5	Once a year
California Alternative Assessment (CAA)	Alternative assessment in ELA, Math and Science	3-5	Once a year
NWEA MAPs	National Normed-Referenced Assessment in ELA and Math	K-5	Beginning, mid- and end-of-year
Interim Comprehensive Assessments; Interim Assessment Blocks	Summative ELA and Math assessment of mastery	3-8	At end of units of study per curriculum
DIBELS/DRA	Reading Assessment	TK-1	Beginning, middle and end of year
ELPAC	Measure English language acquisition	TK-5	Upon enrollment; twice annually for all ELs
Physical Fitness Test (FitnessGram)	Comprehensive state physical fitness exam	5	Once a year
School-designed rubrics/report cards re: habits of learning and behavior	Assessment of learning habits and psycho/social development/behaviors	TK-5	Each quarter

DATA ANALYSIS AND REPORTING

TEACH ES will utilize the highly customizable and integrated Power School management system (already in place at our two existing schools) to track and monitor students’ progress on classroom and state standardized assessments. Power School will include student information such as registration, attendance, demographics, emergency contacts and more. We will also utilize Power School to collect, analyze, and communicate to parents and other stakeholders a variety of reports on student achievement, including school-wide and subgroup analyses. While the Principal has primary responsibility for overseeing all student achievement data entry, analysis, reporting and reflection on data, all teachers will receive intensive training on student achievement data and effective usage of Power School.

The Chief Executive Officer, Superintendent, Principal and faculty, also using the tools listed above, will monitor and support the academic achievement and psychological well-being of the students, with the

Board of Directors ultimately responsible for the school's achievement. As stated previously, the Principal will be held accountable to the Board of Directors for student outcomes, as well as any federal and/or state accountability metrics.

The Administrative leadership collects and synthesizes schoolwide and grade level data together with teachers as well as conducting a separate analysis among the administrative team to examine the instructional program from a big picture perspective. On an annual basis, specific annual goals such as those set in the LCAP are evaluated and new goals are set based on data. This analysis allows the administrators to determine professional development, determine needed refinement of the instructional program, intervention, and to determine adequacy of curricula, and to utilize as a component of teacher evaluation.

During each summer's professional development and planning sessions, teachers will spend time evaluating results – both aggregated and disaggregated – from prior year's assessments (where available for students returning to TEACH ES from the previous year) to evaluate program effectiveness and use the data to guide curricular development. This essential assessment data is used to inform instruction and professional development. NWEA MAP, SBAC Interims and other benchmark testing results also play a key role in the development of PEPs, which are evaluated and reviewed quarterly during staff development.

Teachers also meet throughout the year in Professional Learning Communities to discuss assessment results by grade levels, as a whole staff, and in dialogue with students, parents, and administrators. These conversations are used to improve curriculum and instruction as well as to evolve the assessment process itself. Additionally, students also conduct ongoing self-assessments in class.

GRADING, PROGRESS REPORTING AND PROMOTION/RETENTION

Student progress reports and report cards are an important record of student progress, where assessment results are interpreted clearly, meaningfully and consistently. Student assessment through the grading process will be correlated to proficiency levels on the CA CCSS. Student progress reports and report cards create a succinct written record of student performance by compiling data from multiple assessments. Progress reports/report cards are one of several ways to keep parents informed about student performance and insure that data collection is regular and consistent. Additionally, student and teacher attendance and retention rates are also monitored by the Office Manager as these are closely related to student success. Progress reports are issued monthly and report cards are issued twice a year. Teacher grade-books are kept electronically in Power School. All specific information regarding students' grades are made available to the parents via an online parent portal and sent home monthly.

The school also will provide opportunities for parents and teachers to meet and discuss student progress. This will occur on a formal basis through scheduled parent conference days once each semester, as well as on an "as needed" basis throughout the school year.

Grade Computation

Teachers will use the standard "4-point" standards-based grading scale. Grades will be determined by demonstrated proficiency on assignments, projects, and assessments that are linked to the Common Core State Standards, as well as work habit and citizenship grades (assigned separately from standards

proficiency to reflect effort, compliance, and completion of work). All teachers will work collaboratively to align their grading criteria and ensure consistency throughout the school.

School-wide Report of Regarding Annual Progress

The annual School Accountability Report Card (SARC) will be prepared each year by February 1 as required, and posted to the school's website. Overall student achievement data as well as subgroup data are included in the SARC. The SARC is posted on the school website.

Promotion and Retention

Despite our model of differentiated, personalized instruction and comprehensive supports through an RTI model, we recognize that in some instances, a student may still be far below grade level and retention may be warranted. We believe that retention is a last resort. Parents will be informed through SST meetings and in written reports of student progress about the possibility of their child being retained; this notice will be provided by March. While parent input and preference will be considered, the decision to retain a student will be made by the Principal on a case by case basis.

ELEMENT 4 – GOVERNANCE

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁵⁰

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

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

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

⁵⁰ The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

enter into all transactions and conduct business with all persons and entities at arm's length or, in the case of otherwise permissible related party transactions, in a manner equivalent to arm's length.

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

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

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

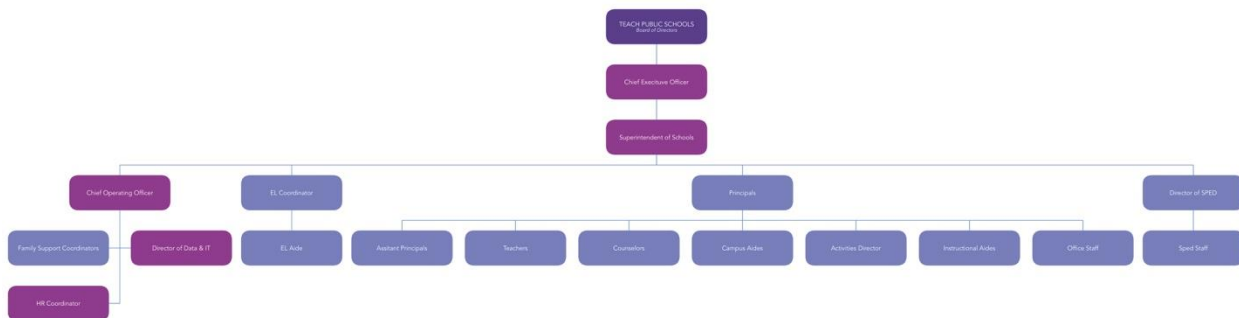
School also acknowledges that, as part of its oversight of Charter School, the District may conduct program review for federal as well as state compliance.

GOVERNANCE STRUCTURE

TEACH Elementary School is a direct-funded, independent charter school operated by TEACH Inc., a California Non-Profit Public Benefit Corporation with a 501(c)(3) tax exempt designation from the IRS. The Charter School is governed by TEACH Inc.'s Board of Directors ("Board" or "Board of Directors") in accordance with the Board's adopted corporate bylaws, which shall be consistent with the terms of this charter.

The Charter School shall 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.

1. ORGANIZATIONAL CHART



2. MAJOR ROLES AND RESPONSIBILITIES

The Board of Directors is fully responsible for the operation and fiscal affairs of the Charter School. It maintains active and effective control of the charter school, through the exercise of the following duties, including but not limited to:

- Hire and evaluate the Chief Executive Officer.
- Approve all contractual agreements and purchases over \$50,000. The Chief Executive Officer approves all invoices and purchases for \$50,000 or less.
- Approve and monitor the implementation of general policies of TEACH ES.
- Develop and monitor an operational business plan that focuses on student achievement.
- Approve and monitor TEACH ES's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of TEACH ES and the establishment of investment procedures.

- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices.
- Regularly review progress of both student and staff performance. Develop, review, or revise TEACH ES's accountability and mission.
- Approve the school calendar and schedule of Board meetings.
- Develop Board of Directors policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

The Board may initiate and carry on any program or activity or may otherwise act in a manner which is not in conflict with or inconsistent with or preempted by any law and which is not in conflict with the purposes for which TEACH ES is established.

The TEACH Inc. Board of Directors attends an annual in-service for the purposes of training individual Board members on their responsibilities, including compliance with the Brown Act, Conflicts of Interest, and fiscal and academic oversight.

The implementation of the Board's decisions is carried out by the Chief Executive Officer, the Superintendent of TEACH Public Schools and the Charter School Principal.

The Chief Executive Officer is specifically responsible for:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Superintendent of TEACH Public Schools and staff recruitment and hiring
- Develop and implement a student recruitment/outreach plan
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of TEACH Public Schools in achieving educational success
- Develop and submit Charter School petitions and subsequent renewals

Oversee the following work products of others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

The Superintendent of TEACH Public Schools is specifically responsible for:

- Ethical Leadership: The demonstration of the knowledge and ability to promote the success of the educational community by acting with integrity, fairness, and in an ethical manner.
- Visionary Leadership: The promotion of the success of all students by facilitating the development, articulation, implementation and stewardship of learning that is shared and supported by the learning community.
- Instructional Leadership: The promotion of the success of all students by maintaining a positive school culture, ensuring a successful instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.
- Multicultural Leadership: The promotion of the success of all students by addressing the needs of multicultural and multilingual diverse populations.
- Inclusive Leadership: The promotion of the success of all students by addressing the needs of students with disabilities.
- Leadership in Community Relations: The demonstration of the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.
- Political Leadership: The demonstration of the knowledge and ability to promote the success of all students through their understanding of the political, economic, legal, and social climate that exists in school settings.
- Legal and Fiscal Leadership: The promotion of the success of all students by assisting in the legal and fiscal management of the organization, operations, and resources within a legally sound framework to promote a safe, efficient, and effective learning environment.
- Personal and Professional Leadership: The promotion of the success of all students by maintaining a process of continuous personal and professional development.

The Principal of TEACH ES:

- Provides instructional leadership of the Charter School, including consistent implementation of standards-aligned curriculum and assessments.
- Demonstrates continual emphasis on accomplishing the mission and vision of the school.
- Leads recruitment, hiring, evaluation, coaching, and as needed, discipline and dismissal of all teachers and school site staff, in collaboration with HR and central office staff.
- Provides guidance, supervision and assistance to all instructional practice, including planning and leading teacher PD and coaching.
- Oversees the focus, scheduling and implementation of professional development and coaching activities, including Professional Learning Communities.
- Oversees and monitors the administration and review of benchmark assessments and state mandated testing.
- Monitors progress of individual, classroom, grade level, subgroup, and school-wide achievement, and identifies areas in need of improvement.
- Actively participates in SST process and attends IEP meetings as necessary.
- Ensures compliance with all state and federal laws and regulations, including in the areas of SpEd, EL, and other special populations.
- Ensures maintenance of a clean physical environment and implementation of Health and Safety policies and procedures.

- Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.
- Acts as the formal liaison between the school, parents and community members and assumes responsibility for all written communications between home and school.
- Other duties as assigned.

Full job descriptions and Qualifications for each position are included in Element 5, below.

GOVERNING BOARD COMPOSITION AND MEMBER SELECTION

The Board of Directors are composed of highly qualified individuals who have demonstrated a passion for advancing educational opportunities for children, particularly children that have historically been underserved. These individuals possess outstanding leadership and analytical skills. They represent a diverse field of professions and ethnic backgrounds. Each year, the Board participates in training on fiscal oversight and legal compliance issues (Brown Act, Conflicts of Interest, any changes in relevant laws, etc.).

The Board shall have at least five (5) and no more than nine (9) directors. No employees of TEACH Inc. will serve on the Board and no persons serving on the Board may be an “interested person” as specified in the bylaws. All directors shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Board of Directors, the Board may appoint an additional director to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Board of Directors through the process detailed here in the petition per the application guide:

The Board of Directors of TEACH Public Schools recognizes that a key element of a high-quality board is high-quality directors. This policy is designed to achieve this end.

The number of directors shall be five, seven, or nine, at the discretion of the Board. The term of each director shall be two (2) years. Terms shall be staggered so that not all directors’ terms expire in a single year.

As each director’s term expires, the Board and administration will endeavor to provide at least two nominees for the expired position, one of which may be the director whose term is expiring. Current board members and school administration will nominate new Board candidates. Each candidate will complete the attached application form.

The Board will complete a Capability Matrix and use it to identify gaps in current Board capabilities. The Board will consider candidates’ capacities to fill in these gaps when it deliberates on whom to select. Appointment of a new director to the Board or reappointment of an existing director will be determined by a simple majority vote of the directors whose terms are not expiring. Expansion of the Board to add more directors may be approved by a simple majority of the existing Board, so long as no change contradicts any provision of the charters that created the schools operated by TEACH Public Schools.

Any member of the community may refer a potential candidate to the Board, which will evaluate prospective candidates to determine whether or not they fit the stated needs of the Board recruitment

strategy. As specified in the bylaws, the Board Chairman will appoint a committee to designate qualified candidates for election to the Board of Directors.

Directors shall serve for a term of two (2) years, renewable by mutual consent of the Director and the Board.

GOVERNANCE PROCEDURES AND OPERATIONS

All acts or decisions of the Board of Directors will be majority vote based upon the presence of a quorum. A majority of Directors then in office shall constitute a quorum for the transaction of business.

All Board meetings are conducted in accordance with the Brown Act. The Board of Directors shall set aside one meeting, annually, for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held in July of each year, at a time, date, and place as may be specified and noticed by resolution of the Board of Directors.

Standing Board Committees currently include: Finance, Academic Excellence and External Relations.

According to the Ralph M. Brown Act, regular quarterly meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. Meetings of the board shall be held at any place within the boundaries of the Los Angeles Unified School District. The TEACH Inc. Board rotates meetings across the different TEACH school sites. At least 72 hours before a regular meeting, the Board of Directors, or its designee, shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Agendas are posted in areas that are convenient to staff, students, and parents for viewing, including, but not limited to: the school website, on doors to the school and the main office.

In accordance with the Brown Act, special meetings of the Board of Directors shall be held only after twenty-four (24) hours' notice is given to each Director and to the public through the posting of an agenda.

In accordance with the Brown Act, directors may participate in meetings via teleconference, so long as a minimum of a quorum of directors participates within the jurisdictional boundaries of the District, that all votes are taken by roll call, and other proscribed requirements for teleconference participation are met, detailed here in the petition per the application guide:

QUORUM REQUIREMENTS and BOARD ACTION (VOTING) REQUIREMENTS. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board of Directors will be by majority vote of the directors in attendance based upon the presence of a quorum. Should there be less than a majority of the directors present at the inception of any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

ABSTENTION. The vote or abstention of each Board member present for each action taken shall be publicly reported.

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

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

Minutes for regular and special meetings record all actions taken by the Board of Directors. Minutes of the previous meeting are included in the following month's agenda and all recorded minutes are posted online, archived and available to the public upon request to the Charter School's Principal.

STAKEHOLDER INVOLVEMENT

Parents will be involved in decision-making in regard to the overall school program in the following ways:

- Parent representation on the School Site Council: parent and staff representatives will meet monthly to advise the Principal on school policies, resource allocations and other matters, assist in the development of the School Safety Plan, the LCAP and other important policies and plans.
- The Council is advisory in nature, with decision-making authority retained by the Principal, Superintendent, Chief Executive Officer and Board of Directors. As needed, Council representatives will make presentations and recommendations to the Board of Directors.
- Parent participation in the school's English Learner Advisory Committee (ELAC), as applicable (if TEACH ES enrolls 21 or more EL students).
- Parent participation in the Parent Association, as described below.
- Parent attendance at Board meetings and engagement in the annual goal setting and reflection process for the annual LCAP.
- Parent completion of annual surveys, with incentives offered to generate full participation.

All parents of enrolled students are invited to be members of the TEACH ES Parent Association. The Parent Association will facilitate open communication among the entire TEACH ES community through monthly meetings where parents share information and have the opportunity to learn more about school activities and educational programming. The Parent Association will also encourage community

participation in school activities including performances, fundraisers, site beautification projects and other volunteer opportunities. A president of the Parent Association will be elected by the membership each spring to serve the following year. The Parent Association leaders will collaborate with the Principal to maintain a comprehensive list of volunteer opportunities including but not limited to the following:

- Playground supervision before and after school and during recess
- Assisting during school celebrations and events
- Assisting in an enrichment class
- Hospitality (hosting a visiting teacher candidate or speaker)
- Service as “Class Parent”
- Coordinating and chaperoning field trips
- Assisting with fundraisers
- Assisting in the office

While all parents will be encouraged to volunteer to support the school and help foster a strong community, no child will be excluded from school admissions or any school activities due to the failure of his or her parent or legal guardian volunteer.

In addition, TEACH ES will provide frequent and comprehensive home-school communications, including the school’s website. TEACH ES will communicate with families in English and in Spanish via monthly Coffee with Principal, town hall meetings, back to school night, parent/teacher and student-led conferences and the School Site Council.

Parents, students and staff will use Power School, a schoolwide system that allows ready access to students’ attendance, grades, and teacher assignments. We believe that the parent portal will transform the collaborative process among parents and teachers, enabling them to focus on the crux of the student information system - student performance and achievement.

Parents will be invited to attend monthly parent workshops and meetings throughout the school year on a range of topics aimed at supporting student growth and success (i.e., preparing your student for success in school). The parent workshops will provide parents with resources and tools to help support their child’s academic and social-emotional well-being.

As detailed in Element 1, the Charter School will engage all stakeholders annually in the development and adoption of the LCAP, including review of progress, goal-setting, and resource allocation.

ELEMENT 5 – EMPLOYEE QUALIFICATIONS

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

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

All personnel must commit to the mission and vision of the school. Employees’ job descriptions and work schedules are reviewed and modified as necessary to meet the needs of the Charter School and its students.

EMPLOYEE POSITIONS AND QUALIFICATIONS

Chief Executive Officer

The Board of Directors will select Chief Executive Officer. Selection of the Chief Executive Officer is based on proven experience in the following: 1) expertise in curriculum design and evaluation, 2) experience as an administrator and teacher, 3) experience working in the charter school movement, and 4) an interest, or associated work history, in facilities management. The Chief Executive Officer will:

- Develop an integrated curriculum and evaluation of educational program
- Develop a strategic facilities plan
- Develop a strategic operational plan
- Have direct oversight and supervision of the Superintendent of TEACH Public Schools and staff recruitment and hiring
- Develop and implement a student recruitment/outreach plan
- Develop a Community Relations plan
- Report to the Board of Directors on the progress of TEACH Public Schools in achieving educational success
- Develop and submit Charter School petitions and subsequent renewals

Oversee the following efforts by others:

- Educational Leadership
- Finance
- Facilities
- Technology
- Administration/Human Resources

Qualifications:

- Minimum of BA degree in a related field
- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above: ○ At least two years of public school certificated service directly related to an instructional program covering grades K through 12. At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- Have earned a CA teaching and/or administrative credential.

Superintendent

The Chief Executive Officer will recruit, interview, and recommend candidates to the Board of Directors. Selection of the Superintendent will be based on proven experience in educational leadership, educational vision for and experience with low-income and/or minority children, demonstrated ability in program design and/or development, entrepreneurial ability, and interest and commitment to educational reform.

Responsibilities:

- Report to the Chief Executive Officer and Board of Directors
- Develop an integrated curriculum and evaluation of educational program
- Evaluate, support and mentor the principals
- Ensure the academic performance of all TEACH schools surpasses similar situated LAUSD schools
- Have the shared responsibility with the COO & Principal of hiring and dismissing (with cause) employees (including the Principal) according to the mission, philosophy, and obligations of the school as spelled out in the charter.
- Oversee the day-to-day operations of the schools.
- Lead in maintaining and support of facilities, and related grants, etc.
- Be a liaison to community and business partners.
- Represent school at meetings/forums.
- Assist in writing grants, facilitating fundraising, and/or obtaining loans.
- Lead parents in organizing.
- Staff Management – Create a systematic approach to the recruitment, training and retention of qualified individuals who understand their contribution to the learning services standard of our school. Ensure that our school is a safe, amiable, honest, and competent school.

- Collaboratively create and approve the schools' operating plan including projections for revenue, expenses, and profitability. Lead the Charter District's daily operations. Provide analysis of factors related to impacting cost management; including the real-time management of the school's budget.
- Quality Management – Ensure that the Charter School has the ability to anticipate and meet the needs, demands and expectations of all of our stakeholders.

Qualifications:

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above:
 - At least two years of public school certificated service directly related to an instructional program covering grades K through 12.
 - At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.
- One of the following California credentials or credential combinations authorizing K-12 service must be on file with TPS:
 - Administrative Services Credential (or Certificate of Eligibility)
 - Elementary and/or secondary level teaching credential

Chief Operating Officer

The COO serves oversees all operational functions of TEACH Public Schools to support the vision and mission of the schools.

Responsibilities:

- Develop, deploy and manage the financial system, financial reporting and accounting; manage daily financial and business activities; ensure timely and accurate bookkeeping and reconciliations; ensure proper cash management, and management of accounts receivable and payable; prepare monthly, quarterly, and annual financial statements and variance analyses in a timely manner; manage and ensure compliance with grants; coordinate with the CEO to prepare the school budget; ensure that all reports are submitted accurately and on time.
- Ensure Charter School compliance with state and federal regulations; ensure that all required financial reports are submitted in a timely and accurate manner.
- Ensure compliance with TEACH policies and procedures approved by the Board.
- Oversee the negotiation of external operational vendor relationships and monitor external agreements with particular attention to financial reporting requirements.
- Oversee HR including credential clearance, compliance with HR policies and procedures, payroll and benefits administration, etc.
- Lead management of the student information management system including auditing for data integrity and oversight of student records.
- Manage charter petition requirements and maintain effective working relationship with the authorizer, the state, and other regulatory and oversight agencies.

- Manage facilities staff (custodial, maintenance) and related contractors, including repairs and maintenance.
- Oversee nutrition and food programs and related compliance; manage food service vendor(s) and staff; and oversee free and reduced-price lunch eligibility and collection of meal payments. Manage school nursing and ensuring compliance with all education laws affecting the health and safety of students.
- Ensure information technology systems are fully functioning; oversee the planning, administration, maintenance, and troubleshooting of IT hardware and software.
- Work collaboratively with the Board of Directors as steward of TEACH Prep; recommend needed policy changes and action.
- Establish working relationships with peer schools and local, state, and national organizations.

Qualifications:

- Bachelor’s degree (an MBA, MPA, JD or other relevant advanced certification preferred)
- Charter school experience strongly preferred
- Minimum 5-8 years of directly related experience, preferably in an operations department of a non-profit or educational organization
- At least 3 years in a leadership role

Principal

The Principal will provide instructional leadership and assist in overall management of the Charter School as prescribed by federal and state laws. The Principal reports to the Superintendent of TEACH Public Schools.

Essential duties and responsibilities:

- Provides instructional leadership of the Charter School, including consistent implementation of standards-aligned curriculum and assessments.
- Demonstrates continual emphasis on accomplishing the mission and vision of the school.
- Leads recruitment, hiring, evaluation, coaching, and as needed, discipline and dismissal of all teachers and school site staff, in collaboration with HR and central office staff.
- Provides guidance, supervision and assistance to all instructional practice, including planning and leading teacher PD and coaching.
- Oversees the focus, scheduling and implementation of professional development and coaching activities, including Professional Learning Communities.
- Oversees and monitors the administration and review of benchmark assessments and state mandated testing.
- Monitors progress of individual, classroom, grade level, subgroup, and school-wide achievement, and identifies areas in need of improvement.
- Actively participates in SST process and attends IEP meetings as necessary.
- Ensures compliance with all state and federal laws and regulations, including in the areas of SpEd, EL, and other special populations.
- Ensures maintenance of a clean physical environment and implementation of Health and Safety policies and procedures.
- Maintains a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of trust and confidence within the community.

- Acts as the formal liaison between the school, parents and community members and assumes responsibility for all written communications between home and school.
- Other duties as assigned.

Qualifications:

- At least four school years of successful full-time service in a public school certificated position(s), no fewer than three years of which must have been in teaching service.
- In addition to or concurrent with the 4 years required above:
 - At least two years of public school certificated service directly related to an instructional program covering grades K through 5.
 - At least one year of verifiable experience in a non-classroom leadership position such as a coordinator, instructional coach, etc.
- An earned master's degree or advanced degree of at least equivalent standard from an accredited college or university.
- At least two semester units each (six semester units total), or the equivalent of course work in culture, language and methodology to meet the requirements of the school's plan for English Language Learners.
- One of the following California credentials or credential combinations authorizing K-12 service must be on file with TPS:
 - Administrative Services Credential (or Certificate of Eligibility)
 - Elementary level teaching credential

Teachers

At TEACH ES the teacher's job is to assure that all students learn the basic and essential skills at each grade level. Teachers will be hired by an interview panel composed of Chief Executive Officer, Superintendent of TEACH Public Schools, Principal and other school personnel.

Responsibilities include:

Instructional Practice

- Plans and implements a program of instruction that adheres to the TEACH ES philosophy, goals and objectives as outlined in the Charter School Petition.
- Ensures the implementation of classes which focus on interdisciplinary, project-based learning culminating in "capstone" exhibitions, CA Standards Based English Language Arts, Math, History, Social Studies, & Science curriculum.
- Integrates technology and service-learning into instruction.
- Makes purposeful and appropriate lesson plans that provide for effective teaching strategies and maximize time on task.
- Plans and implements a program of study designed to meet individual needs of students.
- Creates a classroom environment conducive to learning by employing a variety of appropriate teaching strategies, which include strategies learned at the Insight Education, Culturally Relevant & Responsive Education, Thinking Maps, and Reading Edge Trainings.
- Encourage student enthusiasm for the learning process and the development of good study habits.
- Maintains appropriate records for students-cums, grading, portfolios, and files.
- Provides progress and interim reports as required.
- Administers all assessments as prescribed by TEACH ES, curricular programs, and subject areas.

- Prepares substitute folder containing appropriate information as required by the Administrator.
- Plans and prescribes purposeful assignments for paraprofessionals, tutors and volunteers as needed.
- Recognizes learning problems and makes referrals as appropriate.
- Demonstrates a strong grasp of subject matter.
- Uses effective oral and written expression.
- Other duties as assigned by the Principal, Superintendent of TEACH Public Schools, or the Chief Executive Officer.

Curriculum Development

- Keeps current in subject matter knowledge and learning theory and is willing to share this knowledge for continual improvement of the school's curriculum.
- Assists on the ongoing curriculum revision process, including the revision of written pacing schedules.
- Becomes acquainted with supplemental services beneficial to students as an extension of regular classroom activities.

Classroom/School-Wide Management

- Develops, in accordance with TEACH ES guidelines, reasonable rules of classroom behavior and appropriate techniques that are consistently applied.
- Takes necessary and reasonable precautions to protect students, equipment, materials and facilities.
- Shares responsibility during the school day for the supervision of students in all areas of the school.
- Provides for the supervision of assigned students when circumstances require a brief absence from the assignment.

Public Relations

- Upholds and enforces TEACH ES board policy, administrative procedures, and school rules and regulations, and is supportive of them to the public.
- Maintains appropriate work habits, including regular and punctual attendance and appropriate use of conference and planning time.
- Participates and accepts responsibilities of a team member.
- Strives to communicate the positive aspects of our school program to the public in word and deed.
- Works cooperatively with parents to strengthen the educational program for their children.
- Serves as a resource for and provides assistance and information to parents and other stakeholders
- Establishes and maintains cooperative relationships with other staff members.
- Actively participates in the decision-making process by supporting additional school functions.

Professional Growth

- Continues professional growth through attendance at workshops, seminars, conferences, and/or advanced course work at institutions of higher learning.
- Maintains membership in appropriate professional organizations.

- Cooperates with the administration in planning appropriate in-service training programs at a school or at the district level.
- Attends staff, department, and committee meetings as required.

Student Evaluation

- Evaluates accomplishments of students on a regular basis using multiple assessment methods such as teacher made tests, samples of students' work, mastery skills check lists, criterion-referenced tests and norm-referenced tests.
- Makes appropriate adjustments in the instructional program and as required by the Principal.
- Respects the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Health

- Maintains physical and mental health in order to carry out the duties as outlined above

Other Certified Staff

A list of day-to-day substitutes will be established and a list of qualified substitutes will be maintained.

Classified Staff

Classified and other personnel such as Office

Manager, Instructional Assistant, Resource Specialist, Yard Duty Aid, Janitor. will be selected by the Superintendent of TEACH Public Schools on an application and interview basis in consultation with the Operations Manager. Selection will be based on ability to perform the job duties for that position. Classified personnel will perform duties appropriate to their job titles. Both full-time and part-time classified staff will be hired on an as-needed basis. Full-time employees will be those working in excess of 36 hours per week.¹⁴

Office Manager

Office Manager will be selected by the Superintendent of TEACH Public Schools on an application and interview basis in consultation with parents and other staff members. Selection will be based on the ability to perform the job duties for that position. Office Manager duties will include, but not be limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies, and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Teacher Assistant

- Reinforce lessons presented by teachers by reviewing material with students one-on-one or in small groups
- Enforce school and class rules to help teach students proper behavior
- Help teachers with recordkeeping, such as tracking attendance and calculating grades

- Help teachers prepare for lessons by getting materials ready or setting up equipment, such as computers
- Help supervise students in class, between classes, during lunch and recess, and on field trips

Resource Specialist

- Help meet the needs of our special education students the needs of students with individual education plans
- Pushing into classes and working with students with IEPs in small groups and one-on-one.
- Monitoring the process of IEP students
- Help in providing accommodations according to students IEP's

Yard Duty Aid

- Maintain visual contact of students at all times when on duty and keep them safe
- Maintain the cleanliness, safety and well-being of the campus
- Act as a liaison between parents, students and the community to keep the students/campus safe.

Janitor

- Maintain a clean and functional campus by removing trash, cleaning, and making minor repairs.

ELEMENT 6 – HEALTH AND SAFETY PROCEDURES

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on 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 Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

1. CUSTODIAN OF RECORDS

In accordance with California Department of Justice requirements, the Superintendent of TEACH Public Schools serves as TEACH ES's Custodian of Records.

2. STUDENT HEALTH AND WELLNESS

TEACH ES is committed to providing a school environment that promotes students' health, well-being and ability to learn by supporting healthy eating and physical activity. All students have opportunities, support, and encouragement to be physically active on a regular basis, including at least 200 minutes every 10 days of Physical Education. TEACH ES will participate in appropriate and available school meal programs, including the School Breakfast Program, National School Lunch Program. Food and beverages served at the Charter School will meet the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The school will provide nutrition education and physical education that fosters lifelong habits of healthy eating and physical activity.

ELEMENT 7 – MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

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

COURT-ORDERED INTEGRATION

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

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

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

TEACH ES will make every effort to recruit students of various racial and ethnic groups in order to achieve a balance reflective of the general population residing within the territorial jurisdiction of LAUSD. TEACH ES will conduct orientation meetings prior to the opening of each school year to inform interested parents and students on what the school has to offer. Outreach meetings will be held in several locations of the South Los Angeles area in order to ensure all students in the area have an opportunity to attend the school. Identified targeted outreach includes:

- Royal Learning Center
- M & T Child Care
- Henry Family Child Care
- Mommie Mika’s Daycare
- Brown Family Day Care Inc.
- Love Thyself Child Development Center
- Bizzy Bees Day Care
- Jus Kids Academy
- Toi’s & Tots Preschool
- Definitely Learning Child Care

God's Children Daycare and Preschool
Busy Bee's Wonderland School
Girls Club of Los Angeles/Faith Children's Center
Little Seedlings Preschool
The EdSperience, A Child Development Center
Little Peoples World
Children's Institute, CDI Head Start
Head Start-State Preschool

St. Eugene Church
Park Windsor Baptist Church
First New Christian Fellowship Baptist
Grace Church of the Nazarene
Church of the Brethren Imperial Heights
St. Francis X. Cabrera Church
Live Oak Baptist Church
Bethel A.M.E. Church
Future 1st After School Program

Jesse Owens Park
Jesse Owens Community Building
Darby Park
St. Andrews Recreation Center
Lennox Park
Weingart YMCA Wellness & Aquatic Center Community Build Inc.
El Shaddai Enterprises Multiservice Family Center Inc.
Community Centers, Inc.

Open houses and school tours will be conducted on a regular basis during the school year as well.

TEACH ES has promotional and informational material (i.e. a school brochure, flyers, a website, and advertisements for local media) that is easily transmittable to all of the various racial and ethnic groups represented in the district. Promotional and informational materials is distributed in a variety of community settings to a broad range of community groups, agencies, neighborhood youth organizations, social service providers, churches, grocery stores, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district. Materials in languages other than English, such as Spanish, are distributed in order to reach the limited English proficient populations that exist in the area.

Should the language base of the community change in the future and become more diversified we would accommodate additional language needs for outreach purposes. Interested students will be subjected to the admission procedures detailed in Element 8.

TEACH ES will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the school. TEACH ES will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Meeting	Location	Date
Meeting with Parents and community	TEACH ES (or, if not available yet, TEACH MS)	December through March monthly (Recruitment efforts are secured and aligned to budgets, hiring of staff, etc.)
Outreach to local pre-K schools	Local preschools, day care centers, Head Start programs	January, February, March: Review posted available dates and provide flyers, information and presence.
Community Organizations	Neighboring organization: <ul style="list-style-type: none"> • Local Libraries • Parks & Rec programs • After-School programs • Organizations including faith-based organizations • Local Businesses including laundromats, health clinics, shops, restaurants 	January, February, March: Review posted available dates and provide flyers, information and presence.
Residents within the 90047 zip code surrounding the school location	Mailings, door-to-door contacts (canvassing)	January, February, March: Review posted available dates and provide flyers, information and presence.

ELEMENT 8 – ADMISSION REQUIREMENTS

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

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

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

1. ADMISSION REQUIREMENTS

TEACH ES will be an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.). Enrollment to the Charter School shall be open to any resident of the State of California. TEACH ES will admit all pupils who wish to attend TEACH ES to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

Lottery Application Forms will be accepted during a publicly advertised open enrollment period (mid-November to early March; for Year 1 this period will be adjusted to occur after charter approval). An explanation of the enrollment process and the rules to be followed during the lottery will be available at all times on our web site in English and Spanish and in the office (and additional languages if needed). The process is also verbally explained to any families who calls, or hands in their paper Lottery Application forms in-person. Parent can also apply on-line.

Following the open enrollment period each year, and after accounting for existing students who are guaranteed enrollment in the following school year, applications shall be counted to determine whether Charter School has received more applications than availability. If the number of students applying for enrollment exceeds the Charter School's capacity, admission shall be determined by random public drawing (lottery).

Public notice will be posted at the Charter School location, Charter School web site and on distributed informational flyers regarding the application deadline and the date, time and location of the public drawing (in mid-April, depending on the timing of spring break each year), encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the Charter School site). If the lottery cannot reasonably be held at the TEACH ES site (or one of our sister school sites), it will be held in a large community center, church, auditorium, or any public venue capable of seating all applicants comfortably. Parents will be notified on the Lottery Application Form of the date and time of the public drawing (approximately two weeks after the application deadline), and invited to attend, though parent attendance at the lottery will not be required in order to secure enrollment for a student. TEACH ES will include details on the school website and in promotional materials about the enrollment timeline, rules, and procedures to be followed during the open enrollment and lottery processes.

Consistent with our existing TEACH Schools, students who are currently enrolled, and siblings of enrolled students will receive preference. Admissions preference will be given to residents of the District. No other exemptions or preferences shall be given.⁵¹

Lottery spaces will be pulled in order of available space by the Chief Executive Officer or Principal. The lottery procedure will be monitored by a representative of the Board of Directors to ensure fair and accurate implementation. As names are pulled, students will be assigned a number corresponding to the number of enrollment slots. Once the Charter School is drawn to capacity, applications will continue to be drawn for position on a wait list. Students who are not granted admission for that school year will

⁵¹ During any period of discretionary grant funding from the U.S. Department of Education, TEACH ES will comply with the Charter Schools Program Non-Regulatory Guidance (CSP NRG) regarding lotteries. In the event any provisions included here are deemed to conflict with the CSP NRG, the school will modify its lottery procedures to ensure compliance and eligibility for federal funding.

remain on the waiting list until the end of the school year for which the lottery was conducted unless otherwise requested by the parent to be taken off. Students must reapply for the following year.

Enrollment Process

Within two weeks of the lottery, families will be notified in writing via mail by the Principal of their enrollment status (offered enrollment or placement on waiting list). Each student offered a space will be required to complete an enrollment packet within two weeks of receiving the letter indicating that a spot is available for the student. The Charter School will hold a Pre-Enrollment informational session after the lottery and before the registration date to supply additional information and to assist families in filling out forms.

The enrollment packet is comprised of the following:

- Completion of a student enrollment form
- Proof of Immunizations
- Home Language Survey
- Completion of Emergency Medical Information Form

The waiting list will include contact information of the families not admitted through the lottery. If a position opens during the course of the year, the TEACH ES Office Manager will contact the family of the student on the top of the waiting list by phone or email to offer their student admission to the Charter School. If a family is notified by phone or email prior to August 1st, the family has ten (10) days to confirm enrollment and return a completed enrollment packet. If a student is notified after August 1st, they will have 72 hours to confirm enrollment via phone call or email, and submit an application by mail or email to the Office Manager. Should the family decline the position, the next family on the list will be contacted until the open position is filled.

A copy of all enrollment forms, waiting lists, and lottery results will be kept on file in the TEACH ES administrative office and will be readily available for inspection by District representatives.

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)(l).)

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

1. ANNUAL AUDIT PROCEDURES

Each fiscal year an independent auditor will conduct an audit of the financial affairs of TEACH ES to verify the accuracy of the Charter School’s financial statements, attendance and enrollment accounting practices, and internal controls.

Procedures:

- The Board of Directors will appoint an Audit Committee by January 1 of each year.
- The Audit Committee may include persons who are not members of the board, but may not include any TEACH ES staff, including the Chief Executive Officer. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.
- The Audit Committee will be responsible for contracting with an audit firm from the State Controller’s list of approved charter school auditors by March 1 of each year, unless the existing

contract is a multi-year contract. The COO is responsible for working with the auditor to complete the audit.

- The Audit Committee will be responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses noted by the auditor.
- The Board of Directors will review and approve the audit no later than December 15.
- The COO will be responsible for submitting the audit to all reporting agencies no later than December 15.

The audit committee will review any audit exceptions or deficiencies and report recommendations on resolution to the Board of Directors. The Board will report to LAUSD regarding how exceptions and deficiencies have been or will be resolved. It is understood that exceptions and deficiencies will be resolved to the satisfaction of LAUSD

ELEMENT 10 – SUSPENSION AND EXPULSION PROCEDURES

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

1. SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders. As detailed in Element 1, TEACH ES is committed to educating the "whole child," including a comprehensive character education program, the Essence of Commitment and Overcoming Obstacles. The principles of this program form the foundation for expected behaviors and conduct for all members of the school community and are the basis of our school culture. TEACH ES will adhere to a positive behavior philosophy consistent with the District's discipline policy, with modeling and reinforcement of positive behavior and lifestyle choices

In order to maintain a positive learning environment, TEACH ES will implement a comprehensive set of student discipline policies. The TEACH ES student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. TEACH ES will focus on a positive school climate consistent with the District's School Climate Bill of Rights resolution. These policies are distributed in the Charter School's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, and more. Each family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary; teachers and staff will receive comprehensive training on our policies and procedures to ensure consistent and fair implementation. The process follows general principles of due process. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

- Warning
- Loss of Privileges
- Notices to parents by telephone or letter
- Referral to the administrator
- Request for parent conference
- In-school suspension
- Suspension
- Expulsion

In creating the TEACH ES discipline 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; modifications will be discussed with LAUSD's CSD staff to determine whether a material revision to this charter petition may be required.

A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance and/or disruption, related to school activity or school attendance that occurs at any time including, but not limited to:

- While on school grounds.
- While going to or coming from school.
- While using school-owned computers and servers.
- During the lunch period whether on or off the campus.
- During, or while going to or coming from, a school-sponsored activity.

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.

For students who are truant, tardy, or otherwise absent from assigned school activities, alternatives to suspension or expulsion are implemented.

2. IN-SCHOOL SUSPENSION

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office or other location designated by the Principal. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

3. GROUNDS FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION

Criteria of discipline is determined using Attachment 3 of the LAUSD School Climate Bill of Rights.

A single suspension may not be issued for more than 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from school shall not exceed 20 days. Students with an IEP shall not be suspended for more than 10 school days in any school year.

3. ENUMERATED OFFENSES

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, 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 which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Committed or attempted to commit a sexual assault as defined in Penal Code Sections 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code Section 243.4.
- n) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- o) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.

- p) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school sanctioned events.
- q) Made terroristic threats against school officials and/or school property which includes but is not limited to, electronic files and databases. 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 which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the complaining witness to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students or school personnel or volunteers to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights or the rights of either school personnel or volunteers and/or by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student’s or those students’ person or property.

- ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
- 2) "Electronic Act" means the creation and transmission originated on or off the school site, 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.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the complaining witness suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife.

Students must be suspended and recommended for expulsion for any of the following acts when it is determined the pupil

Non-Discretionary Suspension/Expulsion Offenses: It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school. In accordance with California Education Code § 48915, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion.

- possession of a firearm
- brandishing a knife
- possession of a controlled substance

- sexual assault or battery, and
- possessions of an explosive
- suspected child abuse must be reported immediately by first calling the local law enforcement agency that has the jurisdiction.

Discretionary Suspension/Expulsion Offenses: Students *may* be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- Caused, attempted to cause, or threatened to cause physical injury to another person.
- Willfully used force or violence upon the person of another, except self-defense.
- Unlawfully selling, 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.
- 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.
- Committed or attempted to commit robbery or extortion.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- 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.
- Committed an obscene act or engaged in habitual profanity or vulgarity.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- Knowingly received stolen school property or private property.
- 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.
- 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.
- 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.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or pre-initiation 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.
- Made terroristic threats against school officials and/or school property. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person

who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.

- r) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the complaining witness to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
 - 1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
 - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with exceptional needs) or students in fear of harm to that student's or those students' person or property.
 - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
 - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
 - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
 - 2) "Electronic Act" means the creation and transmission originated on or off the school site, 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.
- v) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the complaining witness suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1).
- w) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Principal or designee’s concurrence.

4. OUT-OF-SCHOOL SUSPENSION

A student may receive an out-of-school suspension if it is determined that the student’s presence would be a danger to others at school and their removal from school is necessary.

4. SUSPENSION PROCEDURES

Suspensions (whether in-school or out-of-school) shall be initiated according to the following procedures:

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal with the student and his or her parent and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal.

The conference may be omitted if the Principal 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 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, 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 school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of suspension, the Principal or Assistant Principal 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 by the Principal or Assistant Principal 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 the Principal or Assistant Principal wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay.

Length of Suspension

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments and assessments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support.

5. EXPULSION PROCEDURES

Recommendations for Expulsion

Students will be recommended for expulsion if the Superintendent finds that one of the reasons for expulsion has occurred and at least one of the following findings is substantiated:

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

Expulsion Hearing

Students recommended for expulsion will be entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the recommended expulsion, after the Superintendent determines that an act subject to expulsion has occurred.

The Superintendent will prepare a written notice of the hearing, which will be emailed and mailed, within 48 hours of the request for the hearing, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

- The date and place of the hearing and the opportunity to have a translator and/or reasonable accommodations as required
- A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based
- A copy of the disciplinary rules that relate to the alleged violation
- The opportunity for the student or the student's parents to appear in person at the hearing
- The availability of reasonable accommodations and/or language support
- The opportunity for the student to be represented by counsel or other non-attorney advocate

The hearing will be presided over by an Administrative Panel appointed by Board, consisting of at least three members who are certificated and neither a teacher of the pupil or a Board member of the School's governing board. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events will be prepared by the Superintendent to summarize the evidence adduced at the hearing.

The decision of the Administrative Panel shall be in the form of written findings of fact and a determination regarding the expulsion. If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

Special procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

The Charter School may, upon finding a 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 which shall be examined only by the Administrative Panel 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 complaining witness 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 member of the Administrative Panel 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 person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the 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 not alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing 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 Administrative Panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstances 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.

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.

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 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 and sworn declarations may be admitted as testimony from witnesses of whom the Administrative Panel, or Governing Board on appeal, 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 accused 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.

If the Administrative Panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program at the Charter School.

Written Notice to Expel

Following a decision of the Administrative Panel to expel, within three (3) school days after the hearing the Superintendent shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

1. Notice of the specific offense(s) committed by the student
2. 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.
3. Notice of any appeal options
4. Information about alternative placement options
5. The reinstatement eligibility review date
6. The type of educational placement during the period of expulsion
7. Notice of appeal rights/procedures.

The Superintendent shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to LAUSD as required by any operative DRL.

Suspension/Expulsion Appeal

A suspension appeal may be made to the Superintendent within ten days of the notice of suspension. The Superintendent shall review the written appeal and make a final determination of whether the student committed the offense(s) serving as the basis of the suspension and then submit his/her written determination to the student's parents/guardians within three (3) school days of considering the appeal. Following due consideration of the facts and safety of students, a decision by the Superintendent regarding student suspension will be considered final.

An expulsion may be appealed within ten working days " /to the Board of Directors and must be submitted in writing to the Superintendent. The student will be considered suspended until a meeting is convened to consider the appeal (within 30 working days of the Notice to Expel). The Board of Directors shall convene an appeal hearing within fifteen (15) school days of the receipt of the written appeal. The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing, to be held in open session, three (3) school days prior to the date of the scheduled hearing.

The pupil and parent(s)/guardian(s) of the pupil may attend the appeal hearing and present evidence and documents in support of pupil's appeal. Pupil and parent/guardian shall be provided reasonable accommodations and language supports, as necessary. The Board of Directors shall consider the testimony and evidence presented at the hearing.

The Board of Directors will consider information presented by the pupil/parents on appeal. The decision of the Board of Directors shall be final. Parent(s)/guardian(s) will be notified of the Board of Directors' decision, in writing, within three (3) school days of the date the appeal hearing was held. In the event that the Board of Directors reverses the expulsion, the pupil shall be immediately reinstated.

For a student who is not reinstated upon appeal, the family will be sent written notification by the Superintendent, within 24 hours of such decision, including specific reasons why reinstatement was denied, and will be given a new eligibility review date.

The decision of the TEACH ES Board of Directors will be impartial and final. TEACH ES will create and maintain records of the expulsion proceedings and make audio records and written findings available to students/parents and provide post-expulsion support to expelled students and their families to facilitate continued access to education.

Reinstatement and Readmission

Pupils who are expelled from TEACH ES shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan includes improved behavior, attendance and academic performance and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to TEACH ES for readmission.

The readmission process will include a meeting with the Principal to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to

campus safety. The Principal shall make a recommendation to the Governing Board for readmission unless there is a finding that the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to campus safety. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. TEACH ES is responsible for reinstating the student upon the conclusion of the expulsion period.

Rehabilitation Plans

Criteria for the rehabilitation plan will include the following: enrollment in another school; upholding school rules and behavioral expectations; acceptable attendance; completion of school work; and community service hours. TEACH ES shall mail written notification to parent within 30 days prior to the end of the expulsion term. This notification will request parent to submit written documentation to the school showing that the student has met the conditions of the rehabilitation plan. TEACH ES's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, TEACH ES shall remove record of the student's expulsion from their student records. If the student does not meet the requirements of their rehabilitation plan as determined by the Board, the Board will revisit at a later date not to exceed one (1) year.

Expelled Pupils/Alternative Education

The school will help provide the parent necessary information and a list of placement options. The Charter School shall work with LAUSD, the County or the student's school district of residence for a post-expulsion placement of a student at a county community school or other alternative program.

ELEMENT 11 – EMPLOYEE RETIREMENT SYSTEMS

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

TEACH ES will make participation in State Teachers’ Retirement System (STRS) available to teachers and a 403b available to classified persons working at the school. TEACH ES will make any contribution that is legally required of the employer, including social security, and unemployment insurance. All withholdings from employees and the Charter School will be forwarded to the STRS fund as required. Charter School will continue participation in STRS for the duration of Charter School’s existence under the same CDS code.

Staff Retirement Allocations

1. STRS: All certificated personnel including teachers, Principal, and guidance counselor
2. Classified staff will be offered a 403b
3. Federal Social Security: Classified staff, including the Superintendent, Administrative Assistants, Front Desk/Registrar

Responsible Staff Member

The Superintendent is responsible for ensuring that appropriate arrangements for the aforementioned coverage will be made with approval of the Board.

STRS Reporting

TEACH ES will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS. The Superintendent shall be solely responsible for ensuring that such retirement coverage is arranged and shall forward any required payroll deductions and related data to LACOE as required by Education Code Section 47611.3.

ELEMENT 12 – PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

TEACH ES will communicate to all prospective and current parents and students that TEACH ES is a school of choice, and parents may choose to send their children to a different school in the area. All parents and students will be informed on the Lottery Application Form of their public school attendance alternatives.

ELEMENT 13 – RIGHTS OF DISTRICT EMPLOYEES

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

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

ELEMENT 14 – MANDATORY DISPUTE RESOLUTION

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Mr. Raul Carranza, Superintendent
TEACH Public Schools
10000 S. Western
Los Angeles, CA 90047

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

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

Mr. Raul Carranza, Superintendent
TEACH Public Schools
10000 S. Western
Los Angeles, CA 90047

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall

commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by 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.

ELEMENT 15 – CHARTER SCHOOL CLOSURE PROCEDURES

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records,

immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.

5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or

liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

In the event that the school closes, the Superintendent and the Chief Operating Officer will serve as the school's closure agents

ADDITIONAL PROVISIONS

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other

District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

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

Non-District-Owned Facilities

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

Facility Compliance: Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction,

reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.

4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

Addendum

Assurances, Affirmations, and Declarations

TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School (also referred to herein as “[TEACH ES]” and “Charter School”) shall:

- Be nonsectarian in its programs, admission policies, employment practices, and all other operations. (California Education Code (hereinafter “Ed. Code”) § 47605(d)(1).)
- Not charge tuition. (Ed. Code § 47605(d)(1).)
- Not discriminate against any pupil on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code. (Ed. Code § 47605(d)(1); Ed. Code § 220.)
- Except as provided in Education Code section 47605(d)(2), admission to a charter school shall not be determined according to the place of residence of the pupil, or of his or her parent or legal guardian, within this state, except that an existing public school converting partially or entirely to a charter school under this part shall adopt and maintain a policy giving admission preference to pupils who reside within the former attendance area of that school. (Ed. Code § 47605(d)(1).)
- Admit all pupils who wish to attend Charter School. (Ed. Code § 47605(d)(2)(A).)
- Except for existing pupils of Charter School, determine attendance by a public random drawing if the number of pupils who wish to attend Charter School exceeds Charter School’s capacity. Preference shall be extended to pupils currently attending Charter School and pupils who reside in the Los Angeles Unified School District (also referred to herein as “LAUSD” and “District”). (Ed. Code § 47605(d)(2)(B).)
- If a pupil is expelled or leaves Charter School without graduating or completing the school year for any reason, Charter School shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. (Ed. Code § 47605(d)(3).)
- Meet all statewide standards and conduct the pupil assessments required pursuant to Education Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools. (Ed. Code § 47605(c)(1).)

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1 – The Educational Program

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

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

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

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

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

ACADEMIC CALENDAR AND SCHEDULES

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

MATHEMATICS PLACEMENT

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

TRANSITIONAL KINDERGARTEN

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

HIGH SCHOOL EXIT EXAMINATION

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

WASC ACCREDITATION

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

ENGLISH LEARNERS

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

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan

approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

Element 2 – Measurable Pupil Outcomes 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 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

STANDARDIZED TESTING

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

Element 4 – Governance

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

GENERAL PROVISIONS

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

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

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

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

LEGAL AND POLICY COMPLIANCE

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.⁵²

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.

⁵²The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

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

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

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

RESPONDING TO INQUIRIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

STUDENT RECORDS

Upon receipt of a student records request from a receiving school/school district, Charter School shall transfer a copy of the student's complete cumulative record within ten (10) school days in accordance with Education Code section 49068. Charter School shall comply with the requirements of California Code

of Regulations, title 5, section 3024, regarding the transfer of student special education records. In the event Charter School closes, Charter School shall comply with the student records transfer provisions in Element 15. Charter School shall comply with the requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

PARENT ENGAGEMENT

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

FEDERAL PROGRAM COMPLIANCE

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

Element 5 – Employee Qualifications

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

EQUAL EMPLOYMENT OPPORTUNITY

Charter School acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against applicants or employees on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic

information, military and veteran status, or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including but not limited to recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

ESEA/ESSA AND CREDENTIALING REQUIREMENTS

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

Element 6 – Health and Safety Procedures

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

HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not

limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on 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 Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

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

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

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

CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING

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

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

IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

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

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

SAFE PLACE TO LEARN ACT

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

SUICIDE PREVENTION POLICY

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

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

Element 8 – Admission Requirements

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

DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES

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

HOMELESS AND FOSTER YOUTH

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

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

NON-DISCRIMINATION

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation

in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.

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

Element 9 – Annual Financial Audits

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

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

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

- a. Provisional Budget – Spring prior to operating fiscal year
 - b. Final Budget – July of the budget fiscal year
 - c. First Interim Projections – November of operating fiscal year
 - d. Second Interim Projections – February of operating fiscal year
 - e. Unaudited Actuals – July following the end of the fiscal year
 - f. Audited Actuals – December 15 following the end of the fiscal year
 - g. Classification Report – monthly according to Charter School’s Calendar
 - h. Statistical Report – monthly according to Charter School’s Calendar of Reports
- In addition:
- P1, first week of January
 - P2, first week of April
- i. Instructional Calendar – annually five weeks prior to first day of instruction
 - j. Other reports as requested by the District

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

and decisions and their due process rights regarding suspension and expulsion, including rights of appeal.

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

Pupils who are expelled from Charter School shall be given a rehabilitation plan upon expulsion as developed by Charter School’s governing board at the time of the expulsion order, which may include, but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration

when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may apply to Charter School for readmission. Charter School shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

Element 11 – Employee Retirement Systems

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” (Ed. Code § 47605(b)(5)(K).)

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members

by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a "government plan" governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

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

Element 12 – Public School Attendance Alternatives

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

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

Element 13 – Rights of District Employees

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

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

Element 14 – Mandatory Dispute Resolution

“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)

GENERAL PROVISIONS

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

PROPOSITION 39 DISPUTES

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Director/Principal

[Charter School Name]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

NON-PROPOSITION 39 DISPUTES

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

Director/Principal

[Charter School]

[Charter School Address]

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by 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.

Element 15 – Charter School Closure Procedures

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

REVOCATION OF THE CHARTER

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

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

CLOSURE ACTION

The decision to close Charter School, by the governing board of Charter School 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 and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

CLOSURE PROCEDURES

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

Designation of Responsible Person(s) and Funding of Closure

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

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.

4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

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

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

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

Records Retention and Transfer

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

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit

date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

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

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

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School’s annual audit if it meets all of the requirements of the annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

Disposition of Liabilities and Assets

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

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

2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

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

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

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

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Additional Provisions

FACILITIES

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

District-Owned Facilities

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

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.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1st or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30th of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

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

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
 - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.

- (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
 - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
 - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
 - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property

insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

Non-District-Owned Facilities

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

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

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

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be

\$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

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

Evidence of Insurance

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

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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