

City Language Immersion Charter

City Language Immersion Charter Renewal Petition

For a Five Year Term
(July 1, 2018 to June 30, 2023)

Submitted to:
Los Angeles Unified School District
Board of Education
September 14, 2017



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Assurances, Affirmations, and Declarations

City Language Immersion Charter (also referred to herein as “CLIC” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

Element 1: The Educational Program

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

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

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

General Information

• The contact person for Charter School is:	Raul Alarcon
• The contact address for Charter School is:	4001 Venice Blvd., LA CA 90019
• The contact phone number for Charter School is:	(323) 294-4937
• The proposed address or ZIP Code of the target community to be served by Charter School is:	90019
• 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:	420
• The grade level(s) of the students in the first year will be:	TK-5
• Charter School’s scheduled first day of instruction in 2018-2019 is:	August 20, 2018
• The enrollment capacity is:	432
• 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:	8:00 AM-3:05 PM
• The term of this Charter shall be from:	July 1, 2018 to June 30, 2023

Community Need for Charter School

Our educational program is unique, offering an approach that is not available anywhere in the city of Los Angeles, and certainly not in the schools immediately surrounding our location. Our unique approach emphasizes a truly diverse student population (mixed ethnicity and mixed socioeconomic status), a project-based constructivist curriculum that moves students toward standards mastery and applied skills, and strong parent involvement and community partnerships. CLIC's individual attention in a small school setting (we will top out with an enrollment of 432, with class sizes of 24 or fewer), with a focus on bi-literacy and bilingualism, experiential education, and strong social-emotional support in a safe community, produces students that are empathetic global leaders and critical thinkers.

Notably, CLIC provides an option for families seeking a dual-immersion program and a diverse student population in a community where high-quality educational options are in demand, and the existing schools are failing to meet the needs of every child.

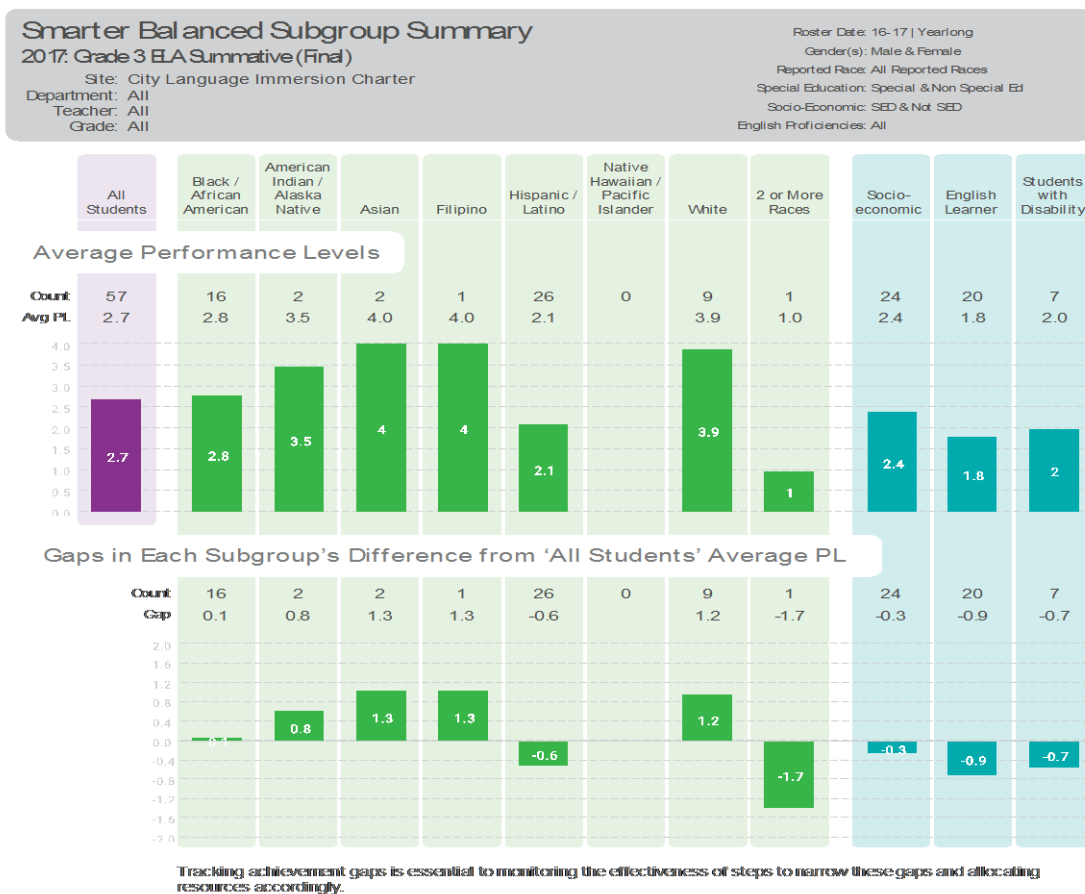
Academic Achievement

CLIC student performance is exceeding outcomes at traditional public elementary schools in our community (90019 and surrounding zip codes) and our performance is in the top-third of comparable schools state-wide. (See data charts below). This data should also be viewed in light of the fact that third grade students at CLIC have been receiving instruction predominantly in Spanish since TK, and are outperforming local schools in most subgroups despite limited exposure to English language instruction. Our main area of concern is the Latino subgroup, and in particular, low-income Latino students. We identified this gap even with incoming TK and K students in our first year of operation, and have been providing targeted intervention through one-to-one and small group aids to those students since then. Our internal data indicates that our efforts are helping: In a meta-analysis of internal assessments for the 14 grade 3-5 students who received targeted intervention, 9 of 14 (64%) students were not meeting proficient in the Fall, and 8 (57%) of those were at a level 1 (emerging). By the Spring administration only 3 (21%) students were below proficient, and 11 students (89%) were proficient or advanced, with only 1 (<1%) remaining at a level 1.

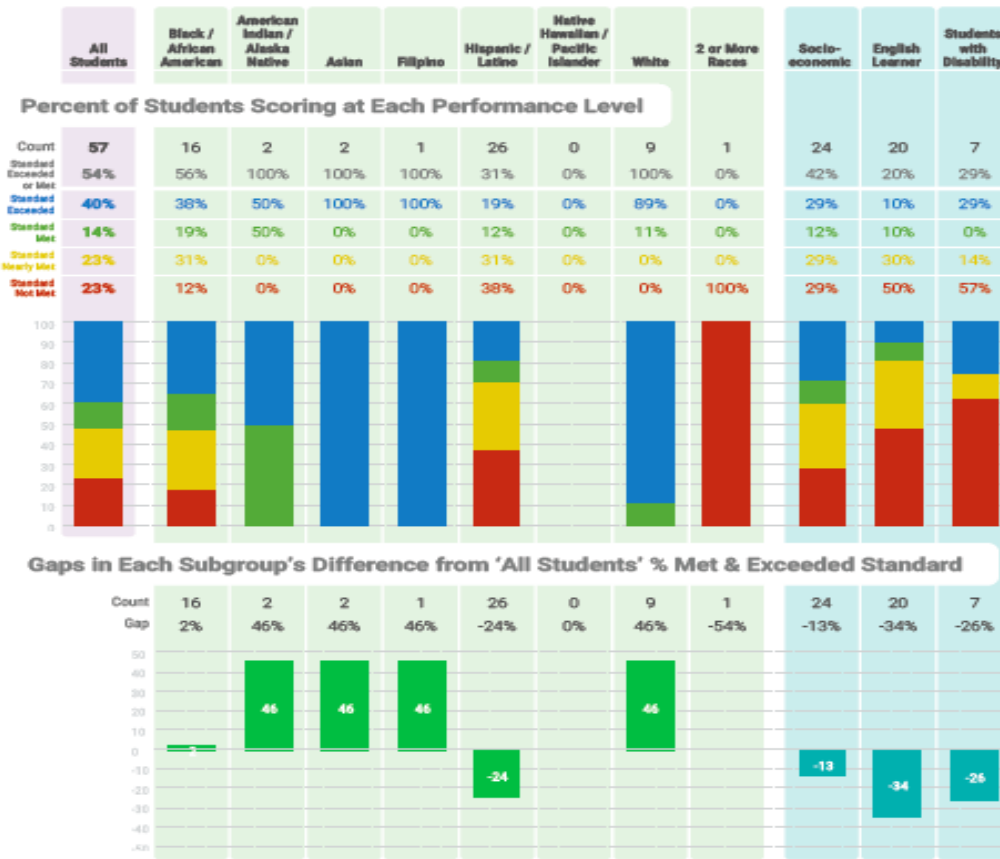
However, we also expect language learners to make slower progress on English-only assessments because of the dual immersion model. This is expected based on research ([Umanski and Reardon, 2015](#)) on dual-immersion programs. A typical pattern would be

slower progress toward English proficiency in grades TK-3, with accelerated progress in grades 4 and 5. This pattern is born out by our RFEP data (also below).

Furthermore, because we are still growing, our 4th and 5th grade cohorts are very small (20 and 19 students, respectively), and we do not have significant grade-level or subgroup data for those grades. We expect that as we test larger cohorts in those grade levels that we will see a significant jump in the performance of all students. Indeed, among our 2016-17 3rd grade cohort of 57 students, 54% were proficient in Math and 54% were proficient in ELA (compared to 4th and 5th grade proficiency averages of 13% and 33% respectively). The majority of the 3rd grade cohort has been continuously enrolled with us, whereas the 4th and 5th grade cohorts began in 1st and 2nd grade (respectively), and have seen higher percent turnover rates given how small they are to begin with. This indicates that student who have been continuously enrolled with are performing well (and significantly beyond local schools) in English language assessments even as early as 3rd grade.



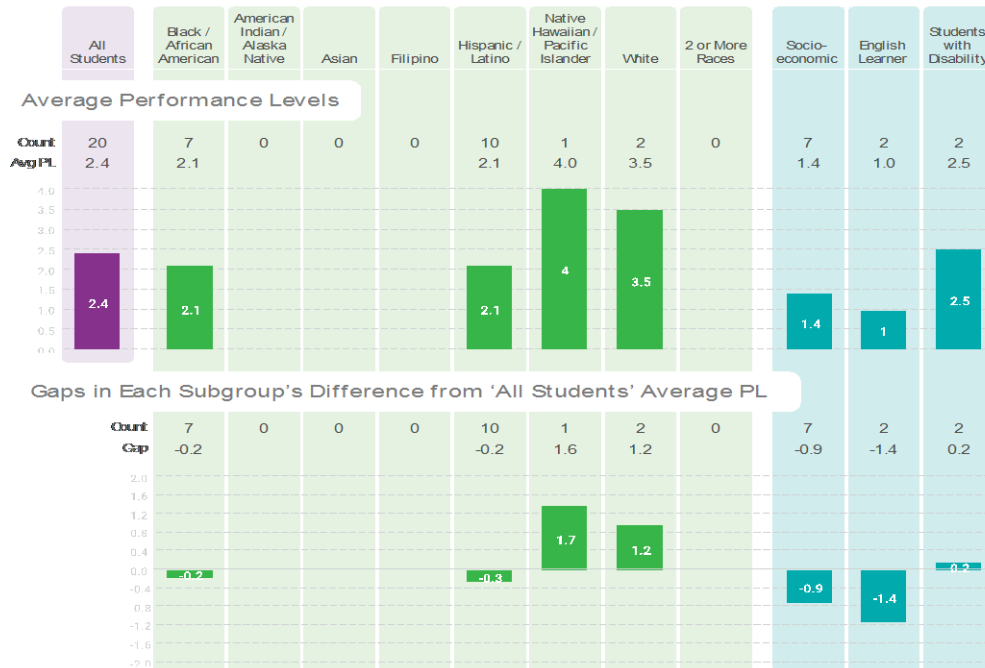
Smarter Balanced Subgroup Summary 2017: Grade 3 ELA Summative (Final)



Smarter Balanced Subgroup Summary 2017: Grade 4 ELA Summative (Final)

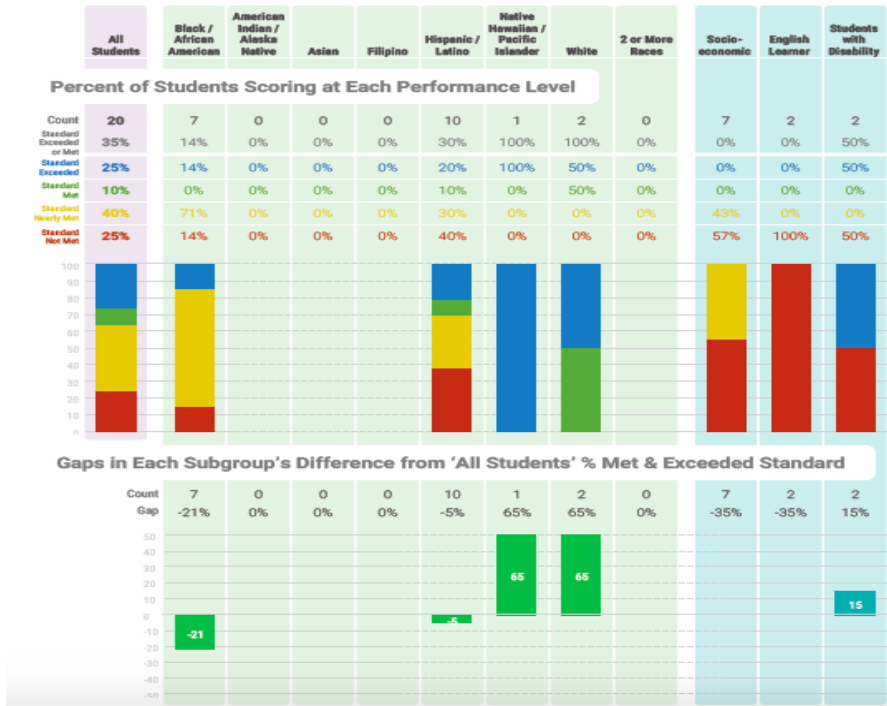
Site: City Language Immersion Charter
Department: All
Teacher: All
Grade: All

Poster Date: 16-17 | Yearlong
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary 2017: Grade 4 ELA Summative (Final)



Smarter Balanced Subgroup Summary 2017: Grade 5 ELA Summative (Final)

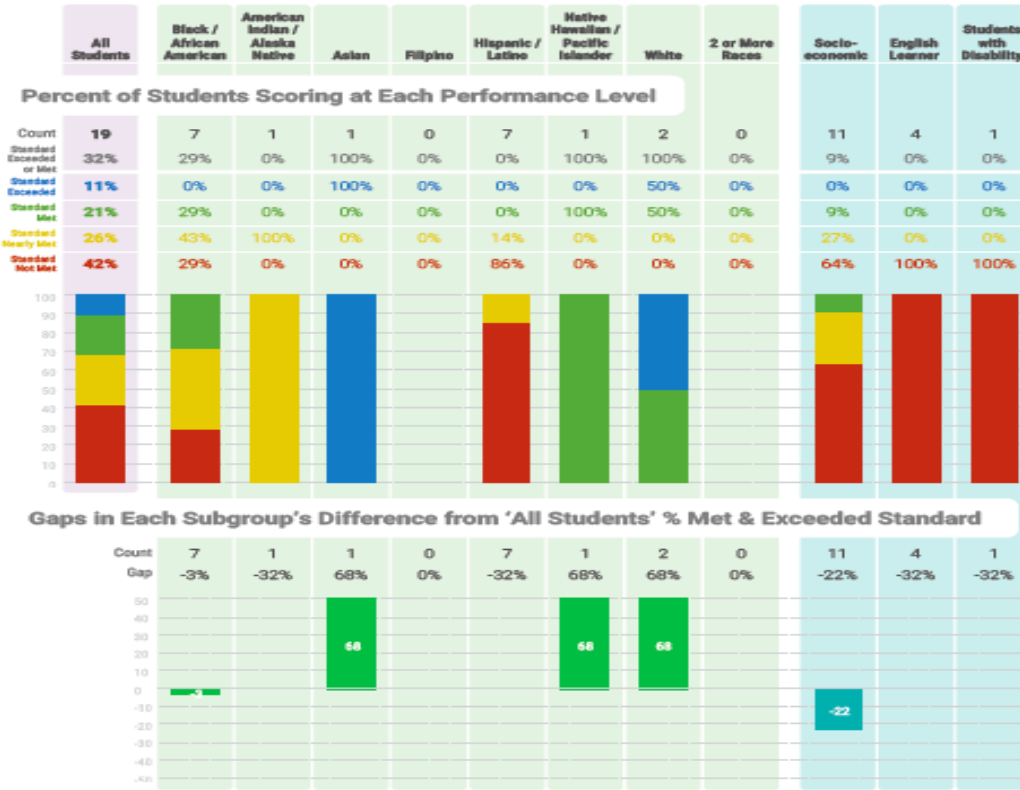
Site: City Language Immersion Charter
Department: All
Teacher: All
Grade: All

Poster Date: 16-17 | Yearlong
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non-Sped # Ed
Socio-Economic: SED & Not SED
English Proficiencies: All



Tracking achievement gaps is essential to monitoring the effectiveness of steps to narrow these gaps and allocating resources accordingly.

Smarter Balanced Subgroup Summary 2017: Grade 5 ELA Summative (Final)



The following data on CLIC's performance in statewide, local and similar subgroup comparisons uses the color ratings recently adopted by the California Department of Education, which reflect both status and growth. All comparative data is for 2016 because as of submittal, the State has not released 2017 data. 2017 data can be added soon after the statewide CAASPP file is released.

CLIC School-wide and Subgroup Performance Snapshot

NOTE: Inclusion of the Dashboard rubric does not inform statutory criteria for renewal, but is included to provide a richer and more current picture of achievement for students at CLIC.

As shown below using the new CDE dashboard rubric:

- ELA:
 - School-wide performance was Green: Medium with

ELA	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	None (None)	None (None)	None (None)	None (None)	None (None)
High 10 points above to less than 40 points above	None (None)	None (None)	None (None)	None (None)	None (None)
Medium 5 points below to less than 10 points above	None (None)	None (None)	None (None)	None (None)	CLIC - all
Low More than 5 points below to 10 points below	None (None)	Latino	None (None)	None (None)	African-American & Low-income
Very Low More than 10 points below	None (None)	None (None)	None (None)	None (None)	None (None)

Math	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or increased by less than 5 points	Increased by 5 to less than 10 points	Increased Significantly by 10 points or more
Very High 35 or more points above	None (None)	None (None)	None (None)	None (None)	None (None)
High 5 points below to less than 30 points above	None (None)	None (None)	None (None)	None (None)	None (None)
Medium More than 5 points below to 10 points below	None (None)	None (None)	CLIC - all	None (None)	None (None)
Low More than 10 points below to 30 points below	Latino	African-American	Low-income	None (None)	None (None)
Very Low More than 35 points below	None (None)	None (None)	None (None)	None (None)	None (None)

- significant improvement from the prior year.
- Latino student performance was Orange: low and declined
- African-American and Low Income students were yellow: Low but improved significantly.
- Math:
 - School-wide performance was Yellow: Medium performance maintained from the prior year.
 - Latino, African-American, and Low income subgroups were Red, Orange, and Yellow respectively, all performing low and not progressing from the prior year.

We continue to make significant investments in math instruction professional development in order to raise the achievement of all subgroups. Students have been receiving the majority of their math instruction in Spanish grades K-3, and we are also exploring how we can help students develop more mathematical academic vocabulary in the early years of the dual-immersion model in order to improve outcomes. We expect that as our 4th and 5th grade cohorts grow, we will see better outcomes in Math from students as they receive more math instruction in English. Although we still have significant room for growth, in statewide, local, and similar school comparisons, CLIC students are actually meeting and exceeding the performance of other schools in most cases.

Local Resident School comparison

CLIC used the following resident schools based on a 1.5-mile radius around our new school site. We also included our former co-location sites: Hillcrest and Coliseum Elementary Schools.

*Resident Schools Demographics as of Spring 2017**

School	%FRPL	%ELL	% At/above Proficient	%SPED	%Af-Am	%Asian	%Latino	%White	%Other
Hillcrest Dr.	88	36	17	10	43	0	56	0	0
Alta Loma ES	91	44	15	9	15	1	82	1	1
Virginia Rd. ES	93	25	23	20	37	0	62	0	0
Queen Anne Pl. ES	89	41	35	8	7	5	87	0	0
Sixth Ave. ES	87	38	12	11	22	1	76	1	0
Arlington Hts. ES	93	51	18	13	16	2	80	1	0
CLIC	48	24	35	8	30	2	44	21	2

*Source: CDE DataQuest

Local School Subgroup Comparisons

ELA	% At/above Proficient	FRPL % Proficient	ELL Percent Proficient	AF-AM % Proficient	Latino % Proficient	White % Proficient
Hillcrest Dr.	16%	16%	4%	15%	15%	*
Alta Loma ES	15%	14%	2%	11%	15%	*
Virginia Rd. ES	25%	25%	0%	20%	28%	*
Queen Anne Pl. ES	51%	48%	8%	50%	49%	*
Sixth Ave. ES	12%	11%	0%	6%	13%	*
Arlington Hts. ES	21%	22%	7%	0%	23%	*
CLIC	46%	26%	15%	40%	26%	100%

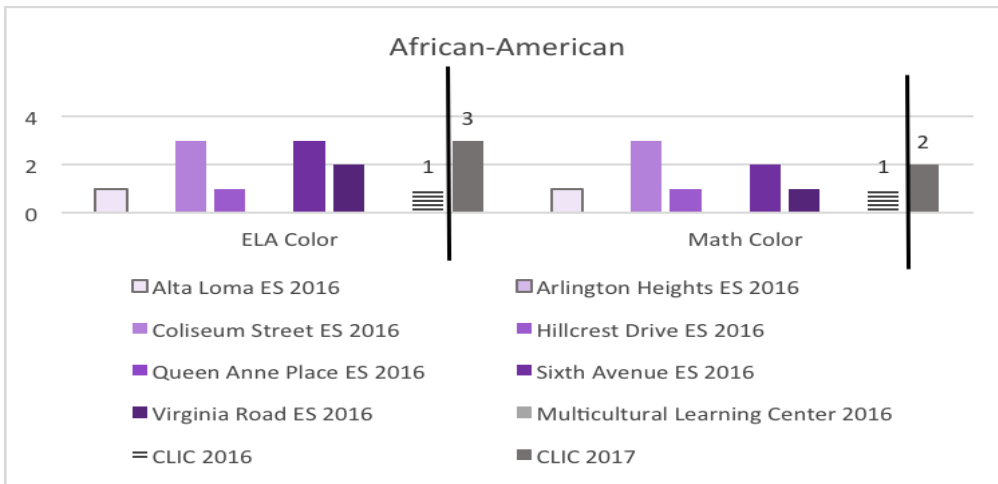
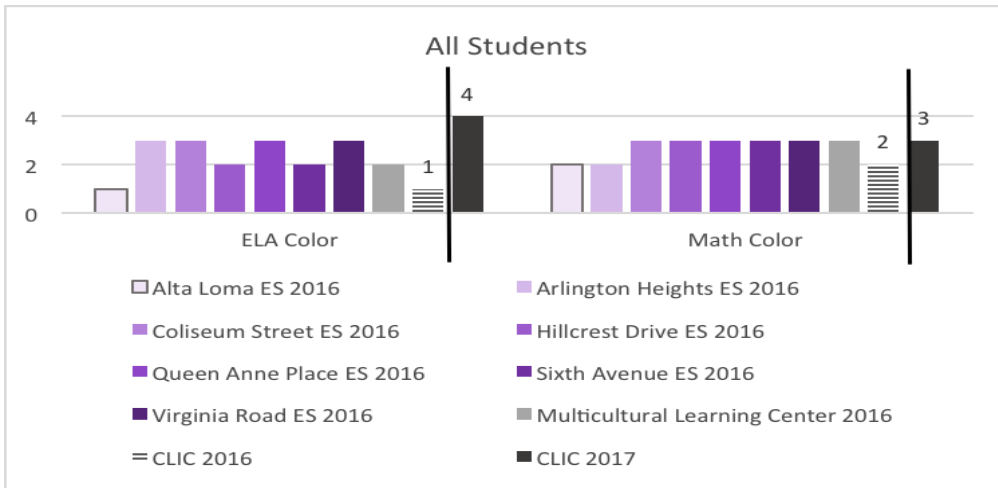
MATH	% At/above Proficient	FRPL % Proficient	ELL Percent Proficient	AF-AM % Proficient	Latino % Proficient	White % Proficient
Hillcrest Dr.	13%	14%	4%	9%	9%	*
Alta Loma ES	17%	17%	4%	7%	18%	*
Virginia Rd. ES	25%	20%	0%	9%	27%	*
Queen Anne Pl. ES	44%	43%	4%	56%	41%	*
Sixth Ave. ES	11%	11%	1%	5%	12%	*
Arlington Hts. ES	15%	15%	6%	0%	16%	*
CLIC	41%	24%	15%	33%	21%	92%

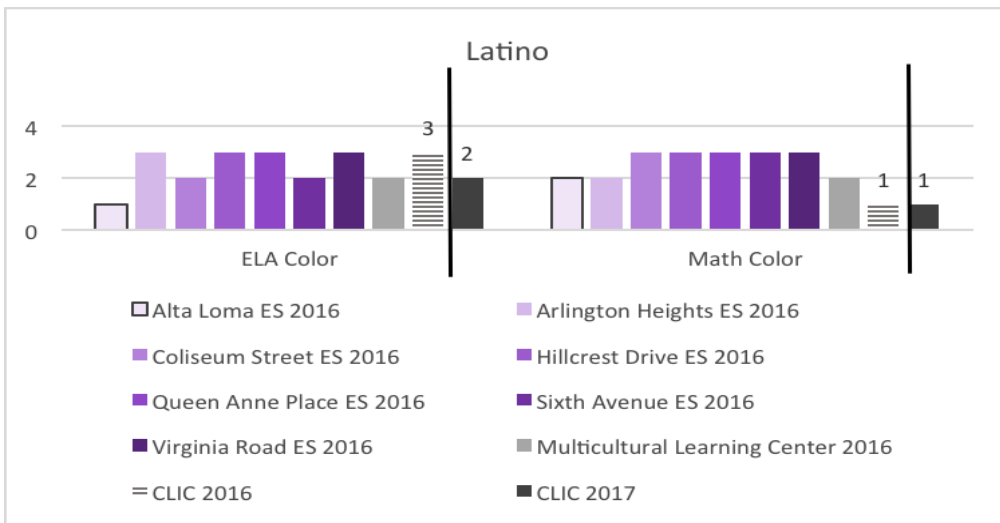
Source: <https://caaspp.cde.ca.gov/sb2017/>

Because the resident schools are so demographically and programmatically different from CLIC, we also included another diverse dual-immersion charter school – Multicultural Learning Center – in the comparison. MLC has similar percentages of EL, FRPL, and students with disabilities. CLIC’s 2017 performance with all students is higher than all other schools in ELA (Green) and equal to the highest-performing of all other schools in Math (Yellow). CLIC’s 2017 subgroup performance is equal or close to the highest-performing of all other schools, except for the Latino score in Math. The following data reflects the color ratings recently adopted by the California Department of Education, which reflect both status and growth. The graphs below use the following scale: 0 = Not Available, 1 = Red, 2 = Orange, 3 = Yellow, 4 = Green, and 5 = Blue. Note: CLIC 2017 results are based on final scores for all tested students reported in the CDE Test Operations Management System (TOMS). The state will **not** report a color for any

CLIC subgroups in 2017 because they all had fewer than 30 students in 2016-17. Inclusion of the Dashboard-based comparisons below does not inform statutory criteria for renewal, but is included to provide a richer and more current picture of achievement for students at CLIC.

In 2017, three CLIC subgroups had over 30 tested students: African-American, Latino, and Socioeconomic Disadvantaged. However, the state will not report colors for these because they all had fewer than 30 students in 2016. We have reported the 2016 data here but it should be noted that these data reflect insignificant subgroup sizes. Based on our internal analysis of these subgroups all, with the exception of Latino students have made significant progress from 2016 to 2017, and are now outperforming most resident schools based on 2016 data, which is all that we had available for the analysis upon submittal.





LAUSD-wide Demographically Similar School comparison

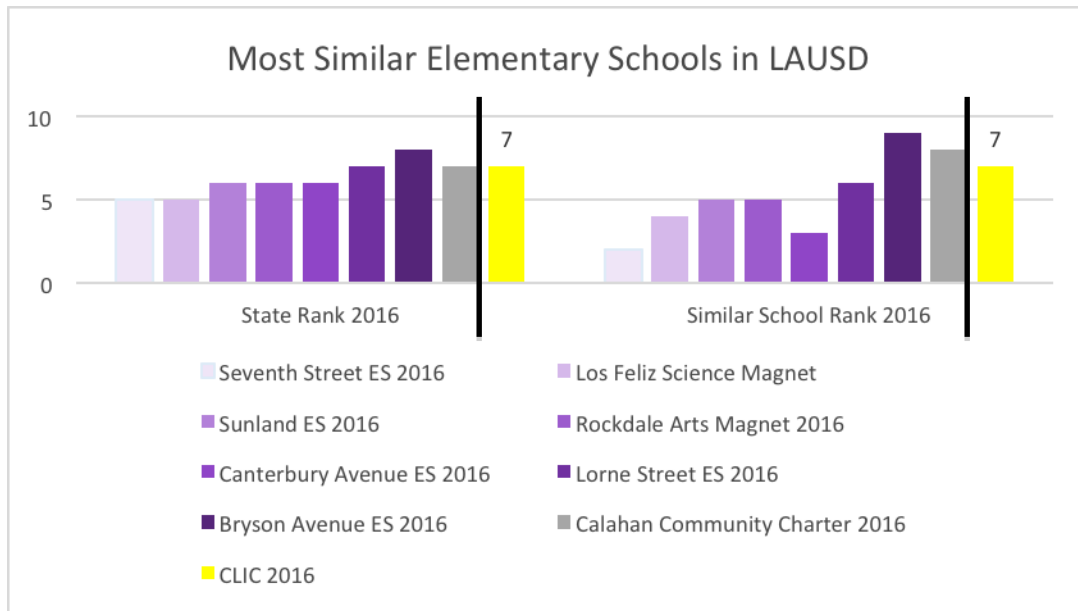
As discussed above, there are significant demographic and programmatic differences between CLIC, whose mission is to serve an intentionally diverse population, and local resident schools which tend to be more economically isolated. As a result, we also conducted an analysis of demographically similar schools across LAUSD to better understand how our performance compares to a more similar population. Again, despite being a dual-immersion school in which students are predominantly learning in Spanish through 3rd grade, CLIC performs near the highest-performing non-dual-immersion demographically similar schools in LAUSD in the analysis provided below.

To determine these demographically similar schools we used a regression methodology similar to the state’s former School Comparison Index to calculate a Predicted Distance from Level 3 (DF3) score – the average of ELA and Math – based on each school’s demographics, for each school in the state. The outcome of the analysis is the Predicted DF3, and the independent variable is the demographics for each schools. Thus the scores in the table below are the scores you would have predicted based on each school’s demographics. There were seven traditional public schools and one charter school in LAUSD with Predicted DF3 scores within 3 points of CLIC’s (thus similar demographic profiles). Inclusion of this analysis does not inform statutory criteria for renewal, but is included to provide a richer and more current picture of achievement for students at CLIC.

Demographic Characteristics of Similar Schools: 2016 Test-Takers

School	Predicted DF3	% Students with Disabilities	% English Learners	% FRPM	% Af-Am	% Latino/Hispanic
Seventh Street Elementary	-21	13%	1%	47%	3%	60%
Los Feliz Science Magnet	-20	9%	29%	80%	0%	49%
Sunland Elementary	-21	25%	10%	68%	3%	42%
Rockdale Visual & Perf. Arts Magnet	-18	17%	8%	65%	4%	70%
Canterbury Avenue Elementary	-15	6%	22%	81%	0%	87%
Lorne Street Elementary	-18	10%	10%	68%	7%	62%
Bryson Avenue Elementary	-20	9%	10%	79%	2%	98%
Calahan Community Charter	-17	10%	13%	59%	12%	47%
City Language Immersion Charter	-18	9%	18%	48%	30%	44%

In 2016, based on our demographic profile, CLIC had a Predicted DF3 of 18 points below Met. Our actual DF3 was 16 points below predicted in 2016, and 6 points below predicted in 2017. Thus, CLIC outperformed our predicted performance by 2 scale score points in 2016, and by 12 points on our 2017 performance (subject to reanalysis once 2017 scores are publicly released). The graph below demonstrates that CLIC outperformed expectations to a greater degree than 7 of the 8 schools. CLIC is relatively similar to these schools in terms of percent Students with Disabilities and percent English Learners. The biggest difference is that CLIC has a lower percent Socioeconomic Disadvantaged than all but one of the schools, and a higher percent African-American than all of the schools.



Language Learners

We are seeing that ELL language development is progressing as one would expect in a 90/10 dual-immersion program (see explanation of program model below, under “Instructional Design”). In the early grades students are predominantly instructed in Spanish, and we would not expect to see significant growth in English proficiency for grades K-2. However, as they move into a more English-focused model, based on their solid mastery of their native language (Spanish), and ability to transfer that knowledge, we expect to see students make significant and consistent gains beginning in 3rd or 4th grade. As demonstrated in the CELDT Improvement Chart below, our ELL students are demonstrating the expected growth patterns in a dual-immersion environment.

Grade	% English Instruction (90/10 model)	% Improved 1 level or more
TK/K	10%	n/a
1	20%	0%
2	30%	15%
3	40%	47%
4	50%	100%
5	50%	100%

Similarly, although our current reclassification rate (9.8% as of December 2016) is lower compared to the district as a whole, per a study *titled* “Reclassification Patterns among Latino English Learner Students in Bilingual, Dual Immersion, and English Immersion Classrooms” one would expect our rates to be lower than in English only schools. The study specifies that “Latino EL students enrolled in...bilingual programs are reclassified at a slower pace in elementary school than those in the English immersion program, but nonetheless have higher overall reclassification, English proficiency, and academic proficiency rates by the end of high school.” (Umanski and Reardon, 2015)

Safe and Supportive Community for Parents and Students

Another programmatic area in which we have been successful is with parent engagement and building a safe and supportive community for students. We conduct an annual survey of students, parents, and teachers to generate feedback on their sense of belonging in the community, their perception of safety, and of the quality of the program and teachers.

Students are highly satisfied with classroom teachers:

- 96% gave favorable ratings of classroom culture and climate
- 97% gave favorable ratings of educational excellence

- 98% of students report that their teacher cares about them
- 99% indicated that the teacher helps them when they have questions

Parents gave similarly favorable ratings to the school, as follows:

- Climate of support for academic learning – 96% favorable
- Knowledge and fairness of discipline, rules, and norms – 94% favorable
- Safety – 90% favorable
- Sense of belonging – 98% favorable

We also consider attendance a strong indicator of school culture and climate.

These indicators confirm that we are providing a safe, supportive learning environment in which students can take risks and achieve their potential. Our rate of chronic absence is higher than we would like, and we continue to implement strategies to reduce it, including calls home after two days of absence and constant communication about the importance of attending school. We also analyze whether any subgroup is disproportionately chronically absent (chronic absence exceeds proportion of the population by more than 5%), and we have found no negative disproportionate outcomes in this area. We are not certain of the cause of absenteeism among the 26 students identified, and there is no discernible pattern that can be addressed through a simple single solution. Some students are frequently absent due to illness, some have special circumstances that interfere with their attendance, and there are innumerable other external factors that contribute. In order to address and reduce our rate of absenteeism, we have identified two categories of strategies: 1) provide an engaging and supportive learning environment in which students are excited to come to school; and 2) Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:

- Monthly analysis of attendance and behavior data by subgroup (in Illuminate)
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as needed)
- Administer, analyze, and respond to results of annual student and staff SEL surveys

Total percentage of students who are chronically absent (>=10%)		
Student Count	Chronically absent	Chronically absent student %
278	26	9%

Total percentage of students who are chronically absent (by subgroup %)			
Row Labels	Sum of CA %	Subgroup percent of population	Proportionality Analysis
Asian	3.85%	1.71%	-2.14%
Black/Af-Am	34.62%	31.40%	-3.22%
Hispanic	46.15%	42.35%	-3.80%
Multiple	3.85%	1.37%	-2.48%
White	11.54%	20.14%	8.60%
EL	27%	27.60%	0.68%
FRL	46%	46%	-0.15%

Summary of Successes

As described above, CLIC is demonstrating strong potential at a school-wide level and in comparison to similar schools. We don't have any useful basis for comparison with schools that are demographically similar AND offer a 90/10 dual-immersion model, and we believe we will have a clearer picture of our long-term impact on students in a few years as we assess and graduate larger cohorts of 5th graders. However, we believe we have established a strong foundation for success, as demonstrated by the following indicators:

- Typical rates of reclassification particularly with continuously enrolled students
- Significant improvement with our FRPL and African-American subgroups in ELA from 2016 to 2017 (see subgroup progress analysis, above)
- Outperformed expectations on the SBAC in 2016 and 2017 based on demographic profile (see analysis on page 12, above)
- Consistently strong parents and student ratings of satisfaction, engagement, and connection to the community
- Maintaining a diverse population and a strong community

- Developed and moved into a brand-new permanent facility in the targeted neighborhood named in our charter petition
- Implementation of core innovative practices from charter, including 90/10 bilingual model, constructivist instruction, parent engagement and leadership, strong collaborative classroom community, and an effective social-emotional learning program (we were recently awarded a \$25,000 grant to support our Mindfulness work and launch a Reflective Parenting program, and our strategies will be featured on the Education First website later this year).
- Strong fiscal management - per LAUSD (from 2016-17 Oversight Report): *“City Language Immersion Charter school’s fiscal condition is strong with positive net assets trending upward since 2013-2014, and positive net income. According to the 2015-2016 independent audit report, the school had positive net assets of \$1,023,144 and positive net income of \$136,919. The 2016-2017 First Interim report also projects positive net assets and positive net income”*

Response to Challenges

Despite the successes outlined above, we have identified some areas for growth and have already begun modifications to our program to address those areas:

- Low achievement with little to no growth in Math for all subgroups and in ELA for the Latino Subgroup
 - Professional development on Cognitively Guided Instruction (CGI) to support teachers in building mathematical conceptual understanding.
 - Professional development on setting instructional goals and articulating them to students
 - Team teaching with a Spanish only and English only teacher in 3rd-4th grade to support stronger math in English and build mathematical academic vocabulary
 - Twice weekly “Plus 1” academic support hour – teacher assistant pushes into the classroom for small group and one-to-one support to students in need of intervention
 - Student “passport” – a detailed data profile on all students and system for flagging chronically underperforming students. Passports will include recommended interventions and support for those students.

In addition to specific changes listed above, we anticipate improved results based on a larger cohort of students who have been with us continuously since TK. Furthermore, we had teacher turnover in the 4th grade class mid-year in 2016-17. This year that grade has three highly qualified and effective teachers in place, and we have provided a highly

qualified teacher for this year’s 5th grade class to catch students up from any losses sustained in 2016-17.

Student Population To Be Served

CLIC is non-sectarian in its programs, admission practices, employment practices and all other operations. CLIC shall not discriminate against any student on the basis of disability, gender, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

Our extensive and ongoing recruiting efforts target several neighborhoods surrounding our newly constructed school site at 4001 Venice Blvd, Los Angeles, CA 90019. The main targeted zip codes for our outreach include: 90019, 90016, 90018. Because we have been co-located for the last three years at LAUSD’s Coliseum Elementary and Hillcrest Elementary campuses in the 90008 zip code, we have also developed a significant enrolled population from that area, and will continue to conduct outreach there as well. The school will not have specific boundaries and will be open to all children in the State of California.

These neighborhoods represent a genuine diversity of families. There are neighborhoods that are comprised of nearly 75% Hispanic and 20% Asian, and others are 50% Hispanic and 36% African-American. The percentage of Whites in these neighborhoods range from 3% to 19%. Socioeconomic status also ranges widely with some of the poorest sections of Los Angeles alongside single family homes with a median price of over \$700,000.

5-Year Enrollment Plan

CLIC serves students in grades TK-5. In 2017-18 we are serving 383 students. Per the chart below, we are continuing to expand until we achieve our full enrollment capacity of 432 in 2018-19. CLIC’s projected enrollment is as follows:

Year	2018-19	2019-20	2020-21	2021-22	2022-23
Kindergarten	72	72	72	72	72
1st Grade	84	72	72	72	72
2nd Grade	72	84	72	72	72
3rd Grade	72	72	80	72	72
4th Grade	60	72	70	80	72
5th Grade	60	60	66	64	72
TOTAL	420	432	432	432	432

CLIC Demographics

CLIC demographics are represented in the charts below. NOTE: 2017-18 data on students eligible for Free and Reduced Priced Lunch (FRPL) is still being collected and verified, and data for 2016-17 is provided here.

Special Education (IEP and/or 504 Plan)

As of September 2017, our number of students who have a 504 or IEP are as follows:

SPED Classification	#	%
Autism (AUT)	3	0.86%
Emotional disturbance (ED)	0	0%
Intellectual Disability (ID)	0	0%
Other health impairment (OHI)	8	2.29%
Specific learning disability (SLD)	4	1.15%
Speech or language impairment (SLI)	10	2.86%
Hard of hearing (HH)	1	0.29%
Multiple disabilities (MD)	1	0.29%
Total	27	7.74%

In 2016-17 we had 8.59% SPED students, 25 of our 291 total enrolled. We have expanded our population by 92 students in 2017-18, and most of the new students are TK and Kindergarten. Because they are new to school, most of those students have not been evaluated for SPED needs. We anticipate that as the year progresses, some of our TK/K students will emerge as having special needs, and the percentage will grow.

CLIC Screening Guidelines:

There are several ways to identify students.

We systematically use internal diagnostics TK-5 to assess student needs. These include:

Screening - Fountas and Pinnell

Diagnostic - Observation survey, Running Records, QRI-6

Progress monitoring - CBM, work samples, running records, fluency

Additionally, for upper grades, SBAC is an indicator. If scores are below proficient (1 or 2) a record review is conducted. Based on report card findings, additional information and data may be collected to determine whether the student is Tier 1 (in need of intensive support) or Tier 2 (in need of less intensive support in small groups and differentiation).

Every classroom has an identified list of students who need mild and medium support for students with academic and behavioral needs. Students with academic needs have designated time in the school day 3 to 5 days for intervention groups designated by skill need, run by paraprofessionals, and modeled and trained by AP and SPED Coordinator.

For Lower grades (TK-2), all students are screened using CORE to assess alphabetic principal and phonics skills. TK students are kept on a watch list. If they do not make adequate progress in TK, they are identified early in Kinder for extra services.

Progress monitoring is given every 2 to 4 weeks to Tier 2 and 3 students to determine if interventions are increasing skill sets, student goals or groupings need to change, or if a student is not making adequate process and needs program alterations or special education referral. Parents are informed of progress monitoring results.

Example -

Tier 2 second graders receive 30 minutes daily of intensive intervention in reading and they are monitored every 2 to 4 weeks by Special education teacher and paraprofessionals. Tier 3 students in all grades receive teacher and paraprofessional support through differentiation and small group instruction.

FRPL

As of September 14, 2017 (forms are still being received and verified by the school), 41% (151) of our students are eligible for free and reduced-price lunch. The ethnic breakdown of FRPL students is as follows:

- 6 - American Indian/Alaska Native
- 40 - Black/African American
- 100 - Hispanic
- 2 - Two or more races
- 3 – White

Our historic FRPL percentages are as follows:

2014-15: 53.5% (84/157)

2015-16: 48.4% (109/225)

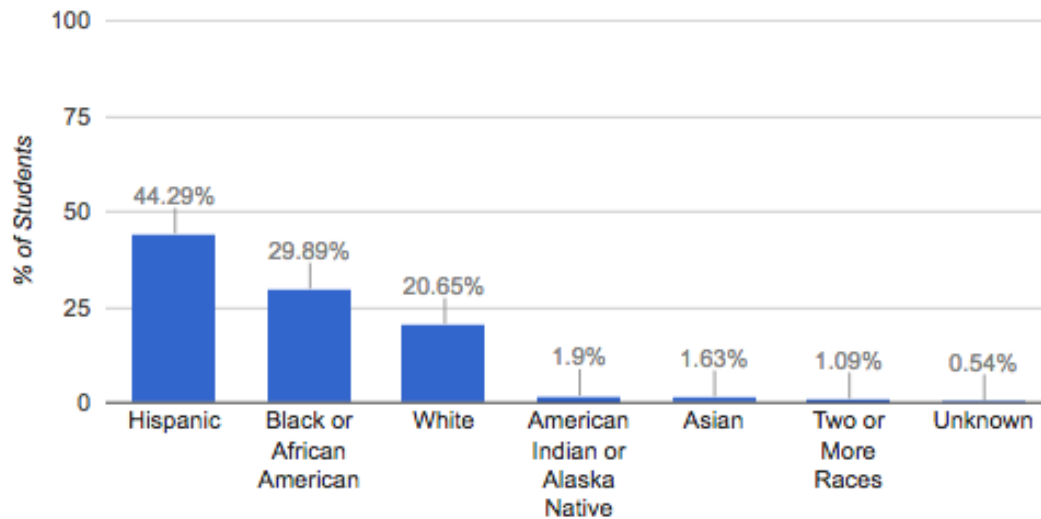
2016-17: 44.3% (131/296)

As a diverse school, our goal is to maintain a balanced mix of students from all socio-economic backgrounds. Despite significant outreach to low-income communities and Head-Start preschool programs, we have seen a decline in our FRPL percentage annually. In 2016-17, we began implementing a preference for FRPL in our lottery. We

plan to continue to implement this preference, along with a preference for students who reside in the local attendance area (per a requirements to receive SB740 facilities funding). We expect that with the combination of these two preferences, we will maintain or increase our current percentages. See Element 8 for more information on lottery processes and percentages.

Race/Ethnicity

As of September 2017, our race and ethnicity data as entered into and reported by our Illuminate SIS is as follows:



English Language Learners

As of September 2017 we serve 82 English Language Learners - 23.5% of the total population, broken down by primary home language as follows:

- English-245 students 70.2%
- Spanish-97 students 27.79%
- French-4 students 1.15%
- German-1 student 0.29%
- Italian-1 student 0.29%
- Other-1 student 0.29%

Other Characteristics of the Current and Target Population

Our intention is to serve a diverse population in which there is no dominant economic, ethnic, or racial subgroup. Given the diversity of our population, there are no consistent interests, challenges, or other characteristics of our population. To the contrary, our entire model is designed to meet the needs of diverse individuals, and to give students the opportunity, through a project-based and constructivist curriculum, to explore, discover, and pursue their interests, and center learning on their prior knowledge and experiences.

Like all public schools in Los Angeles, we are committed to serving students who may be more at risk due to chronic transience, being in the foster care system, and homelessness. Our systematic attention to the whole child ensures that we know the back story and challenges our students face, and can develop and individualized plan to meet the needs of students who face particular challenges. We also ensure student success by providing support services for those students, including counseling, free and reduced-price meals, and student support teams as needed.

Goals and Philosophy

Our Mission

CLIC provides an exceptional bilingual education to a diverse student body, through dynamic hands-on learning and a student-centered, multicultural approach. Our community is diverse in thought, experience, heritage, expression, class, and we see our diversity as our strength. In order to fulfill our mission, we:

- Provide a constructivist, project-based learning environment in which teachers guide students through active learning processes to develop conceptual understanding and critical thinking.
- Implement a dual language immersion program that develops bilingual fluency and multi-cultural understanding.
- Establish a culture that puts relationships and social-emotional support first so that every student is known and gets the support they need to succeed.
- Give faculty time, resources, autonomy and a collaborative atmosphere to continually develop their skills and create, evaluate and refine curricula, and reflect on the learning of their students.
- Communicate regularly with students' families, seeking family involvement in the life of the school, and continually reaching out to all families in the neighborhood to ensure a diverse and inclusive learning community.

Our Vision

Our students emerge as critical thinkers who ask questions, solve problems, and express ideas creatively and thoughtfully. They engage in meaningful leadership and decision-making experiences, as they learn to think, speak, read, and write in two languages- English and Spanish. As members of a caring community, students feel comfortable, safe, and cared for enabling them to take greater academic risks, express concerns and ask for help, develop character, and become leaders in and outside of school.

Our Values

Educational Excellence: Engaging every student in a child-centered, thoughtful, inspired education that challenges them to think critically, create, and problem-solve.

Diversity: Building a caring and inclusive community of diverse families that celebrate differences and learn from each other.

Community: Harnessing the energy and spirit of our community to create a unified community with a strong sense of belonging and responsibility across stakeholders.

At the foundation of our educational philosophy is a belief that learning should be an active experience that involves a community of educators, students and families. We believe that effective schools create a culture of caring and respect that supports all members in achieving their potential academically, socially, emotionally, artistically, and physically. To enable all to work together toward these ends, we believe in explicitly expressing our learning goals – derived from academic standards and school-defined behavioral and attitudinal objectives. We expect all involved with the school to support these convictions and to endorse a constructivist learning environment that nurtures, challenges, and values every member of the community. We also adhere to the belief that students should be given opportunities to direct their own learning. Our students will be asked to explore their interests through the process of choosing specific projects and formulating essential questions that drive their learning experiences.

Current research shows that a constructivist approach to teaching and learning develops deep and long-lasting conceptual understanding in students (Sagor & Cox, 2003. *At-Risk Students: Reaching and Teaching Them*; Pransky, 2002). “To meet your students where they are, first you have to find them”. When coupled with data driven instruction and problem-based lessons, constructivism is even more effective. We, therefore, embrace these three practices fully. Teachers continually assess each student's progress through observation, interaction, and testing, and then design lessons in response to student needs. Similarly, teachers will assess their own pedagogy's effectiveness in promoting student learning by examining their practices through action research projects.

An Educated Person in the 21st Century

First and foremost, CLIC defines an educated person in the 21st century as one who graduates fully prepared for college and career. This means developing students who have not only mastered the performance standards in their grade level and completed a challenging course of study, but who are able to think, solve problems, and navigate new situations independently and with initiative and creativity. An educated person also must be technologically literate: it is no longer enough to be able to use the most common application (e.g. Microsoft office suite, email applications, etc.). Technology

literacy today means being able to embrace and adapt to the ever-changing technology landscape. The technologies our students will engage with have not yet been imagined, and they will need to be able to adapt to rapid change and new platforms. Even better, we hope that they will be able to leverage programming, coding, and design skills to create new technologies and applications to solve the world's most critical problems.

Whether technology is involved or not, we aspire to develop students who can adapt and solve problems at the speed of innovation. This idea is captured timelessly by Paulo Friere, who said, in the *Pedagogy of the Oppressed*: "There is no such thing as a neutral education process. Education either functions as an instrument which is used to facilitate integration of the younger generation into the logic of the present system and bring about conformity or it becomes the practice of freedom, the means by which men and women deal critically and creatively with reality and discover how to participate in the transformation of their world."

We, therefore, believe an educated person in the 21st century is one who possesses both Academic and Social Intelligence, critical thinking and the interest and capability of contributing positively to the transformation of our world.

We define Academic Intelligence as:

- A mastery of the English and Spanish language (reading, writing, speaking);
- Knowledge and a strong grasp of concepts in the sciences, mathematics, technology, the arts and humanities;
- An appreciation for and an ability to make use of a variety of media;
- An ability to think creatively and critically to problem-solve independently or in groups;
- An ability to translate plans into action, use a multitude of resources to gather information, and follow a project to completion;
- A desire to develop understanding through questioning, critical evaluation, thoughtful reflection and the pursuit of new information and alternative viewpoints.

We define Social Intelligence as:

- Self-regulation;
- Empathy;
- Honest and respectful communication;
- Self-motivation;
- Personal responsibility;
- Perseverance in the face of difficult challenges and setbacks;
- An appreciation for people with abilities other than one's own;

How Learning Best Occurs

We believe that relationships precede everything. We need to first know our students and attend to their social and emotional needs so that they can approach learning with low affective filters and a sense of safety and belonging. Only then can they fully engage in the academic curriculum. Thus, our three guiding principles, in order are as follows:

1. Our culture puts relationships first so every student is known and gets what they need
2. Instruction Inspires curiosity and deeper thinking to close achievement gaps
3. We build intentionally diverse and integrated learning communities in which students learn to embrace and navigate differences to build a better world

In keeping with our belief in the backward design¹ approach to developing an educational program, our educational philosophy begins with the end in mind. After reviewing research and schools that share similar learning goals to CLIC, we have concluded that a constructivist approach to teaching and learning is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes in this charter.

While the content of what we teach – following the state standards and Common Core - - will be no different than at any other public elementary school in Los Angeles, our methods of instruction aim to recognize and support the individual talents and challenges of each student in ways that will help each individual student succeed. Our instructional methodologies are not new, and are employed with tremendous success at schools serving diverse populations.

In order to ensure that all students have access to, and success in mastering the state content standards, an educational program must begin with the students themselves. The commitment to constructivism and problem-based learning at CLIC resides in our belief that learning best occurs when instruction is student-centered and presented in a meaningful context that is relevant to students' lives and the diverse experiences they bring with them to school. The notion that there exists a fixed world that the learner must come to know and that students are “empty vessels to fill” with knowledge is inconsistent with what we now know about how learning actually occurs (Brooks and Brooks, 1999). Students come to the classroom with prior knowledge that must be addressed if teaching is to be effective (Donovan and Bransford, 2005). In other words, if what students already know and believe is not engaged, learners may fail to grasp the

¹ *Understanding by Design* (Wiggins & McTighe, 2005, 1998) is a theory of curriculum construction that involves the following process: 1) Identify desired results – learning outcomes; 2) Determine acceptable evidence – assessment data; 3) Plan learning experiences and instruction.

new concepts and information that are taught, or they may learn for purposes of a test but not be able to apply them elsewhere. This means that teachers must understand what students are thinking and how to connect with their prior knowledge if they are to ensure real learning (Darling-Hammond, 2008).

For this reason, we believe that learning must “invite students to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities” (Brooks and Brooks, 1999), through instruction that:

- Is culturally relevant with authentic meaning for the learner, incorporating language learning, multi-cultural education and relevant reflection on cultural and individual diversity;
- Is rigorous and demanding, promoting depth of learning and high level thinking within students’ Zone of Proximal Development as determined by ongoing assessments;
- Provides a variety of modalities to learning — visual, auditory, and kinesthetic – to ensure that each student’s individual abilities are maximized;
- Offers students autonomy to self-select reading, writing and other learning, and simultaneously demands students responsibility for their own learning via self-reflection and self-assessment; and
- Is conducted in a psychologically and emotionally safe community where character development is taught, moral standards are high, and parents/families are integral partners in the educational process.

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).)

The goals set here are for internal planning purposes and are not required benchmarks for future renewal of CLIC’s charter.

Annual Goals, Actions, and Metrics (Education Code § 47605(b)(5)(A)(ii))

GOAL 1: HIGHLY-QUALIFIED TEACHERS	
<p>HIGHLY-QUALIFIED TEACHERS: 100% of teachers are “highly qualified” for their teaching assignments, school maintains 85% retention of staff (excluding moving), 95% teachers favorably rate school climate of support and academic learning , and 90% of staff rate overall satisfaction 4 or 5 on climate of support for learning and sense of belonging in the school community.</p>	<p>Related State Priorities:</p> <p>1</p>
<p>Student subgroups:</p> <p>X All students <input type="checkbox"/> SPED <input type="checkbox"/> Low-Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> ELL</p>	<p>Local Priorities:</p> <p>Strong staff culture – prioritize relationships, autonomy, and support</p>
Goal 1 Specific Annual Actions to Achieve Goal	
<ul style="list-style-type: none"> • Review salary scale annually against other local districts and schools to ensure fair and competitive compensation • Teacher training and development: <ul style="list-style-type: none"> ○ Implement individual performance and professional development plans ○ Ongoing (weekly professional development and teacher collaboration), informed by teacher input and needs analysis ○ Implement a performance review process that results in individual growth and improvement plans for teachers ○ Provide teachers with leadership opportunities including professional development and release time for unit planning and curriculum development ○ Identifying 2 BTSA providers within our faculty and partnering with Riverside County Office of Education to provide BTSA programming to new teachers. • Ensure teachers are “highly qualified” through Annual teacher credential review • Formalize teacher leadership roles and pathways, including: BTSA mentor teachers, grade-level chairs, curriculum specialists, and cultural competency lead. Develop role descriptions and pay rates for each role, as well as criteria for eligibility. Identify teachers for each role and include relevant responsibilities in hiring contracts. 	

Goal 1 Expected Annual Measurable Outcomes					
2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
<p>85% students taught by highly qualified teacher (12/13 classrooms)</p> <p>(Spring 2017) 95% favorable rating on school climate of support and academic learning, 82% favorable on sense of belonging (85% rate the school favorably as a supportive and inviting place to work)</p> <p>85% retention of credentialed teachers (11/13) from 2016-17 to 2017-18</p>	<p>100% students are taught by a highly qualified teacher in core subjects</p> <p>95% teachers favorably rate school climate of support and academic learning</p> <p>90% favorably rate sense of belonging</p> <p>85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>95% teachers favorably rate school climate of support and academic learning</p> <p>90% favorably rate sense of belonging</p> <p>85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>95% teachers favorably rate school climate of support and academic learning</p> <p>90% favorably rate sense of belonging</p> <p>85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>95% teachers favorably rate school climate of support and academic learning</p> <p>90% favorably rate sense of belonging</p> <p>85% retention of staff</p>	<p>100% students are taught by a highly qualified teacher</p> <p>95% teachers favorably rate school climate of support and academic learning</p> <p>90% favorably rate sense of belonging</p> <p>85% retention of staff</p>

GOAL 2: FACILITIES

School facilities are clean, conducive to learning, and do not pose health or safety risks to students. Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less	Related State Priorities: 1
Student subgroups: X All students <input type="checkbox"/> SPED <input type="checkbox"/> Low-Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> ELL	Local Priorities:

Goal 2 Specific Annual Actions to Achieve Goal

- Staff full time operation coordinator to address health and safety issues, when they arise, within 24 hours, and resolved within 5 business days.
- Conduct twice-monthly facility walk-through and quarterly emergency systems review with teachers
- Collect feedback on facilities through Annual student, parent, and faculty surveys and respond to concerns
- Maintain a comprehensive safety plan, including earthquake, fire, and lockdown protocols and safety drills.
- Maintain a drop-off and pick-up plan to ensure student safety on the play yard and efficient drop-off procedures
- Staff custodial team for daily and nightly cleaning of site
- Maintain video monitoring and security system to ensure safety and protection of site
- Maintain school-wide emergency intercom and messaging system

Goal 2 Expected Annual Measurable Outcomes

2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
One safety related incident occurred as of October 2017, and did not pose a significant threat to student safety	Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less	Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less	Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less	Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less	Fewer than 4 safety related incidents occur, none of which pose a significant threat to student safety, response and resolution time of 24 hours or less

GOAL 3: STANDARDS ALIGNED INSTRUCTION

STANDARDS ALIGNED INSTRUCTION: All teachers are proficient at developing standards-based (including CCSS, Next Generation Science Standards, and CA social studies) such that >95% of student learning experiences in all core content areas demonstrate strong alignment to state standards and Common Core En Español	Related State Priorities: 2, 4
Student subgroups: <input checked="" type="checkbox"/> All students <input type="checkbox"/> SPED <input type="checkbox"/> Low-Income <input type="checkbox"/> Foster Youth <input type="checkbox"/> ELL	Local Priorities:

Goal 3 Specific Annual Actions to Achieve Goal

- Resources:
 - Develop unit plans (including assessments and instructional materials) aligned to Common Core En Español
 - CCSS and NGSS unit development in the summer and monthly unit reviews and lesson tuning protocols
 - Develop and implement common CCSS-aligned writing rubrics by grade level
- Ongoing professional development on standard-based instruction in a dual-immersion environment:
 - Strengthening math CCSS through in-house training, with a focus on articulating learning objectives and expected outcomes to students
 - Developing social-emotional learning competencies through in-house professional development and mindfulness training
 - Teacher PD on cultural competency, either in-house (pending new hire) or through external partnership
 - Continue professional development on rigor of student independent work, teacher questioning, etc. – planning CCSS-aligned lessons.
 - Time for teachers (sub days) to develop project and inquiry-based assessments and common assessments (with test-bank items).
Development of language arts assessments aligned to Common Core en Español (writing rubrics, etc.)
 - Training on making standard-aligned instruction accessible to EL students
 - Ongoing training on Balanced Literacy strategies including Reader and Writer’s Workshop
 - Grade-level curriculum leaders to facilitate ongoing planning and professional development

Goal 3 Expected Annual Measurable Outcomes

2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
>90% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Español	>95% of student learning experiences in all core content areas demonstrate strong alignment to state standards and Common Core En Español	>95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Español	>95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Español	>95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Español	>95% of student learning experiences in all content areas demonstrate strong alignment to state standards and Common Core En Español

GOAL 4: COURSE ACCESS

100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification 100% students receiving music, visual arts, or theatre arts once a week 60% of teachers effectively using classroom technology	Related State Priorities: 4,7
Student subgroups: X All students <input type="checkbox"/> SPED <input type="checkbox"/> Low-Income <input type="checkbox"/> Foster Youth X ELL	Local Priorities: 100% of students (enrolled for 3 years or more) are bilingual and bi-literate in English and Spanish by 5 th grade

Goal 4 Specific Annual Actions to Achieve Goal

- Provide theater art, visual arts, and/or music once a week for 30 minutes to all students
- All students engaged in one inquiry project per unit
- Implement 1:3 ratio of technology devices (laptop or tablet): students.
- Implement interactive white board devices in each grade level.
- Provide Extended School Year program for qualifying students

Goal 4 Expected Annual Measurable Outcomes

2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
85% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification	100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification	100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification	100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification	100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification	100% of students, including EL students taught CCSS-aligned content by teachers with BCLAD certification
100% students receiving music, visual arts, or theatre arts once a week	100% students receiving music, visual arts, or theatre arts once a week	100% students receiving music, visual arts, or theatre arts once a week	100% students receiving music, visual arts, or theatre arts once a week	100% students receiving music, visual arts, or theatre arts once a week	100% students receiving music, visual arts, or theatre arts once a week
50% of teachers effectively using classroom technology	60% of teachers effectively using classroom technology	70% of teachers effectively using classroom technology	80% of teachers effectively using classroom technology	90% of teachers effectively using classroom technology	100% of teachers effectively using classroom technology

GOAL 5: PARENT ENGAGEMENT

CLIC parents and guardians are engaged as partners in their child’s education and feel connected to and welcome at the school as demonstrated by favorable survey ratings: 95% Climate of support for academic learning; 90% knowledge and fairness of discipline, rules, and norms; 90% school safety; 95% sense of belonging/connectedness
 Ratings should be proportional across subgroups

Related State Priorities:

3

Student subgroups:

X All students SPED Low-Income Foster Youth ELL

Local Priorities:

Build enduring community and a sense of belonging among all stakeholders

Goal 5 Specific Annual Actions to Achieve Goal

- Maintain strong accessible social media presence for marketing and thought leadership through blog on new website and cross-posting to Facebook, Instagram, and Twitter Accounts. Increase parent engagement with social media platforms.
- Maintain monthly principal newsletters and monthly “Coffee with the principal”
- Maintain weekly parent council communication with community
- Systematize how teachers communicate with parents such that 100% of classrooms are in at least monthly communication with parents about curriculum, instruction, and classroom culture
- Maintain regular convening of Comité Hispano Hablante (ELAC)
- Establish an Education and Engagement Committee to develop quarterly parent education and outreach (in person and/or through video vignettes). Increase number of parent workshops and seek other partnerships for this purpose. Provide parent education on CCSS and Common Core en Español.
- Digitize sign-ins for parent meetings, education, and volunteer events to track participation.



Goal 5 Expected Annual Measurable Outcomes					
2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
<p>% favorable ratings: 94% Climate of support for academic learning 90% knowledge and fairness of discipline, rules, and norms 81% safety (70% surrounding neighborhood, 92% school grounds) 96% sense of belonging/connectedness (being treated with respect, valued, welcomed, and listened to)</p> <p>Ratings are proportional across subgroups</p>	<p>% favorable ratings: 95% Climate of support for academic learning 90% knowledge and fairness of discipline, rules, and norms 90% school safety 95% sense of belonging/connectedness</p> <p>Ratings should be proportional across subgroups</p>	<p>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 95% school safety 95% sense of belonging/connectedness</p> <p>Ratings should be proportional across subgroups</p>	<p>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 95% school safety 95% sense of belonging/connectedness</p> <p>Ratings should be proportional across subgroups</p>	<p>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 95% school safety 95% sense of belonging/connectedness</p> <p>Ratings should be proportional across subgroups</p>	<p>% favorable ratings: 95% Climate of support for academic learning 95% knowledge and fairness of discipline, rules, and norms 95% school safety 95% sense of belonging/connectedness</p> <p>Ratings should be proportional across subgroups</p>

GOAL 6: STUDENT ACADEMIC ACHIEVEMENT

Annually, all CLIC subgroups scoring below a Green status rating will demonstrate "significant increase" on the scale score (at least a 20 points in ELA, 15 points in Math). Subgroups meeting or exceeding a Green rating will increase their average score by at least 7 points each year until they reach a Very High status (>45 points above Level 3 in ELA, and >35 points above Level 3 in Math), and will then maintain a Very High status. Where achievement gaps exist for unduplicated subgroups, their progress will exceed the growth of the average school-wide score, until gaps are closed at Green and "High" or above.

Related State Priorities:
2, 4

Student subgroups:

All students SPED Low-Income Foster Youth ELL

Local Priorities:

Goal 6 Specific Annual Actions to Achieve Goal

- Implement trimester benchmark assessments for math, ELA, and Spanish language learning, including: SBAC Interim benchmark assessments, CORE Phonics, Fountas & Pinnell.
- Analyze data to pinpoint areas for growth and determine professional development and intervention priorities.
- Implement interventions for students falling below proficiency and language learners: increased online adaptive instruction to fill skill gaps, 1:1 and small group intervention support from teaching assistants. Provide additional professional development to teaching assistants on instructional strategy and intervention with struggling students.
- Provide teacher professional development on data analysis, differentiation, and intervention strategies
- Provide free after school intervention for FRPL, language learners, Foster Youth, and students with special needs
- As needed based on performance data, annually consider additional ELA support to 5th grade students by modifying the dual-immersion model to increase the amount of ELA in the schedule (as opposed to the standard 50/50 model).
- As needed based on staffing and student achievement data, and to create a more specialized instructional model in English and Spanish, consider implementing a team teaching staffing model for upper grades 3rd-5th grades with a lead ELA and lead Spanish teacher.

Goal 6 Expected Annual Measurable Outcomes

2017-18 Baseline	2018-19	2019-20	2020-21	2021-22	2022-23
<p>2017-17 SBAC Results: ELA:</p> <ul style="list-style-type: none"> School-wide average is 33.6 points below Level 3* (Medium), with an decrease of 24.5 of 16.5 from 2015 to 2016 No other subgroups received scores due to small sample size <p>MATH</p> <ul style="list-style-type: none"> School-wide average is 13.2 points below Level 3 (low), with a decrease of 2 points from 2015 to 2016 No other subgroups received scores due to small sample size <p>**"Level 3" references the cut-point for a proficient score at a given grade level. Color coding referenced in the metrics is based on the CDE Dashboard, explained here: https://www.caschooldashboard.org/#/Home</p>	<p>ELA:</p> <ul style="list-style-type: none"> CLIC school-wide average will maintain at Green Latino subgroup will move from Orange to Yellow African-American and Low Income Subgroups move from Yellow to Green <p>Math:</p> <ul style="list-style-type: none"> CLIC school-wide average will increase from Yellow to Green Latino subgroup will move from Red to Orange African-American subgroup moves from Orange to Yellow Low income subgroup moves from Yellow to Green The SBAC participation rate 95% 	<p>ELA:</p> <ul style="list-style-type: none"> CLIC school-wide average will increase to Blue Latino subgroup will move from Yellow to Green African-American and Low Income Subgroups maintain Green <p>Math:</p> <ul style="list-style-type: none"> CLIC school-wide average maintain at Green Latino subgroup will move from Orange to Yellow African-American subgroup moves from Yellow to Green Low income subgroup maintains Green The SBAC participation rate 95% 	<p>ELA:</p> <ul style="list-style-type: none"> CLIC school-wide average will maintain at Blue Latino subgroup will maintain Green African-American and Low Income Subgroups maintain Green <p>Math:</p> <ul style="list-style-type: none"> CLIC school-wide average maintain at Green Latino subgroup will move from Yellow to Green African-American subgroup maintains Green Low income subgroup maintains Green The SBAC participation rate 95% 	<ul style="list-style-type: none"> In ELA and Math, school wide results and all subgroups maintain at least a Green rating The SBAC participation rate will be at least 95% 	<ul style="list-style-type: none"> In ELA and Math, school wide results and all subgroups maintain at least a Green rating The SBAC participation rate will be at least 95%

GOAL 7: ELL ACHEIVEMENT

ELL Students making increasing progress toward English proficiency each grade level: 20% K, 30% of 1st, 50% of 2nd, 75% of 3rd, 85% of 4th, and 95% of 5th grade students progress at least one level on the ELPAC annually. Equivalent % per grade level student progress toward RFEP each year. 100% of continuously enrolled K cohort at level 4 on ELPAC and/or RFEP by 5th grade.

Related State Priorities:
2, 4, 7

Student subgroups:

All students SPED Low-Income Foster Youth ELL

Local Priorities:

100% of students (enrolled for 3 years or more) are bilingual and bi-literate in English and Spanish by 5th grade

Goal 7 Specific Annual Actions to Achieve Goal

Identify language learners and track progress

- Systematically collect home language survey and implement ELL diagnostic
- Administer the ELPAC annually to all ELL students and internal assessments (CORE, Fountas & Pinnell and SBAC interim) tri-annually to all ELL students

Identify lagging older students (2nd-5th grade at a Level 1 or 2) for targeted intervention

Train teachers:

- Teacher professional development on language development strategies

Stipend an ELL Teacher lead as a trainer of trainers to support ELL implementation strategies school-wide

Provide academic intervention:

- Continue with targeted support for low-income language learners (5 paraprofessionals to support instruction)

Goal 7 Expected Annual Measurable Outcomes					
Metrics	2018-19	2019-20	2020-21	2021-22	2022-23
Percent Progressing by Grade Level 2016-17* K 21% 1 56% 2 10% 3 53% 4 100% 5 100%	% of students progress at least one level (entry level to exit level or from exit to entry on the following level) on the ELPAC as follows: 20% K 30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade Any students still at a “emerging” level on the ELD Standards or below in 2nd grade will move to “expanding” by grade 3. 100% of K cohort achieves at least an “early stage” of the “Bridging” level on the ELPAC by 4th grade and 70% RFEP by 4 th grade and 100% RFEP by 5th grade.	% of students progress at least one level (entry level to exit level or from exit to entry on the following level) on the ELPAC as follows: 20% K 30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade Any students still at a “emerging” level on the ELD Standards or below in 2nd grade will move to “expanding” by grade 3. 100% of K cohort achieves at least an “early stage” of the “Bridging” level on the ELPAC by 4th grade and 70% RFEP by 4 th grade and 100% RFEP by 5th grade.	% of students progress at least one level (entry level to exit level or from exit to entry on the following level) on the ELPAC as follows: 20% K 30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade Any students still at a “emerging” level on the ELD Standards or below in 2nd grade will move to “expanding” by grade 3. 100% of K cohort achieves at least an “early stage” of the “Bridging” level on the ELPAC by 4th grade and 70% RFEP by 4 th grade and 100% RFEP by 5th grade.	% of students progress at least one level (entry level to exit level or from exit to entry on the following level) on the ELPAC as follows: 20% K 30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade Any students still at a “emerging” level on the ELD Standards or below in 2nd grade will move to “expanding” by grade 3. 100% of K cohort achieves at least an “early stage” of the “Bridging” level on the ELPAC by 4th grade and 70% RFEP by 4 th grade and 100% RFEP by 5th grade.	% of students progress at least one level (entry level to exit level or from exit to entry on the following level) on the ELPAC as follows: 20% K 30% of 1st 50% of 2nd 75% of 3rd 85% of 4th 95% of 5th grade Any students still at a “emerging” level on the ELD Standards or below in 2nd grade will move to “expanding” by grade 3. 100% of K cohort achieves at least an “early stage” of the “Bridging” level on the ELPAC by 4th grade and 70% RFEP by 4 th grade and 100% RFEP by 5th grade.

*Note that based on research, in a dual-immersion model we would expect to see slower levels of English mastery in early grades where instruction is predominantly in Spanish, with accelerated English mastery and RFEP rates in grades 3-5

GOAL 8: STUDENT ENGAGEMENT

Low absenteeism: 95% average attendance rate, <5% chronic absenteeism, All subgroups demonstrate proportional rates of absenteeism

Low Pupil Suspension Rates: Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.

95% of students favorably rate key indicators of engagement on student survey, including:

- educational excellence
- climate of support for academic learning (teachers going out of their way to help students)
- sense of belonging

Related State Priorities:
5, 6

Student subgroups:

All students SPED Low-Income Foster Youth ELL

Local Priorities:

- *Strong sense of community and belonging among students*
- *Ensure that student social-emotional needs are identified, anticipated, and met*

Goal 8 Specific Annual Actions to Achieve Goal

Provide an engaging and supportive program:

- Provide all students with an engaging, applied project-based program of study
- Student life: special activities, field trips, and weekly all-school assemblies
- Continue to implement school spirit days and events
- Implement SEL curriculum in morning circle

Monitor and intervene on attendance, behavior, and Social-Emotional (SEL) competencies:

- Monthly analysis of attendance and behavior data by subgroup (in Illuminate)
- Special education services to students with emotional and behavioral challenges as required by IEP
- In-house counseling support
- Calls to parents of chronic absentees (or SARB Board reporting as required)
- Administer, analyze, and respond to results of annual student and staff SEL surveys

Build staff capacity:

- Teacher professional development on behavior management and SEL competencies

Goal 8 Expected Annual Measurable Outcomes

Metrics	2018-19	2019-20	2021-22	2022-23
<p>Suspensions at .68% (2/296) Attendance is >95% Chronic Absenteeism at 9% Student survey feedback:</p> <ul style="list-style-type: none"> 96% of students rated culture and climate favorably 97% rated educational excellence favorably 82% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 76% favorably rate their sense of belonging 	<p>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism <5% chronic absenteeism.</p> <p>Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.</p> <p>Student survey feedback:</p> <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational excellence favorably 85% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 80% favorably rate their sense of belonging 	<p>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism <5% chronic absenteeism.</p> <p>Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.</p> <p>Student survey feedback:</p> <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational excellence favorably 95% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 90% favorably rate their sense of belonging 	<p>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism <5% chronic absenteeism.</p> <p>Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.</p> <p>Student survey feedback:</p> <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational excellence favorably 95% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 90% favorably rate their sense of belonging 	<p>95% average attendance rate, All subgroups demonstrate proportional rates of absenteeism <5% chronic absenteeism.</p> <p>Pupil suspension rates remain <1.5% (Low or Very Low) and either maintained or decline. Pupil expulsion rates remain <1%. Suspension and Expulsion rates are proportional across sub-groups.</p> <p>Student survey feedback:</p> <ul style="list-style-type: none"> 95% of students rated culture and climate favorably 95% rate educational excellence favorably 95% favorably rated the climate of support for academic learning (teachers going out of their way to help students) 90% favorably rate their sense of belonging

Self-Motivated, Competent, Lifelong Learners

CLIC originated from a dedicated group of parents and educators who were inspired by other schools they researched that were diverse, small, constructivist, and dual-immersion. However, they could not find any schools that offered all of those elements. They believed, and found research to support the idea that these four elements in concert would best serve the needs of a diverse group of students. These are the driving elements we have adopted to develop self-motivated, competent, lifelong learners.

- **Developing self-motivated learners:** CLIC believes that self-motivation requires students to internalize the benefits of learning. CLIC therefore, seeks to connect students' personal interests and questions with curricular and extra-curricular opportunities. Students are empowered to choose community service and academic projects that have personal meaning to them. By beginning with each student's interests and questions, CLIC provides students with the means of making connections between their studies, themselves and life beyond the school's walls. Furthermore, CLIC's emphasis on technology-enhanced educational experiences (2:1 student: Chromebook ratio and a class set of iPads for each grade TK-3, interactive white board projectors in every room) engage students in the moment, and establish an intellectual exploration of technology-enhanced learning that will continue to serve students in school and outside, for years to come.
- **Developing competent learners:** Teacher use a "Backward Design" approach to develop curriculum, coupled with Data Driven Instruction efforts that guide teachers in refining their pedagogy in light of student assessment information. In addition, the constructivist and project-based teaching methodologies require students to reflect after formative assessments, a practice considered essential in improving student's understanding of the way they learn best. In these ways, students will develop a solid foundation of knowledge and a competence in learning upon which they can build in the future.
- **Developing lifelong learners:** A lifelong learner is one who has both the interest in and the ability to continue to learn outside a formal school setting. Our program as described above in the context of developing competent and self-motivated learners is also expected to inspire lifelong learning. As described above, CLIC's thoughtful use of technology serves students well as they will develop as independent learners who can use online and analogue resources to teach themselves as older students and well into adulthood.

All curriculum designs are directly aligned to the Common Core and California State Standards. The standardized testing and benchmarking required by the district and the

State of California will be just as much a part of our assessments as our faculty-constructed rubrics, project goals, and student portfolios. In addition, character development and social responsibility are inherent to our entire program and will be assessed through student and teacher evaluations in the form of a quarterly Citizenship Grade (rubric below in sub-section).

Instructional Design

We utilize a variety of instructional methodologies to ensure all students are achieving academic success and developing the qualities CLIC deems essential for an Educated Person:

- 1) 90/10 Dual Immersion
- 2) Data Driven Instruction: Teacher inquiry and research to guide curriculum development and pedagogical choices
- 3) Backward Design and Multiple Assessments
- 4) Family participation and community involvement in the educational process
- 5) Constructivism
- 6) Problem/Project-Based Learning
- 7) Looping

The seven methodologies listed above and described below are critical to effectively serving CLIC's diverse population. The research base for each strategy is described in the corresponding section, and establishes the validity of each strategy for maximizing the learning of all students. However, these methodologies are also particularly effective for language learners, who represent 30% of our student population. Karen Carrier in, "Key Issues for Teaching English Language Learners in Academic Classrooms," (Middle School Journal, November 2005) identifies three key issues ELLs face in the academic classroom:

- The amount of time required for second language acquisition
- The dual job of ELLs – learning content and learning the language
- The need for multiple modes of input and output

The CLIC instructional model addresses all three of these issues directly. The very nature of a constructivist education is designed to be student centered and build on student interests and prior knowledge. This approach will allow the teacher to easily tailor the learning experiences to individual students, and to allow students to acquire new content at a pace that is appropriate for them. Finally, the ELL student's need for multiple modes of input and output is directly addressed by problem-based learning,

which provides students with real-world applications and built-in visuals and realia to contextualize new learning.

1. 90/10 Dual Immersion

The dual language immersion model integrates the best of bilingual education for all students: Native Spanish speakers develop literacy in their first language before acquiring their second, resulting in higher proficiency in both. Non-Spanish speakers are immersed in learning Spanish beginning in Kindergarten, when their brains are most suited to learn a second language. Teachers adjust instruction for children at different levels of language fluency and literacy, and all students emerge from 5th grade fully bilingual and bi-literate in Spanish and English. Research (Callahan & Gandara, 2014) has consistently shown that students who develop two languages early on exhibit elevated levels of academic and cognitive functioning, including enhanced problem solving, reasoning, and communication.

We use a “90/10” immersion model, meaning that in Kindergarten 90% of the day is taught in Spanish by a highly qualified, credentialed teacher fluent in both Spanish and English. The children may speak or respond in either language, but the teacher will speak only Spanish 90% of the day. The teacher guides students to correct vocabulary, pronunciation, and sentence structure by modeling and by creating authentic opportunities for students to use the target language. Spanish instruction decreases and English instruction increases by 10% percent each year, until the program is 50-50 by 4th grade.

Bilingual kids perform better in both languages: "Spanish dominant students learn English faster and better in classrooms that include Spanish-language instruction" (2006 National Literacy Panel report). Research shows that over the long term, students in classrooms taught in two languages, both English Learners and native English speakers not only catch up to their English-only counterparts, but they eventually surpass them, both academically and linguistically.

According to a Stanford CEP report by Umansky and Reardon, “the big finding is that, by and large, students –particularly Latino students – who start out in the two language programs have very different later trajectories than those starting in English immersion,” Reardon said. "A lot of people worry that students in bilingual and dual immersion programs might never catch up, but this study shows convincingly that they do catch up and, in many ways, outperform their peers over time."

- Reardon & Umanski, 2014 (Stanford CEPA report)

2. Data Driven Instruction

At least monthly, the principal facilitates data conferences to engage teachers in conversations, reflection, and planning based on student achievement data. In order to support this process, the school systematically collects and analyzes student data on key demographic, behavioral, and proficiency indicators. Data is collected and reported on our SIS/Assessment management system, Illuminate. We implement a robust set of diagnostic and benchmark assessments that complement the state standardized test data (SBAC, ELPAC, etc.) and provide continuous information about student progress towards standards. For example, the school implements diagnostic assessments such as Fountas & Pinnell (ELA and Spanish), CORE (ELA and Spanish), and SBAC Interim Assessments (math). The selected assessments provide data at least three times per year that informs student grouping, Lexile levels, math placement, intervention and enrichment needs, and pre-teaching and re-teaching needs. Furthermore, teachers are able to use the Illuminate test item banks to generate and administer (at least every 6 weeks) standards-based benchmark assessments aligned to their grade-level content standards. Data-driven conversations also focus on teacher-generated grades to ensure that grading policies are fair, equitable, and focused on student proficiency (as opposed to behavior, homework completion, or compliance). Each progress reporting period, the principal examines grade distributions, and engages in reflective conversations with any teacher demonstrating an excessive number of failing students.

Utilizing Illuminate the school leadership is able to track student growth on state standards and run analyses such as pivot tables to compare growth on two dimensions, correlation analyses (to address assumptions about student demographic factors and links to student achievement), and identify patterns of behavior and achievement that can be addressed through instructional and behavioral policies and practices.

Data-driven conversations are led by principals and by grade-level leaders. Grade levels are provided with common planning time that they use to examine data at least monthly. Even as the responsibility transitions to departmental leads, the principal continues to supervise the use of data by teachers (through meetings with department leads and collection of data conferencing agendas and notes, and to monitor actual student progress through weekly examination of the data. In particular, the principal monitors the progress of all subgroups (particularly low-income students, language learners, and students with IEPs and 504 Plans), and patterns of academic achievement or behavior that may indicate declining progress or inequitable outcomes among different sub groups. Any problematic data trends are directly addressed through meetings with individual teachers and departments, and through the examination of policies that may be contributing to declining achievement or inequities. At all times,

teachers are expected to be able to articulate data patterns in their classrooms and describe what they are doing to raise the achievement of all students, and close any gaps that may exist.

3. Backward Design and Multiple Assessments

CLIC teachers plan all units of study with other grade-level faculty using the ‘backward design’ guidelines described in *Understanding by Design* (Wiggins & McTighe, 2005, 1998). This strategy advises teachers to “begin with the question, ‘What would we accept as evidence that students have attained the desired understandings and proficiencies’ – *before* proceeding to plan teaching and learning experiences.” There are three steps to this process:

1) Identify desired results: Using educational standards and additional goals, teachers determine a three-tiered hierarchical set of learning expectations:

- a) Information and skills worth being familiar with
- b) Important knowledge and skills
- c) Enduring understandings

2) Determine acceptable evidence: Teachers select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3) Plan learning experiences and instruction: Once the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Backward design of instructional units is a critical precursor to differentiating instruction for all learners. By clearly defining what standards students need to master for each unit, teachers can more effectively assess their level of mastery in relation to standards and develop targeted instruction to help all students meet those expectations. In the backward designed environment, teachers are knowledgeable about their curriculum and “can more effectively support the academic language development of our ELLs” by providing them with “the main ideas, the content specific vocabulary, and the sentence structures related to upcoming lessons.” (Carrier, 2005). Furthermore, that intent of

Backward Design is to build units that focus on meaningful, real-world, and authentic content. Such content has been shown to better engage middle-level learners as well as students in minority subgroups (Mayday, 2008).

4. Community and family participation

The participation of families and the surrounding community is critical in meeting the needs of the whole child; such participation is therefore a top priority. Per the Brown Act, the public will be given time at pre-announced, publicized meetings to share views, concerns and questions with the Board. Parental voice and input is essential to the mission of the school and parent surveys play a significant role in the Board's assessment of the school. Furthermore, in order to maximize participation and create an inviting school environment for all parents, education and outreach materials will be provided in English and Spanish (and any other languages found to be the Home Language of our students), and translators will be available at all school events.

Formal structures include:

Family education

Teachers, Administrators, parents, and community members conduct sociocultural sensitive, hands-on workshops with parents of current students to enable them to help their children develop in mathematics and language arts. Through partnerships with community-based organizations, we offer an adult education component that will serve the needs and desires of parents and community members in reaching their own academic and career goals.

Student-Led Conferences

Students co-lead, with their teacher, a conference two times a year in order to demonstrate complete understanding of their academic achievements, challenges and plans.

Parent volunteers

Parents will always be welcome and encouraged to volunteer in the classroom, in the office and at school events, as arranged with the teachers and office staff. In this way, parents may provide valuable and needed services and are empowered to effectively shape school programs and operations. CLIC recognizes that, as communicated through family handbook and parent orientation, parents cannot be mandated to volunteer at the school site. Furthermore, CLIC recognizes that parents do not necessarily have time to give to the school and will never attempt to place a hardship or burden on families.

Parent Council

All parents and guardians are considered voting members of the Parent Council. They vote for parent leadership on the Parent Council. The parent representatives are then responsible for working with the Principal to set up Town Hall style meetings as needed to ensure parent concerns are aired and addressed and to communicate school events, policies and news. Parent Council events are posted on the school calendar (on CLIC's website), and in a weekly newsletter (both digital and sent home with students in hard copy).

5. Constructivism

CLIC teachers implement learning experiences grounded in constructivist learning theory, as described in previous sections of this charter. Numerous independent researchers have documented the success of the constructivist model of education with **historically under-served** populations, including at such schools as Sanger Academy Charter School in Sanger and Discovery Charter School in Newark, NJ. These schools and countless others have long demonstrated that when children from disadvantaged neighborhoods, including recent immigrants and ELL, are given the opportunity to attend a school like CLIC, their test scores and their self-confidence and whole development excel. (Amaral, 2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995.)

The perspective outlined above is derived from a number of educational models: situated learning theory, expeditionary learning, experiential learning, project-based learning, and collaborative learning. All of these theories share the belief that students learn best through hands-on experiences in authentic contexts. In order to bring these theories to life, we will support our teachers in developing and implementing curriculum that includes real-world activities, multiple representations, metacognition, and critical theory.

It should be emphasized that CLIC believes that guidance must be provided to students. As noted psychologist Lev Vygotsky described in *Mind in Society: The Development of Higher Psychological Processes*, the key to a learning experience within a student's zone of proximal development (ZPD) is "problem-solving under adult guidance or in collaboration with more capable peers." Student discussion is essential to learning since the mental processes involved in formulating one's thoughts into words contribute to development and concept-formation. However, research has shown that *purely* discussion-based or collaborative learning can be ineffective if no student or teacher

acts as a capable guide, if students treat each other with disrespect, or if students are reluctant to share their thoughts (Lewis, C. 1999). CLIC is aware of these potential problems and ensures that appropriate guidance is taking place. One way is to model effective cooperative group and conflict resolution strategies, such as those used in programs such as *Cool Tools* (gseis.ucla.edu), *Tribes* (tribes.com) and *Council* (ojaifoundation.org).

Furthermore, the active learning strategies inherent in the constructivist approach are validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation. The full text of *How People Learn* is freely available at the website of the National Academies Press (nap.edu).

In order to implement the active learning described in *How People Learn*, teachers are given time and resources to fill their lessons with student-self-paced ‘Investigations.’ These activities are designed to develop subject-specific skills in a problem-based learning environment and to develop skills and knowledge related to students’ project work. Investigations are an effective way to develop deep and enduring conceptual understanding because they are structured activities in which students:

- Use manipulatives and/or technology
- Analyze both open-ended and specific questions
- Transition from concrete to abstract reasoning at their own pace
- Work individually, or in groups, depending on the specific investigation’s design

This active engagement of students in their own learning through highly structured yet creative learning experiences is the foundation of the CLIC understanding of constructivism.

6. Problem and Project-Based Learning

We define problem and project-based learning (PBL) as a curricular and pedagogical strategy that organizes learning around projects. In this framework, students are involved in planning, problem-solving, decision-making, and investigation; they work relatively autonomously as well as cooperatively over extended periods of time; they reflect on their work, receive feedback and incorporate the feedback; they are guided by teachers’ facilitation, not direction, to develop skills; their final product represents the skills and knowledge they gained, which fulfill explicit educational goals (Jones, Rasmussen, & Moffitt, 1997; Thomas, Mergendoller, & Michaelson, 1999; Moursund, 1999; Diehl, Grobe, Lopez, & Cabral, 1999). The effectiveness of this approach has “led

to recommendations for shifting the major portion of instruction in schools from teacher-directed, teacher-assigned 'schoolwork' with its emphasis on comprehension, to student-initiated, goal-driven, independent, 'intentional learning' models with an emphasis on knowledge building (Bereiter & Scardamalia, 1987; Scardamalia & Bereiter, 1991; quoting Thomas, 2000).

For ELL and economically disadvantaged students, PBL takes on additional importance. The collaborative activities inherent to PBL provide ELLs with systematic opportunities to improve their English proficiency in the context of authentic peer communication. Group interactions with the focus on the task rather than the language provides a nonthreatening opportunity for the second language learner to listen to other children's discourse and, once confident, to contribute to the conversation (Amaral et al., 2002; Echevarria et al., 2004). Research also indicates that the use of projects for the education of children living in poverty: (1) increases their motivation for learning academic skills and the opportunity to meaningfully practice these skills, (2) helps children see themselves "as learners and problem solvers" and develops their self-esteem, (3) strengthens positive relationships between teachers and families, and (4) helps families become aware of resources available in their communities (Helm and Lang, 2003).

Furthermore, PBL aligns well with a standards-based curriculum. Educators in several research studies (Dresden & Lee, 2007; Helm & Gronlund, 2000; Schuler, 2000) have demonstrated that standards can easily be met using the Project Approach.

In order for us to consider a project academically sound, its central activities must involve the transformation and construction of knowledge (by definition: new understandings, new skills) aligned to state standards (Bereiter & Scardamalia, 1999). If the central activities of the project represent no difficulty to the student or can be carried out with the application of already-learned information or skills, the project is an exercise, not a project-based learning experience.

Our teachers will use preexisting curricular materials and also develop their own projects and lessons that are aligned to state standards. Their process will follow two basic steps:

- In the first step, teachers have a broad interdisciplinary topic in mind, with a rubric of learning goals aligned with state standards (for example, history of California for 4th grade or a FOSS module on Air and Weather for 1st grade that involves maps and weather). By beginning with discussion, teachers allow

students to express their curiosity and interests, as well as their past knowledge. This allows the teacher to tailor projects for multiple points of entry, as some students may already know a great deal about the topic and wish to explore in greater depth while other students may have a very broad question in mind.

- In the second step, students have honed their “driving” question, and begin to work individually or in small groups of students who share the same “driving” question. During the project time of the day, the students experience a variety of lessons, sometimes in whole class instruction and sometimes one-on-one and sometimes in a small group, depending on their needs. This is a time of independent inquiry, supported by scaffolded, differentiated instruction.

Through this form of project-based instruction, we will create a self-directed learning environment in which teachers are facilitators and students are learners and doers.

7. Looping

After examining research and speaking with parents and teachers at model schools, we have concluded that ‘looping’ – a process whereby students stay with the same teacher for two years in a row – will annually be considered in grades 1 through 5 as appropriate (based on teacher competency and student need).

Academic Benefits

- Teachers gain extra teaching time. “Getting-to-know-you” time becomes virtually unnecessary during the second year (Ratzki, 1988).
- Teacher knowledge about a child’s intellectual strengths and weaknesses increases in a way that is impossible to achieve in a single year. (Jacoby, 1994).
- “Long term teacher/student relationships improve student performance.” (George, 1987).
- “Long term teacher/student relationships improve job satisfaction for teachers.” (George & Oldaker, 1985).
- Multi-year teaching offers tremendous possibilities for summertime learning, such as summer reading lists, mini projects, and field trips.

Social Advantages

- Students have reduced apprehension about the new school year and the new teacher after the first year. (Hanson, 1995; Checkley, 1995a).
- Students reap benefits from time spent on developing social skills and cooperative group strategies in subsequent years. (Hanson, 1995).
- Long term relationships result in an emotional and intellectual climate that encourages thinking, risk-taking, and involvement. (Marzano, 1992; Zahorik/Dichanz, 1994).

- English language learners adjust to their new school and become comfortable with their teacher, developing confidence in their newly acquired language. (Haslinger, Kelly & O’Lare, 1996).
- Looping encourages a stronger sense of community and family among parents, students, and teachers. (Checkley, 1995).

Curriculum and Instruction

In designing the elementary school curriculum, CLIC educators will utilize a constructivist and project-based ‘backward design’ approach. They will develop experiential learning opportunities based on the Common Core and California state standards.

What follows are the descriptions of all core and non-core courses.

English Language Arts and Spanish Language Arts - core

CLIC has adopted as our core reading and writing curriculum the nationally-acclaimed, widely-respected Columbia University-based Teachers College Reading & Writing Project (TCR&WP), directed by Lucy Calkin, published by Heinemann.² Through a print-rich environment, we will provide a balanced literacy program that includes oral language development, reading and writing, decoding and encoding skills (phonics, structural analysis of words and sentences, sight vocabulary, context analysis, visual clues, use of references), and comprehension skills in multiple content areas.

In grade-level teams our teachers develop balanced literacy lessons aligned to the Common Core State Standards and the Common Core En Español. We have developed leveled classroom reading libraries and just received a grant from The Book Foundation to fully stock a bilingual library. This balanced literacy approach is designed around key components as follows:

- **Read Aloud:** The teacher reads aloud to the children from a carefully selected body of literature. Students interact through a variety of strategies such as turn and talk, stop and jot, sketch to stretch, and symphony of talk.
- **Shared Reading:** The teacher and children read in unison, usually from an enlarged text. Text is written on the instructional level for most students.
- **Guided Reading:** The teacher guides a small group of readers who are on the same instructional level, to talk, think, and question their way through a book.

² <http://tc.readingandwritingproject.com/>

- **Mini-lesson:** The mini-lesson is the direct teaching component of reading workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to read with greater accuracy, fluency, and comprehension. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Reading:** Children read self-selected reading material at their independent reading level and practice the mini-lesson topics taught. Teachers conference with students and provide individual instruction according to the reading needs of each student.
- **Sharing:** Students talk to one another to share what they have been working on in their own reading in order to process their thoughts and gain insight from each other.

The main structural framework for balanced literacy is Reader’s Workshop: students are able to read leveled books that are —just right|| for them (in both languages). Beginning in TK and kindergarten and continuing through 5th grade, teachers assess individual student reading levels using the Fountas & Pinnell reading assessments. Students choose from a large selection of leveled books according to those results. During reading instruction, teachers provide the whole class with a mini- lesson focusing on reading strategies according to the units of study and students apply those strategies to the books they are reading at their appropriate level. This curriculum and teaching approach allows teachers to differentiate their instruction, to create small groups based on the level and needs of similar students, and it allows students to apply reading strategies to books that are appropriate for them as individuals.

- Mini-lessons to demonstrate strategies and skills
- Independent reading and writing time
- Reading and writing with partners
- Small group instruction (guided reading, strategy lessons, special interventions)
- Shared reading and interactive writing (teacher engages in reading or writing with students)
- Word study (phonemic awareness, letter representation, pre-fixes and suffixes, word families, spelling and vocabulary)
- Collaborative reading structures (reading clubs, reading centers)

The main structural framework for balanced literacy in writing is Writer’s Workshop. Writer’s Workshop follows a similar philosophy and allows students to write daily and to stretch their abilities as far as they can go. Students are exposed to a variety of genre

following closely with grade level writing standards. The Units of Study are integrated with writing and language arts standards to provide students with writing skill and knowledge, mastery of language conventions, as well as confidence as writers of different genre. The writing units are integrated into social studies and science during which there are many opportunities to write narratives, biographies, poetry, and research papers. All teachers emphasize academic vocabulary development and the study of grammar. Classrooms utilize word walls and personal dictionaries to develop vocabulary and comprehension skills. Students also compare and contrast the structures of both languages and study rules for Spanish grammar. The components of writer's workshop are:

- **Mini-lessons:** The mini-lesson is the direct teaching component of writing workshop. Each daily mini-lesson begins with a connection to a previous lesson. Modeling is employed to teach process strategies that enable students to write with greater focus, content, style, organization and correct conventions. Mentor texts are used to provide professional models of writing. Students are given opportunities to practice what has been taught in the mini-lesson with teacher support.
- **Independent Writing:** Children write pieces on self-selected topics and practice the mini-lesson topics taught. Students work on the various stages of the writing process including drafting, revising, and editing. Teachers conference with students and provide individual instruction according to the needs of each student.
- **Sharing:** Students talk to one another to share what they have been working on in their own writing in order to process their thoughts and gain insight from each other.

Reader's and Writer's workshop follows the 90/10 immersion pattern, and begins primarily in Spanish, with increasing English reading and writing at each grade level.

Oral Language Arts: Since a pillar of our definition of an educated person is "effectively communicates", students will be both writing and presenting their analyses of literature, their interpretation of current events, and their creative writing and their research papers/projects. Rehearsals of presentations will take place before the whole class or in small groups throughout the year in order to give students the opportunities to both improve their own presentation skills and help their fellow students improve. Students will also be asked to respond to presentations, both orally and in writing, in order to develop their skills in aural analysis and comprehension.

ELD

According to the new California ELA/ELD Framework all teachers should be focusing on both the language learning needs of our students and the development of content knowledge in English. At CLIC, we do this in a couple of ways. First, we plan our curriculum by integrating our units of study across content areas. We design these units using the ELA/ELD standards, key concepts and assessments found in state and national standards and frameworks. When designing these units we attend to the literacy and language needs of all of our students but paying close attention to the needs of our EL students.

When planning these units we ensure that the learning experiences are:

- meaningful and relevant
- engaging and interactive
- challenging and connected to our students' lives

In addition, we set aside time in the instructional day to address specific language learning needs, in English, for our EL students during Designated English Language development. During this time, our students are focused on English language concepts, skills, knowledge and abilities that are connected to the concepts and knowledge that they are acquiring during integrated learning time. The standards for these lessons are derived from Common Core ELA and ELD standards. Students may be grouped across classrooms in a grade level for designated instruction time by proficiency level at least 3-4 times a week for about 30-45 minute sessions.

Furthermore, once levels for incoming students are determined, based on historic CELDT and SBAC data and current ELPAC and internal assessment data (Fountas & Pinnell and CORE), teachers will be provided with a roster of ELL students and their levels as well as the state ELD standards for each level represented in their class. Each semester, teachers will be responsible for examining their instructional plan for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the semester. The teacher responsible for the ELA/social science block will teach and assess the majority of ELD standards. However, when grade level teachers collaboratively identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified and the teaching and assessing of these standards will be shared by the team.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards will be incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

Additionally, Targeted English instruction in the form of English Language Development is provided for qualified English Learners (particularly those in upper grades who are not making sufficient progress in the dual-immersion model). Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level.

History/Social Studies - core

In social studies students pursue answers to their own questions and develop important skills by utilizing a variety of primary resources and by working individually and in small groups. Our engaging curriculum offers many opportunities to integrate all academic content areas as well as the arts, technology, and community service.

Teachers build their yearly curriculum around agreed-upon social studies themes so that learning is integrated and connected. In this way, higher order thinking skills are developed throughout the day as children make connections between what they are learning across all academic subjects, thereby deepening understanding and demonstrating knowledge through the visual and performing arts. In the 2006 PERB Report, evaluators indicated that higher order thinking skills were most prominent in classrooms utilizing project-based social studies during social studies instruction and less prominent during other subject areas.

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, visual art, music, dance, and drama. The learning activities engage students in reading rich literature as well as original source documents across all content areas. Our teachers invite experts from the community to speak to students. Students will have access to Chromebooks in at least a 2:1 ratio and will learn to responsibly surf the web for research and information. Students will experience daily opportunities to develop listening, speaking, research, and writing skills across the content areas and to develop proficiency in the use of the arts as tools for learning, creative thinking, and problem solving as well as assessment.

Science - core

By participating in early experiences as young scientists, children develop the intellectual habits they need to understand and function within an increasingly scientific and technological society. The NGSS (which our teachers have been using since 2016-17) and The Full Option Science System (FOSS, developed by Lawrence Hall of Science) learning modules created for California will form the basis of science-heavy interdisciplinary projects. FOSS is incorporated by teachers into an NGSS-aligned curriculum. Furthermore, this program is correlated to human cognitive development, utilizing research to match developmentally appropriate learning experiences with elementary students' cognition at different stages of their lives. The research that guides the FOSS developers indicates that humans proceed systematically through predictable, describable years, and that students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary students construct more advanced concepts by classifying, testing, experimenting, and determining cause and effect relationships among objects, organisms, and systems.

CLIC values the study of science for many reasons: the intrinsic value of scientific and technological understanding in our world, scientific process skills are the basis for conducting investigations in any field application, and the honing of scientific inquiry-related skills support students in developing as independent and life-long learners. To support the multi-use of science education, we expect students to use scientific skills in the study of all topics and in producing oral and written reports. Investigative science provides an especially meaningful experience for oral communication, writing, reading, and using numbers. Hands-on experiences also help students construct understanding of the big ideas or concepts of science, as well as practice the scientific skills or processes that enable them to investigate and solve problems both within and outside the realm of science. In addition, our program engages students in interpretive discussions based on their direct experiences both in small groups with peers and in discussions led by the teacher.

Mathematics - core

The main curricular foundation of our program, subject to annual review by a curriculum committee, is Engage NY. This program uses performance tasks as the frame for learning mathematics and complements our instructional philosophy. It follows a Common Core aligned conceptually-oriented curriculum that actively engages students; encourages instruction that promotes thinking, reasoning, and problem-solving; and uses appropriate technology beginning in the earliest grades. The curriculum is rich with

connections to every day, 'real life' situations and provides a pervasive emphasis on problem-solving that integrates mathematics with many disciplines, most often science and language arts.

We have chosen Engage NY because of its alignment to the standards and pedagogical emphasis on problem-based and constructivist learning, and its efficacy with English language learners, gifted students and at-risk students.

This mathematics program involves a pervasive emphasis on problem solving that integrates mathematics with many disciplines, especially science and language arts. The curriculum supports our Dual Language program goals by exposing students to language skills used in problem-solving and questioning. Skills, procedures, and concepts emerge and develop as students solve complex problems. Through meaningful investigations, students develop and apply important mathematical skills and concepts and learn to use quantitative tools. As students advance through the curriculum, the investigations progress from simple to complex, building eventually to problems that require proportional reasoning, multiple-step logic, and algebra.

The instructional methodology for mathematics will be varied, in keeping with the constructivist educational philosophy, and will make use of research-based practices such as Cognitively Guided Instruction (CGI), that have been shown to increase mathematics proficiency with similar students. The use of multiple representations and manipulatives, (a constructivist foundational approach) when used in the systematic ways described by experts in the field (Dienes, Lesh, et al), will be major components of mathematics instruction.

Music – non-core

CLIC has a music teacher on staff that rotates through the classrooms such that each class receives regular music instruction. Students learn musicality, instrumentation, and rhythm in the context of varied cultures. They learn and perform songs chosen to support our community values, reinforce language acquisition, and develop musical skills. Research has discovered significant correlations between academic success and disciplined, consistent study of instrumental music. For example, a number of studies support the contention that students who participate in formal music education have higher academic achievement scores than students who do not participate in formal music education (Babo, 2001; Cardarelli, 2003; Cobb, 1997; Cox, 2001; Frakes, 1984; Huang, 2004; Linch, 1993; Miranda, 2001; Mitchell, 1994; Parrish, 1984; Schneider & Klotz, 2000; Trent, 1996; Underwood, 2000; Zanutto, 1997).

Visual Arts – non core

CLIC has a visual arts teacher on staff that rotates through the classrooms such that each class receives weekly art instruction. Additionally, the visual arts will be an integral part of everyday learning experiences in the classroom and the key to developing literacy in two languages and deepening understanding of academic subjects for our students. To meet our charter’s goal of dual literacy, teachers will implement a California and Common Core standards-based curriculum employing best teaching practices that integrate the visual arts in social studies, language arts, science, math, and technology. Examples of ways students will experience arts-integrated, project-based learning may include a sketch to provide detail for their writing, to pantomime or improvise dialogue to express understanding of stories and historical events, and to explore historical periods, cultures, and themes through music and dance.

In this way, students will engage in hands-on projects that allow them to experience and utilize the arts (and technology) to both facilitate their interdisciplinary and academic learning and demonstrate their learning.

Character and Community – non-core

In keeping with our Mission and with research that confirms a student learns best when emotionally/socially/psychologically safe, we will implement a comprehensive (implemented in every course and part of the school day, rather than simply in isolated and discrete curricular units) program to ensure a safe, nurturing, respectful and kind school community. Teachers have a number of programs at their disposal, and receive continued professional development on how to create a safe and supportive learning community. Resources include Second Step (character development conflict resolution), Tribes Learning Circles, and Mindfulness. Furthermore, our courses of study will incorporate an overarching curricular emphasis on interpersonal and intrapersonal intelligence as well as civic-mindedness, consideration, and responsibility.

This program occurs primarily during the morning circle and is reinforced throughout the day.

Theater Arts – non-core

Also taught by a floating teacher, this course emphasizes development of communication, public speaking and acting. The course includes theater games, improvisation, scene study, monologues/speech techniques, and character study. Students view and critique theatrical performances, and apply the basics of playwriting to write and create scenes. Students also study speeches and presentations, writing and demonstrating their skills in both the context of this course and their core classes.

Performing arts are closely coordinated with Spanish and English Language Arts continuously reinforce grade-level appropriate language development and public speaking skills.

Physical Education – non-core

CLIC is committed to a varied, challenging and standards-aligned physical education program for all students. Students in all grades receive at least the required 200 minutes every 10 days of physical education. We utilize the SPARK PE Curriculum as a guide, which emphasizes a holistic approach to physical wellness.

Instructional Methods and Curriculum

CLIC embraces a multicultural-constructivist bilingual curriculum that is aligned to state standards. Each of those elements has been described in detail above, but the key is the seamless integration of those design elements by teachers working in collaborative teams. We expect to see the following core design elements in place in every classroom, and we provide teachers with ample grade-level planning time and professional development to determine how to execute on this vision. On any given day, in every classroom we expect to observe:

- *Language immersion:* The proportion of Spanish and English language instruction prescribed by the 90/10 dual immersion model (with some room for variance – within 10% - based on student achievement and language proficiency data). For example, we would expect to see 80-90% of the instructional day in Spanish in grades TK-1st, and we would expect to see approximately 50% of the day in Spanish in grade 4 and 5.
- *Student-driven (project-based) learning experiences:* We should see students making meaningful choices about what topics to pursue, how they learn and share what they have learned, and engaging in developmentally appropriate learning. Students should have a meaningful voice in the classroom, and opportunities to draw on their prior knowledge as they learn.
- *Clear learning goals aligned to standards:* Lesson and unit learning goals should be visible and/or known to students for any given lesson. The teacher should be able to articulate the alignment of those goals to content standards, and how they fit within the broader scope and sequence of the course. Most importantly, students should be able to articulate, upon request, knowledgeable answers to the questions: “what are you learning about?”, “what is the expected outcome of the unit/lesson?”, and, “how will you know when you have mastered the learning goal(s)?”

- *Cultural Relevance and responsiveness:* We expect to see both content and pedagogy that is culturally relevant and responsive to students infused throughout the curriculum. Culturally responsive pedagogy might include for example call and response, guided student talk, use of manipulatives, and student-driven inquiry. Culturally relevant content means texts and classroom realia that reflect the diverse multicultural backgrounds of students, and themes that engage student prior knowledge, experience, and multicultural identity.
- *Intentional Social and Emotional Learning (SEL) and support:* We would expect to see deliberate attention to developing SEL competencies, and to addressing the SEL needs of students. This includes the use of Mindfulness strategies and morning circle activities to build relationships with students, understand their emotional state, and create a supportive community to support their success each day. In CLIC's classrooms, if a student is emotionally unprepared to learn, the teacher or TA will know this and address it immediately.

Within this context, teachers will prioritize using projects and open-ended problems to engage students in the curriculum, while also providing them with the prior knowledge and tools they need to tackle new problems. This also means privileging strategies like inquiry and Reader's and Writer's workshop over direct instruction. We believe when the classroom is safe, supportive, and student-centered, students thrive.

Implementation of California Standards

As described in detail above under "Backward Design Instructional Methodology", CLIC faculty engage in several days of professional development and planning time to create standard-aligned curriculum. Regardless of the available curricular materials, whether FOSS kits for science, leveled books for reader's workshop, Engage NY Math performance tasks, or any variety of teacher-created resources (among others), teachers are expected to begin with unpacking the applicable standards, determining how those outcomes will be assessed, and then aligning instructional and learning activities to those outcomes and assessments. Furthermore, we expect teachers to articulate expected learning outcomes to students throughout the day, such that students can articulate what they are learning, and how they will demonstrate mastery of the content.

In order to ensure that all instruction is aligned to, and results in mastery of state-approved content standards, teachers are trained annually to implement the following procedure:

1) Identify desired results: Using educational standards and additional goals, teachers determine a three-tiered hierarchical set of learning expectations:

- a) Information and skills worth being familiar with
- b) Important knowledge and skills
- c) Enduring understandings

2) Determine acceptable evidence: Teachers select forms of evidence that can be assessed throughout the unit of study and include: informal checks, observation/dialogue, quiz/test, open-ended prompts, performance tasks, projects and presentations. At least one project/presentation per semester, in each subject area, will be required in light of research connecting assessment relevance to student engagement and achievement.

3) Plan learning experiences and instruction: Once the learning expectations (knowledge and skills) have been identified, teachers work together to determine the most effective teaching methods and select the appropriate materials and resources to achieve their goals.

Use of Technology

Technology can facilitate learning in remarkable ways, but not all technology actually improves upon non-technological methods of teaching and learning. CLIC educators believe it is important to be critical consumers, always questioning what technology is bringing to the classroom. When technology has been proven to improve student understanding, CLIC will utilize it. CLIC has a 2:1 student to Chromebook ratio in grades 3-5, and class sets of iPads available in grades K-3. Students have multiple opportunities to practice keyboarding and mousing skills when they take our online interim assessments in preparation for the online SBAC tests. Teachers also incorporate technology outcomes and lessons into every project so that students are developing computer skills through authentic applications.

Teachers are strongly encouraged to incorporate technology in the classroom where it can enhance learning, and grade level teams devise technology goals for their students at the beginning of each year. Ultimately, the applications are largely at teacher discretion, with the exception of some school-wide curriculum resources. Students are taught to be critical consumers of information and will be guided in researching appropriately on the Internet and on school-purchased databases and in general 'media literacy'.

A multitude of tools exist online (Reading A-Z, ABC Mouse, Study Island, Newsella, etc) that facilitate learning in all core courses. Software programs (virtual manipulatives) have proven to facilitate geometric, number sense and algebraic conceptual awareness. Primary resources that enrich social studies learning are also freely available online.

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.

Children turning 5 between September 1st to Dec. 2nd of the academic school year are eligible for Transitional Kindergarten. Transitional Kindergarten enrollment is voluntary for qualifying children. TK eligible students are entered in the same lottery as Kindergarten-aged children. Annually, our principal and educators will create a program for the combined Transitional Kindergarten and kindergarten classes that will be sensitive to the needs and progress of our students as individuals. The TK curriculum is primarily based on the Kindergarten standards. We have found that TK students are largely capable of the same cognitive challenge as K students, but may struggle more with attention span, organizational skills, and self-management due to their younger age. As a result, TK pacing is somewhat modified and there are more breaks and additional opportunities for play throughout the day.

Upon completion of TK, Parents will have the option to allow their child to matriculate to 1st grade the following year or have them engage for a 2nd year in a more rigorous kindergarten program, depending on the child and the needs of the family. This decision will be made in consultation with the school, based on student achievement data and teacher observations of developmental readiness.

The curriculum in the combined Transitional Kindergarten/Kindergarten classroom is largely based on the kindergarten standards, with some modifications to meet the academic, social, and emotional needs of younger children. These might include more opportunities for social-emotional learning, language development and communication

through dramatic play; small group instruction; and intentional teaching through hands-on activities.

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.

Academic Calendar



City Language Immersion Charter (CLIC) School Year 2018-19

- Start & End of School
- Normal School Days
- School Closed
- Professional Development
- Teacher's Return/In
- Shortened day

2018																															Pupil Days	Short Days	Work Days	
August	1 We	2 Th	3 Fr	4 SAT	5 SUN	6 Mo	7 Tu	8 We	9 Th	10 Fr	11 SAT	12 SUN	13 Mo	14 Tu	15 We	16 Th	17 Fr	18 SAT	19 SUN	20 Mo	21 Tu	22 We	23 Th	24 Fr	25 SAT	26 SUN	27 Mo	28 Tu	29 We	30 Th	31 Fr	10	2	20
September	1 SAT	2 SUN	3 Mo	4 Tu	5 We	6 Th	7 Fr	8 SAT	9 SUN	10 Mo	11 Tu	12 We	13 Th	14 Fr	15 SAT	16 SUN	17 Mo	18 Tu	19 We	20 Th	21 Fr	22 SAT	23 SUN	24 Mo	25 Tu	26 We	27 Th	28 Fr	29 SAT	30 SUN	31	19	4	19
October	1 Mo	2 Tu	3 We	4 Th	5 Fr	6 SAT	7 SUN	8 Mo	9 Tu	10 We	11 Th	12 Fr	13 SAT	14 SUN	15 Mo	16 Tu	17 We	18 Th	19 Fr	20 SAT	21 SUN	22 Mo	23 Tu	24 We	25 Th	26 Fr	27 SAT	28 SUN	29 Mo	30 Tu	31 We	21	5	22
November	1 Th	2 Fr	3 SAT	4 SUN	5 Mo	6 Tu	7 We	8 Th	9 Fr	10 SAT	11 SUN	12 Mo	13 Tu	14 We	15 Th	16 Fr	17 SAT	18 SUN	19 Mo	20 Tu	21 We	22 Th	23 Fr	24 SAT	25 SUN	26 Mo	27 Tu	28 We	29 Th	30 Fr	31	14	3	18
December	1 SAT	2 SUN	3 Mo	4 Tu	5 We	6 Th	7 Fr	8 SAT	9 SUN	10 Mo	11 Tu	12 We	13 Th	14 Fr	15 SAT	16 SUN	17 Mo	18 Tu	19 We	20 Th	21 Fr	22 SAT	23 SUN	24 Mo	25 Tu	26 We	27 Th	28 Fr	29 SAT	30 SUN	31 Mo	10	2	10
2019																																		
January	1 Tu	2 We	3 Th	4 Fr	5 SAT	6 SUN	7 Mo	8 Tu	9 We	10 Th	11 Fr	12 SAT	13 SUN	14 Mo	15 Tu	16 We	17 Th	18 Fr	19 SAT	20 SUN	21 Mo	22 Tu	23 We	24 Th	25 Fr	26 SAT	27 SUN	28 Mo	29 Tu	30 We	31 Th	20	4	21
February	1 Fr	2 SAT	3 SUN	4 Mo	5 Tu	6 We	7 Th	8 Fr	9 SAT	10 SUN	11 Mo	12 Tu	13 We	14 Th	15 Fr	16 SAT	17 SUN	18 Mo	19 Tu	20 We	21 Th	22 Fr	23 SAT	24 SUN	25 Mo	26 Tu	27 We	28 Th	29	30	31	18	4	19
March	1 Fr	2 SAT	3 SUN	4 Mo	5 Tu	6 We	7 Th	8 Fr	9 SAT	10 SUN	11 Mo	12 Tu	13 We	14 Th	15 Fr	16 SAT	17 SUN	18 Mo	19 Tu	20 We	21 Th	22 Fr	23 SAT	24 SUN	25 Mo	26 Tu	27 We	28 Th	29 Fr	30 SAT	31 SUN	16	3	16
April	1 Mo	2 Tu	3 We	4 Th	5 Fr	6 SAT	7 SUN	8 Mo	9 Tu	10 We	11 Th	12 Fr	13 SAT	14 SUN	15 Mo	16 Tu	17 We	18 Th	19 Fr	20 SAT	21 SUN	22 Mo	23 Tu	24 We	25 Th	26 Fr	27 SAT	28 SUN	29 Mo	30 Tu	31	21	4	21
May	1 We	2 Th	3 Fr	4 SAT	5 SUN	6 Mo	7 Tu	8 We	9 Th	10 Fr	11 SAT	12 SUN	13 Mo	14 Tu	15 We	16 Th	17 Fr	18 SAT	19 SUN	20 Mo	21 Tu	22 We	23 Th	24 Fr	25 SAT	26 SUN	27 Mo	28 Tu	29 We	30 Th	31 Fr	21	4	22
June	1 SAT	2 SUN	3 Mo	4 Tu	5 We	6 Th	7 Fr	8 SAT	9 SUN	10 Mo	11 Tu	12 We	13 Th	14 Fr	15 SAT	16 SUN	17 Mo	18 Tu	19 We	20 Th	21 Fr	22 SAT	23 SUN	24 Mo	25 Tu	26 We	27 Th	28 Fr	29 SAT	30 SUN	31	10	2	10
TOTAL																															180	37	198	

No School Days:

2018

- Aug. 20 - First Day of School
- Sept. 3 - Labor Day
- Oct. 31 - Nov 2 - Professional Development
- Nov. 12 - Veteran's Day
- Nov. 19, 20 - Professional Development
- Nov. 21-24 - Thanksgiving Break
- Dec. 17-31 - Winter Break

School Evening Events:

(Dates to be determined)

- New Family Orientation Night
- Back to School Night
- Mathematics Night
- Winter Celebration
- Literacy Night

2019

- Jan. 1 - Winter Break
- Jan. 2 - Professional Development
- Jan. 21 - Martin Luther King Day
- Feb. 15 - Professional Development
- Feb. 18 - Presidents' Day
- Mar. 25-29 - Spring Break
- Apr. 1 - Cesar Chavez Day
- Apr. 3 - Professional Development
- May 24 - Professional Development
- May 27 - Memorial Day
- Jun. 14 - Last day of School

Daily Schedules 2018-19

Note that CLIC has a staggered school day schedule in order to meet traffic requirements imposed by the City of Los Angeles for our school site. TK-2nd grade students begin at 9 am and are dismissed at 3:05, and 3rd through 5th graders begin at 8 am and are dismissed at 2:30 pm. On early release days, all students are dismissed at 2 pm.

Grades TK-2	M, W, Th, F	Tu
9:00 – 9:15	Morning Meeting	Morning Meeting
9:15 – 9:45	Language Centers & ELD	Language Centers
9:50 – 10:10	Recess	Recess
10:10 – 12:15	Mathematics	Mathematics P.E. (11:45)
12:15 – 1:00	Lunch	Lunch
1:00 – 1:15	Mindfulness	Mindfulness
1:15 – 2:00	History/ Social Studies	History/ Social Studies
2:00 – 2:30	TK/K Dismissal Science Inquiry	2:00 – Early Dismissal
2:30	P.E.	
3:05	Dismissal	

Grades 3-5	M, W, Th, F	Tu
8:00 – 8:15	Morning Meeting	Morning Meeting
8:15 – 9:30	Language & P.E. (9:10)	Language & Literacy (and ELD)
9:30 – 9:50	Recess	Recess
9:50 – 11:25	Literacy & Mathematics	Literacy & Mathematics
11:25 – 12:10	Lunch	Lunch
12:10 – 12:30	Mindfulness	Mindfulness
12:30– 12:45	Read Aloud	Read Aloud
12:45 – 2:30	Science Inquiry	History/ Social Studies& Visual Art 2:00 – Early Dismissal
2:30	Dismissal	

Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	132	295	36	235	1	180	12	235	181	36000	50400	14400
1	Yes	132	295	36	235	1	180	12	235	181	50400	50400	0
2	Yes	132	295	36	235	1	180	12	235	181	50400	50400	0
3	Yes	132	355	36	295	1	180	12	295	181	50400	61200	10800
4	Yes	132	355	36	295	1	180	12	295	181	54000	61200	7200
5	Yes	132	355	36	295	1	180	12	295	181	54000	61200	7200
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	No									0	64800	0	-64800
10	No									0	64800	0	-64800
11	No									0	64800	0	-64800
12	No									0	64800	0	-64800

Professional Development

Teacher Recruitment

The teacher recruitment process includes job search sites (Edupreneurs.org, Edjoin.com, Indeed.com, LinkedIn.com, and the Teach for America Job Board), conferences (e.g. California Charter School Association), agencies (California Teachers on Reserve, Carney Sandoe, CalWest, et al), and local university career placement centers (UCLA, CSUN, Cal State LA, USC, Loyola Marymount, Occidental, etc.). Email forwards through educator networking groups, graduate school of education alumni groups, and university alumni groups have also been effective. All positions are also posted on the school's website.

Guided by the descriptions found in Element 5, the Principal seeks to hire a diverse staff that has a depth of knowledge in pedagogy and elementary multiple subjects, a commitment to project-based learning, data driven instruction and backward design curriculum construction, and a bilingual instruction credential (BCLAD).

Professional Development

CLIC holds an annual Teacher Institute during the two weeks before school starts, designed by the Principal in light of faculty strengths and weaknesses, and in light of student achievement data. All teachers are engaged in data analysis as the basis for professional growth and instruction. All planning activities are grounded in the backward design process of curriculum construction described in this charter.

Other professional development activities are provided to deepen teacher's pedagogical and curricular knowledge about specific content areas during the year. For example, the CA Association of Bilingual Educators (CABE) conference, NCTM resources and possibly conferences. And National Science Foundation's Problem-Based Learning Project (<http://pbl.educ.msu.edu/>), and CUE (computer-using educator) conferences and webinars.

We leverage staff talents to provide professional development and/or guide the staff in thinking about new practices and mastering our program's components. For example, if our principal identifies faculty with expertise in Dual Language Immersion, Project Glad, Lucy Calkin's Reading & Writing Workshop (Columbia Teacher's College) or any other aspect of our program, we will support and empower them to lead us in school-wide discussion and action.

Time for Professional Development includes:

- 10 day Institute prior to school opening
- Tuesdays (shortened days) faculty meetings 1:30-4:00 PM
- Weekly grade-level team meeting
- Eight Staff Development days over the course of the year (see the calendar above)

The Professional Development calendar for 2018-19 is subject to change based on student data and teacher needs. However, based on current priorities we expect to address the following topics:

- Data analysis from the 2017-18 school year to determine instructional priorities.
- Deepen understanding and application of new CA ELD standards and support for ELL students
- Review of backward design, revisiting ELA and Math CCSS-based unit plans with a renewed focus on the NGSS. The goal will be integrating ELA and Math standards into an NGSS-aligned science curriculum
- Deepening Mindfulness and other social-emotional learning practices
- Review and refinement of Reader and Writer's workshop
- Constructivist practice in the dual-language classroom

As much as possible, we seek to personalize professional development plans based on the needs of students and teachers, in light of data such as test results, student work, teacher surveys, classroom observations, and peer review to determine specific professional development needs each year.

Meeting the Needs of All Students

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 achieve (second-language acquisition) significantly better in programs that teach language through cognitively-complex content, taught through problem-solving, discovery-learning in highly-interactive classroom-content.....In the long term, students do less well in programs that focus on discrete units of language taught in a structured, sequenced curriculum with the learner treated as a passive recipient of knowledge." -- Virginia P. Collier

CLIC has developed own English Learner Master Plan (see attached under tab 8). Our goal is to meet the educational needs of all students in an environment that fosters an appreciation and understanding of other languages and cultures. English Learners (ELs) will have full access to CLIC's educational program. As a dual-immersion school, CLIC has adopted the belief that, at least for our Spanish-speaking language learners, by reinforcing language development in EL students' native language, we are better preparing them to transfer their understanding of language to achieve English proficiency. Indeed, this approach is well supported by research, which indicates that, "Latino EL students enrolled in...bilingual programs are reclassified at a slower pace in elementary school than those in the English immersion program, but nonetheless have higher overall reclassification, English proficiency, and academic proficiency rates by the end of high school" (Umansky & Reardon, 2015). At all times, students' primary language will be honored and valued as both an instructional tool and learning resource for all students in the class. The entire school community will be enriched by the multi-lingual and multi-cultural qualities of its students.

CLIC will meet all federal and state requirements for services to English Learners, including initial and annual identification and assessment of primary and secondary language fluency in listening, speaking reading, and writing. Students will be identified through a home language survey, and or through teacher referral, with identification being subject to further diagnostic assessment, including ELPAC test results. Students who have been reclassified continue to be monitored to determine their ability to master state ELA standards without language support. Similar procedures will be used to monitor on an ongoing basis students who are reclassified.

Process for identifying English learners

Beginning in 2017-18, English Language Proficiency Assessments for California (ELPAC) will be used (as we phase out the CELDT) to determine individual student levels as well as to determine progress in acquiring English proficiency. All students who have previously taken the ELPAC or CELDT and have not been Reclassified Fluent English Proficient (RFEP), and/or who identify a primary language other than English on their home language survey, will take the ELPAC. Students will be monitored based on the California English Language Development Standards

rubrics provided in pages 21-24 of the ELD Framework available at <http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf>. Specifically, student English proficiency will be evaluated across three “proficiency level descriptors” (PLD):

- **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 that are 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 a 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.

Each PLD is further broken into three stages of development: overall proficiency, early stage, and exit stage. Furthermore, student proficiency will be measured across three modes of communication – Collaborative, Interpretive, and Productive – and two dimensions of knowledge: metalinguistic awareness, and accuracy of production. In addition to the ELPAC testing, Teachers assess student progress, both formally (CORE and Fountas & Pinnell benchmark assessments) and informally (teacher-created assessments) throughout the year. This data is used to determine individual proficiency levels and how instruction should be modified. At each grading period, teachers compile student work samples and assessments and evaluate progress using an ELD portfolio.

Expected student progress and outcomes are described in detail in Goal 7 of Expected Annual Measurable Outcomes (above). Targeted English instruction in the form of English Language Development is provided for qualified English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their ELD level.

Entering ELL students will be assigned an ELD level “beginning” or “exiting” level of emerging, expanding, or bridging, based on multiple criteria including ELPAC scores, diagnostic assessments, and review of prior ELD portfolios (where applicable). Once levels for incoming students are determined, teachers will be provided with a roster of ELL students and their levels as well as the state ELD standards for each level represented in their class. Each semester, teachers will be responsible for examining their instructional plan for the standards to be covered and identifying the relevant ELD standards to be taught and assessed during the semester. When grade level teachers collaboratively identify key reading comprehension, writing, and listening/speaking standards to be taught throughout all content areas, ELD standards matching these ELA standards will be identified and built into unit plans.

When creating assessment tools (e.g. writing rubrics, rubrics for oral presentations), ELD standards will be incorporated whenever possible so that the same assessment tool may be used to track student progress towards grade level ELA standards as well as the standards for a certain ELD level.

Before the issuance of each progress report card, teachers will summarize students’ mastery of standards for their current ELD level by looking at assessment material collected throughout the quarter. At the end of the semester, teachers will also go through the list of standards for a student’s current ELD level and determine if the student has mastered every standard for his or her current level and is ready to move to the next ELD level. Teachers will present evidence (e.g. scored writing samples, rubrics from oral presentations) to the Assistant Principal, who will work with teachers to make the final decision regarding progression to the next ELD level. Reclassification criteria and procedures are outlined below.

Reclassification Criteria

ELPAC: Overall performance level of “bridging” (minimally entry level) in listening-speaking, reading, and writing

Fountas & Pinnell and CORE: Demonstrates grade-level proficiency in phonics, fluency, and reading comprehension

Standards Based Report Card: Meets or exceeds expectations in all ELA (Reading, Writing, and Listening/Speaking) strands, as evidenced by a grade of 3 or 4 in a 1-4 grading system

Teacher Analysis: The classroom teacher will judge whether the student will be successful in a mainstream English program. This judgment may be based on teacher observation, review of student work samples, analysis of past standards based report cards

SBAC: Within 10 scale score points of Level 3 (proficient) or better performance on the ELA section of the test

Parent approval: Parent signs reclassification letter explaining criteria for and significance of reclassification

Reclassification Procedures

The following reclassification procedures will be used:

Each semester, the Assistant Principal (AP) creates a list of all students who meet the ELPAC, benchmark, and SBAC criteria for reclassification, and at the end of each semester, distributes an updated potential reclassification list to ELA teachers and advisors. This document lists by class all students who meet the ELPAC and SBAC criteria for reclassification. Each teacher is responsible for completing the report card grade and teacher judgment columns of the reclassification list for their students.

In some cases, the AP works with the teacher to determine the ability of individual students to master grade level standards without language support. Based on the information provided by teachers, the AP identifies students ready to reclassify and submits these names to the office clerk. The office sends a reclassification letter to these students' parents and submits the appropriate information to LAUSD and the CDE.

Reclassified students continue to be monitored through graduation to ensure their continued ability to achieve mastery of state ELA standards. Student progress will be monitored through data recorded in the Illuminate data system, including data from the ELD curriculum program, and the Interim SBAC assessments.

CLIC hires CLAD/EL certified, experienced teachers with full understanding of Specially Designed Academic Instruction in English (SDAIE)³ Professional development will be focused on enhancing teachers' knowledge of how to teach English language learners to read and write as well as how to address the achievement gap by providing pedagogical tools to ensure that all students can meet standards. Teachers authorized to teach English Language Learners will continue to receive training and support in the effective implementation of techniques such as SDAIE. Teachers will also observe model lessons and receive feedback on their implementation of new techniques.

³ CLIC considers SDAIE as an important aspect of its English immersion program because it provides context and support in a cognitively demanding environment, allowing students to gain skills in both the subject material and in using English. A resource to be studied by all CLIC teachers will be: SDAIE Handbook: Techniques, Strategies, and Suggestions for Teachers of LEP and Former LEP Students: <http://www.csupomona.edu/~tassi/sdaie.htm>

Major components of this pedagogical approach include:

1. Teach to the Highest: A classroom environment that values the student and provides authentic opportunities for use of academic language and maintains the highest standards and expectations for all students (Goodman, Cummins, Smith, Collier).
2. Brain Research--Metacognition
 - A time to activate and focus prior knowledge: inquiry charts, brain-storming and clustering (Costa, Rico, Kovalik).
 - An opportunity to insure a common base of understanding and scaffolding: direct experiences, films, visuals, teachers read aloud (Krashen, Collier, Vygotsky).
 - Students taught how and encouraged to organize thoughts and texts utilizing multiple intelligences: graphic organizers, summaries, visuals, or contextual and semantic clues (Costa, Rico, Krashen, Long, Gardner, Lazear).
 - Metacognitive aspect of teacher and students modeling of how an answer was obtained not merely the correct answer (Costa, Farr).
3. Brain Research and Second Language Acquisition
 - A student set purpose for learning: motivating, stated result or goal; student choices; inquiry charts (High Scope, Hunter).
 - Chances to negotiate meaning from language and text: co-op activities for problem solving, social skills; heterogeneous grouping (Long, Kagan, Vygotsky, Cummins, Shefelbine).
4. Reading and Writing To, With and By Students:
 - Reading that stresses the purpose and joy before the skills; that begins with writing and reading one's own language; continues with immense amounts of being read to; time for silent sustained reading and silent sustained writing with oral book sharing and quick shares (Goodman, Krashen, Flores, Traill).
 - Direct teaching of concepts, vocabulary or necessary skills; text patterns, academic language, writing patterns; decoding skills (UCI Writing Program, Bettances, Chall, Reading Task Force, Shefelbine, Adams).
 - Writing that stresses the metacognitive use of reading and writing as a process; use of clustering/brainstorming to initiate writing; acceptance of developmental level of writer; editing and revising done only in appropriate place in the process. No over-editing in early drafts; not all writing brought to editing stage; use of conferencing methods to guide student through the process; use of logs for personal responses to texts or issues; use of interactive journals (Goodman, Graves, Calkins, Rico, UCI Writing Project).
 - Big Books on walls, shared reading/writing experiences are only a few strategies for a language functional environment; use of personal interaction values oral ideas and cross-cultural respect (Traill, Cummins).
5. Active participation in all components of the unit, negotiating for meaning, comprehensible output (Long, Cambourne, Cummins, Swain, Goldenburg).

6. A theme and strategies to foster respect, trust, identity, and voice (Cummins, Berman, Baron).
7. Ongoing assessment and closures to units using a variety of assessment tools to provide reflection on what has been learned, how it was learned and what will be done with the information. Assessment, on-going and summative, based on strengths as well as needs (Costa, Wiggins, Farr, Treadway, Lazear).

In this way, CLIC expects students to acquire English language skills in reading, writing, listening, speaking, and thinking and to proficiently meet grade level ELA standards. The effectiveness of the school's EL program will be monitored through a bi-annual analysis of inputs (teacher certification, and curriculum), and outcomes: student performance data trends, including progress on ELA and Math assessments, movement in ELPAC levels, and numbers of students progressing towards reclassification, or being reclassified.

We address the needs of ELs and LTELs by strengthening their native language. We know that students who have a strong foundation in their native language do better acquiring a new language. Therefore, in TK-3 the focus is on providing Spanish Intervention to those students who are struggling in Spanish. They receive pull out support in a 1:1 or 1:2 session for 30 minutes twice a week. If students enter 4th grade and are still struggling to progress in English, we will provide similar support in ELA. We also provide our faculty ELD professional development to create a shared understanding of target literacy skills. Teachers also learn about effective language development practices focused on language generation such as (jigsaw, expert groups, turn and talk, etc.). Lastly, they learn about addressing the social-emotional needs of ELs and LTELs. Throughout the school year, we also hold data meetings with teachers to analyze data (i.e. SBAC, CELDT, internal assessments, etc.). Our SPED coordinator is present during data meetings to help coordinate and address issues with students who are ELs and SPED.

We strongly believe that parent engagement is critical for all students, especially our At Risk and or EL students. This includes holding bilingual events and engaging parents in activities that are linguistically and culturally sensitive. We encourage parent participation in intervention decisions and we also make families aware of their CELDT/ELPAC results and discuss progress through parent conferences, SST meetings, etc. For our newcomers we establish a buddy system (student to student) to support them in their transition to school.

A detailed overview of Reclassification criteria and timelines is below.

Reclassification Criteria Chart

	K -2 nd Grade	3 rd Grade	4 th Grade	5 th Grade
CELDT (CA English Language Development Test)	1)Overall scores of 4 or 5 2) Scores of 3 or higher in Listening, Speaking, Reading, and Writing	1)Overall scores of 4 or 5 2) Scores of 3 or higher in Listening, Speaking, Reading, and Writing	1)Overall scores of 4 or 5 2) Scores of 3 or higher in Listening, Speaking, Reading, and Writing	1)Overall scores of 4 or 5 2) Scores of 3 or higher in Listening, Speaking, Reading, and Writing
Teacher Evaluation	Report Card Marks of 3 or 4 in ELA	Report Card Marks of 3 or 4 in ELA	Report Card Marks of 3 or 4 in ELA	Report Card Marks of 3 or 4 in ELA
Skills Assessment	1) Demonstrates Mastery in Spring CORE 2) Grade Level Reading in Spring Running Record 3) Passing Scores on Spring Writing Assessments	1) Demonstrates Mastery in Spring CORE 2) Grade Level Reading in Spring Running Record 3) Passing Scores on Spring Writing Assessments	1) Demonstrates Mastery in Spring CORE 2) Grade Level Reading in Spring Running Record 3) Passing Scores on Spring Writing Assessments	1) Demonstrates Mastery in Spring CORE 2) Grade Level Reading in Spring Running Record 3) Passing Scores on Spring Writing Assessments
Parent Opinion & Consultation	Parent Approval	Parent Approval	Parent Approval	Parent Approval

Procedures to Reclassify and Monitor EL Students

	Aug.	Sept. / Oct	Nov. -May	Feb. / Mar.	June
Data/Scores Received	SBAC scores received			CELDT scores received	ELA scores on Trimester 3 report card
Met Criteria for RFEF or IFEP	1) Identify students who have met criteria (3 rd -5 th grade) 2) LAT team/Parents meet to RFEF	CELDT test is administered	Teachers provide strategic instruction and intervention for students on the <u>EL Monitoring Roster</u>	1) Identify Initials students who have met criteria 2) Mail IFEP letters 3) IFEP on CALPADS	1) Identify students who have met criteria (K and 2 nd grade) 2) LAT team/Parents meet to RFEF
Potential for RFEF or IFEP	1) Identify student who have not met criteria (3 rd -5 th grade) 2) Develop <u>EL Monitoring Roster</u>			1) Identify Initials students who have not met criteria 2) Update <u>EL Monitoring Roster</u>	1) Identify student who have not met criteria 2) Prepare <u>EL Monitoring Roster</u> for next year

Gifted and Talented (GATE) Students and Students Achieving Above Grade Level

CLIC is concerned that potentially high achieving students are often merely given additional work to do rather than effectively engaged and supported in their learning. While our program will be designed to allow all students to pursue their learning in an in-depth way and at a challenging pace, additional efforts will be made for students identified as “gifted”, including multiple strategies to differentiate instruction for diverse learning styles and ability levels within the school’s curriculum. In the case of gifted students, teachers will provide a variety of options for students to demonstrate their understanding of what they have learned.

Initial identification of students will be based on SBAC scores in the top percentiles and teaching observation and referral. We will utilize a combination of quantitative assessments such as the Naglieri Non-verbal Ability Test (NNAT 2) or Cognitive Abilities Test (CogAT) and qualitative measures like the Traits, Aptitudes, and Behaviors Rating Scale (TABS), teacher observation and assessments, and calibrated assessment of writing samples. Students who achieve significantly above grade level and/or demonstrate behaviors consistent with gifted ability will be appropriately identified. Students who score in the top 5th percentile of such assessments will be considered GATE, and the decision would be made through an SST process that includes the student's teachers and parents, and a committee trained to have expertise on this process.

In addition, staff will utilize the research of Renzulli (1986) who concluded that giftedness involves the interaction of three sets of characteristics: above average intellectual ability, creativity and task commitment. This interaction may result in giftedness in general performance areas such as mathematics, philosophy, religion or music, or in the performance areas as specific as cartooning, map-making, play-writing, advertising or agricultural research. CLIC faculty will actively seek to identify students that possess these characteristics, as further described by Treffinger (1986):

- Above Average Intelligence
- Advanced vocabulary
- Good memory
- Learns very quickly and easily
- Large fund of information
- Generalizes skillfully
- Comprehends new ideas easily
- Makes abstractions easily

- Perceives similarities, differences, relationships
- Makes judgments and decisions
- Creativity
- Questioning; very curious about many topics
- Has many ideas (fluent)
- Sees things in varied ways (flexible)
- Offers unique or unusual ideas (original)
- Adds details; makes ideas more interesting (elaborates)
- Transforms or combines ideas
- Sees implications or consequences easily
- Risk-taker; speculates
- Feels free to disagree
- Finds subtle humor, paradox or discrepancies
- Task Commitment
- Sets own goals, standards
- Intense involvement in preferred problems and tasks
- Enthusiastic about interests and activities
- Needs little external motivation when pursuing tasks
- Prefers to concentrate on own interest and projects
- High level of energy
- Perseveres; does not give up easily when working
- Completes, shares products
- Eager for new projects and challenges
- Assumes responsibility

CLIC does not intent to operate a pull-out GATE program. Rather, we expect our teachers to differentiate for gifted students as they would for any other subgroup. We subscribe to a set of research-based strategies (Kaplan, 1986) to enhance the curriculum for a gifted student:

- Present content that is related to broad-based issues, themes or problems.
- Integrate multiple disciplines into the area of study.
- Present comprehensive, related and mutually reinforcing experiences within an area of study.
- Allow for the in-depth learning of a self-selected topic within the area of study.
- Develop independent or self-directed study skills.
- Develop productive, complex, abstract and/or higher level thinking skills.
- Focus on open-ended tasks.

- Develop research skills and methods.
- Integrate basic skills and higher level thinking skills into the curriculum.
- Encourage the development of products that challenge existing ideas and produce "new" ideas.
- Encourage the development of products that use techniques, materials and forms.
- Encourage the development of self-understanding. For example, recognizing and using one's abilities, becoming self-directed, appreciating likenesses and differences between oneself and others.
- Evaluate student outcomes by using appropriate and specific criteria through self-appraisal, criterion-referenced and/or standardized instruments.

Per the process described below for at-risk students, teachers will be expected to administer diagnostic assessment and analyze data in the first month of school to identify exceptional learners and devise a personalized plan to meet those student needs.

It is well-documented in research and practice that such students greatly benefit academically, socially, and emotionally from grouping practices that allow them to learn with their intellectual peers with appropriately challenging and engaging curriculum. For this reason, CLIC reserves the right to create a more comprehensive GATE program, should a student population emerge that would clearly benefit from such courses.

CLIC recognizes that diversity exists within a gifted population, as demonstrated through the range in relative strengths and weaknesses, interests, work output, and personality traits of students. Staff will use a variety of teaching styles in order to encourage each student to reach his or her potential. Ability grouping, flexible pacing of instruction, project-based work, student-directed learning, and individual investigations are some of the specific techniques to be employed in our classrooms. Gifted students will be monitored using the on-going, observational, teacher created, and standardized assessments that are a part of the general classroom.

Students Achieving Below Grade Level

Students who are identified as at-risk of failing to perform at grade level are evaluated on a case-by-case basis by the Student Success Team following referrals from teachers and parents. Students will be identified as under achieving if:

- Their classroom performance is considered to be one or more years below grade level based on class assignments and/or assessments
- They have a scale score of 10 or more points below a 3 (proficient) in language arts or mathematics on the SBAC summative assessment

- They fail to demonstrate a minimum of one year of academic growth in reading, writing, and/or mathematics during each year

These students are also identified using the baseline assessments in all content areas that are used for all students as they enter a new grade-level or enter our school for the first time. We use a variety diagnostic assessments in English and Spanish, including Fountas & Pinnell Benchmark Assessment System (BAS), Consortium on Reading Excellence (CORE), and SBAC Interim Assessments, to get a thorough picture of where students are academically. Assessments are given at the beginning of each year, as well as periodically throughout the year. Teachers also use teacher-created writing prompts, which are aligned to rubrics, once per trimester. Ongoing observations applied to checklists and rubrics are also be used as part of each student's portfolio. Quantitative and qualitative data from these assessments are used to monitor these students and inform instruction. Based on the data described above, we identify student needs and provide a large variety of pedagogical practices as early as possible in order to determine methods that best fit the individual student. Specifically, the Director of Special Education and Assistant Principal work with teachers to compile a data profile on every student within the first month of the year. Teachers then work with the administrative team to identify their most at-risk students and define an individual learning plan for those students. This plan is shared with the students and their parents and plan milestones are monitored monthly, adjustments are made as needed and progress is communicated to parents.

In addition to the targeted instructional practices described below, CLIC is designing a "Plus One" block to take place in each class 3-4 times per week. During that time period, a Teaching Assistant will push into the class, and teachers will design groupings of students to either review prior lessons, preview coming lessons, or engage in enrichment. Student groups and the activities within them will be determined based on student data, and the teacher and TA will use the time to prioritize support for low-achieving students in small groups. Where possible, the academic block will be scheduled for two grade levels that can be creatively regrouped for team teaching opportunities. In addition, our after school partner (currently Youth Policy Institute) provides effective after-school tutoring to provide additional, individualized support for these students.

Instructional Strategies

Ongoing instruction is also specifically designed to engage all students, and in particular the most at-risk of failure. By continuing to look to research, and giving teachers time to meet, to discuss, and learn what works best with their students, teachers will continually assure that they are using the most effective strategies for helping all of their students become active and motivated learners who master the knowledge necessary for life-long learning and success. In

order to reach the greatest number of students, teachers are expected to utilize the following “best practices.”

High Expectations:

By believing in and identifying each student’s potential, teachers then utilize the student’s strengths to help him/her reach this potential.

Relevant, Applied Learning Experiences:

Students need to be provided with “real life” purposes for their reading, writing and problem-solving. Reality-based learning approaches help to build a bridge between school and home, thereby helping students see relevance to their learning. Many at-risk students do not see the relevance in their schooling and, therefore, lose motivation to succeed and learn.

Active Learning:

Students who are motivated and engaged in their learning are more likely to achieve higher levels of performance and learning than those students who “learn” only to please others and pass a test or course. A student-centered classroom where students take an active role in their education fosters better learning than classrooms where the teacher does all the work and students play a passive role.

Varied Grouping:

“Pigeon holing” students in stagnant groups for the entire year or semester, is often a detriment for the student. Research supports practices where groupings are often varied from homogeneous to heterogeneous, and they change often with different activities.

Cooperative Learning:

Students learn well from each other and opportunities should be provided for students to work together in order to plan, create and perform projects, as well as to discuss and debate issues. Cooperative grouping allows students to practice the social aspect of learning and contributes to active participation and team work. Each student can utilize his/her strengths in groups and learn from the strength of his/her peers.

Peer Tutoring and Cross Age Tutoring:

Tutoring students in one's own classroom and at other grade levels is an effective strategy for enhanced learning in literacy as well as in academic areas. Benefits are the tutor and the student being helped. A variety of both cross-age and peer tutoring models can be used successfully, and teachers can use these in our multi-age classrooms.

Meta-cognition and Reflection:

Teachers who share their thoughts on how they approach and complete a task or arrive at a conclusion help students become aware of their own thinking, which is called meta-cognition. Successful students are able to understand and are aware of the most effective strategies they need in order to study and learn. Teachers help students recognize challenge and errors as an opportunity for reflection and learning.

Varied Assessment:

As all students possess and utilize different strengths for their learning, a teacher who allows for a variety of assessments is more apt to find out what students have truly learned, not just how they take a test. Portfolios, oral presentations, open-book test, group projects and graphic maps are only some of the many avenues available for teachers to tap into their student's knowledge. The wider the variety of assessment the teacher uses and the more authentic and on-going it is, the truer the picture the teacher can get of their student's understandings.

Direct Instruction:

As an instructional strategy, direct instruction responds to the student's needs by focusing directly on the skills required to be successful in school and ensuring that these skills are learned (Better Thinking and Learning, Maryland State Department of Education). Students can learn high level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge.

Specific Classroom Modifications For At-Risk Students

In order to help students who appear to need special services or "a reasonable accommodation," classroom modifications will be made. Modifications from the menu below are incorporated into a personalized plan and shared with the parents and the student:

Materials:

- Use highlighted or underlined reading materials
- Provide visual aids
- Provide concrete manipulative materials

- Provide taped texts and/or other class materials
- Allow use of calculator
- Provide materials with wide spacing, few items per page and clear print
- Type teacher materials
- Incorporate technology-based adaptive curriculum

Methods:

- Teach to student's learning style: Linguistic, Logical, Musical, Spatial, Kinesthetic,
- Visual clues and/or demonstration (model) when instructing
- Read written material to student
- Provide organization aids such as outlines, etc.
- Peer tutors, etc.
- Shared note taking
- Graphic organizers (e.g. Thinking Maps) to help students create cognitive schema for new information
- Provide written steps for directions
- Have student repeat directions to teacher or peer
- Manipulatives
- Pre-teach vocabulary
- Preview lesson for student before given to whole class
- Reduce language level of reading level of assignment
- Cloze strategies
- Technology assisted learning (online adaptive learning applications and assistive technologies)

Pacing:

- Reduce paper and pencil tasks
- Provide distributed review and drill
- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situation
- Provide home set of text/materials for preview/review

Environment:

- Preferential seating
- Alter physical room arrangement
- Define areas concretely
- Provide for a quiet space

- Eliminate too many visual distractions
- Play 60-80 beat Baroque classical music, just at a conscious level, when students are doing generative work, such as writing, reading silently, etc.

Where we are not seeing progress with personalized learning plans, CLIC forms a more formal Student Study Team to address the needs of each student on a case-by-case basis. Through the SST process, we will be able to identify if students need additional supports, or may need to be evaluated for an IEP or 504 plan.

Step 1-Identify and Monitor Time-frame 4-5 weeks

Create Student Folder for each intervention candidate

- Complete "CLIC Academic Intervention Checklist" (Form 1A)
- Complete "CLIC Behavior Intervention Checklist" (Form 1B)
- Provide evidence of concern (work samples, assessments, observational notes)

Step 2-MILD Intervention Time-frame 4-5 weeks

Provide planned differentiated instruction and collect data

- Complete "CLIC Diagnostic Information" (Form 2A)
- Complete "CLIC Teacher/Differentiated Instruction Plan" (Form 2B)
- Refer to "Pre-referral Intervention Manual" for suggestions (optional)
- Request consult with Intervention Specialist (optional)

Step 3-MEDIUM Intervention Time-frame 4-5 weeks

Revised differentiated instruction plan, continue data collection, TA support with Intervention Specialist monitoring

- Complete "CLIC Teachers' Assistance Data" (Form 3A)
- Complete "CLIC Fluency Data Sheet" (Form 3B)
- Request consult with Intervention Specialist

Step 4-SST Meeting Time-frame TBD

Request and attend 1st meeting to discuss next steps

- Complete "CLIC Request for SST" (Form 4A)
- Complete "Intervention Strategies Documentation" (Form 4B)

Possible Outcomes

Alter or Intensify Intervention Plan or IEP Referral

Step 5- Intervention Time-frame TBD

Differentiated instruction continues and collect data with TA support with Intervention Specialists support

-TA completes "CLIC Teachers' Assistance Data" (Form 3A)

-TA completes "CLIC Fluency Data Sheet" (Form 3B)

Responsible Party: Teacher, TA, & Intervention Specialist

Step 6-SST Follow-Up Meeting Time-frame TBD

Review data, evidence, documentation, and results

Possible Outcomes

Alter or Intensify Intervention Plan or IEP Referral

Step 7- SPED Referral Time-frame TBD

Student receives formal referral (SPED, 504, mental health)

-Complete "Present Level Progress Report" (Form 7A)

-Submit "Student Folder" with work samples, assessments, observation notes

Socioeconomically Disadvantaged Students

CLIC used the CDE required process to systematically identify socioeconomically disadvantaged students: After July 1st each year, we request that all families, regardless of income status, submit a completed Free and Reduced Priced Lunch form provided each year by CDE. We then certify eligibility using the guidelines and eligibility rates set by the National School Lunch Program. Additionally, we Directly Certify students monthly via CALPADS and adjust their eligibility status accordingly.

Substantial longitudinal research has confirmed that one of the most effective interventions for low-income students is providing them with integrated, mixed-income learning environments. Students in racially and economically *isolated* schools and classrooms are less likely to be successful than students in intentionally diverse schools, because they typically have limited resources, including less experienced and less qualified teachers, high teacher turnover, less successful peer groups, fewer advanced courses, harsher disciplinary systems, and inadequate facilities and learning materials. These disparities result in higher dropout rates, lower achievement, lower rates of college attainment and persistence, and higher expulsion and suspension rates. This context contributes to income inequality, creating a vicious cycle of generational poverty (Owens, 2016; Rusk, 2002).

Conversely, time and again researchers find that integrated learning environments result in better outcomes for low-income students ([Kahlenberg, 2016](#)). Although the causal elements are

not clearly defined in the research, we have found that a diverse community yields many benefits to all students, and particularly to the most at-risk. These include:

- Raised expectations for all students
- Strong parent involvement and advocacy
- A school culture that values learner diversity and focused on meeting the needs of all learners
- Explicit conversations about identity that develop student self-awareness, *confidence*, and *self-advocacy*
- Learning alongside students from varied backgrounds enriches learning for all

This research is the foundation for one of CLIC's core values: Diversity. By intentionally locating in diverse communities and conducting outreach to diverse student populations, CLIC has successfully maintained a very diverse student population (see student demographic overview above) in which no one subgroup is dominant, and where students truly have the opportunity to learn, work, and play across lines of difference. We believe that this structural diversity, along with a school culture that intentionally builds multicultural community and attends to diverse students needs is key to lifting the achievement of our low-income students.

Within our diverse program, CLIC also has specific amenities designed to meet the needs of low-income learners. These include:

- An extended care program: before- and after-care program from 7:30 AM to the start of the school day and dismissal until 6:00 PM, respectively, to accommodate working families and provide homework support and academic support to students who may need it, or may not have a conducive home environment.
- A data driven personalized learning plan process to ensure we identify and effectively serve students at risk of failure
- Free breakfast and lunch for all qualifying students to ensure they are not too hungry to learn.

As with all subgroups, student needs will be met on an individual basis, using data about student learning profiles that goes beyond assumptions to identify true learning needs. If students that are socioeconomically disadvantaged are low achieving or struggle with learning differences or are identified as English Language Learners, CLIC will utilize strategies described in other sections of this petition. Our Free and Reduced Lunch applications will help us identify students and families who might need additional resources or supports, including referrals to community service organizations. We will assess and monitor these students as we do all of our students: through internal assessments and the

SBAC. We will systematically disaggregate data for the socio-economically disadvantaged subgroup to track progress and adjust interventions and instruction as needed.

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.

Students in Other Subgroups

Foster and Homeless Youth

As described in Element 8, CLIC shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act. CLIC defines foster youth as it is defined under LCFF as:

- Any child who is the subject of a juvenile dependency court (Cal. Welf. & Inst. Code § 300) petition, whether or not the child has been removed from his or her home;
- Any child who is the subject of a juvenile delinquency court (Cal. Welf. & Inst. Code § 602) petition **and** who has been removed from his or her home by the court and placed into foster care under a “suitable placement” order. This includes youth who have been placed in a foster home, relative home, or group home. It does not include youth who have been placed in a juvenile detention facility, such as a juvenile hall or camp.

In addition to generating a CALPADS report to identify foster youth, CLIC asks all enrolling families to complete a Foster Youth Screening Questionnaire in order to identify foster youth upon enrollment. For any identified foster youth, their guardian or social worker will also be asked to complete an Educational Intake Form to identify the student’s Educational Rights Holder (ERH), and other key advocates, care-takers, and support-providers. Because school records for foster youth are often hard to trace, the intake form also asks for the student’s educational history prior to enrollment at CLIC. The school shall take no action without providing proper written notification or affording decision making rights to the ERH. If the ERH cannot be determined, the school will submit an ERH Appointment Request Letter to the court, and if the court requests a surrogate parent, appoint an appropriate adult via a JV-536 form, and provide a copy of this form to the social worker/probation officer, legal representative for the youth, and the court within 30 days. (Cal. Rules Ct. 5.650)

We understand that foster youth have the right to (CA Ed code §§ 48432.5, 48853, 48853.5, 49069.5):

- Immediate enrollment in school if their ERH decides it is in their best interest, even if they do not have any of the required documents (e.g., transcripts, immunization records, proof of residence).
- Enrollment in the same or equivalent classes as those they took at their old school, even if they are transferring mid-semester. Youth cannot be enrolled in all or a majority of elective classes
- Equal participation in extra-curricular activities regardless of try-outs or sign-up deadlines (e.g., sports, tutoring).

- Not be forced to attend a continuation school, adult school, or independent study program, even if they are not on track for high school graduation, have failing grades, or have behavior problems

All identified foster and homeless youth will automatically be subject to a Student Success Team (SST) analysis (academic and social/emotional) to determine educational needs. The school will create a personalized learning plan for the student that will assist teachers in providing the most inclusive, supportive, and effective educational experience. The SST will be responsible for monthly progress monitoring of each student. Internal assessments and teacher reports to the SST allow us to flag and immediately address any indicators of declining progress or social-emotional/mental health issues. The team will develop an intervention plan for each student based on this data.

A Typical Day

All faculty are in their offices or classrooms by 7:30 AM Monday-Friday. Students who need to be at school prior to their start time will be in supervised recreation or study hall (as needed), quietly studying, reading or otherwise occupied in their schoolwork, or playing freely in the playground (weather permitting) under the supervision of aides. Administrators will be either in their offices attending to operations-related needs or circulating the campus to speak with students and parents as they arrive on campus.

When the school day begins, all students are in morning circle, except for Friday when this community-building time is extended to a Full School Meeting. During morning circle the teacher is facilitating activities that build community, develop social-emotional skills, and reinforce learning objectives. An observer might see songs and dance to reinforce language development, a Second Step activity to explore a social challenge and role-play solutions, a Mindfulness activity to reflect on their current emotional state and readiness to learn, or a cultural education piece involving involve families of students at the school.

Students will then segue to the Language Arts/Reading/Writing block. This and all academic blocks will exhibit the instructional strategies outlined above. The block will typically start with a “Do Now” activity that serves to introduce the coming lesson or review prior learning. Teachers will then explicitly review the purpose of the lesson and ensure that students understand the expectations for the block.

After the first instructional block, students will transition to a staggered 15-20 minute recess/snack period that will enable the young students to get fresh air, eat a healthy snack, enjoy exercise and stretching and return to class, refreshed and ready to learn. During this time,

aides and volunteers will supervise students while faculty take a moment to reflect on student learning and alter upcoming lesson plans in response to specific student needs.

Following the recess period, students will engage in either Math, PE or an Arts rotation, or interdisciplinary project-based learning with an alternating emphasis on social studies or science. To transition students from recess to academic (math or projects) investigations, one of several activities will be implemented: a mindfulness activity, Do Now related to the focus of the next instructional block, a hands-on mathematics lesson or CGI problem-solving experience, silent reading time, OR a Read-Aloud or student-chosen literature selection that is associated with a project-based learning experience. In this manner, students will calm down, quietly begin examining an interesting problem or an interest of their own (reading material, project-based exploration), and transition from free play to focused inquiry.

At the end of the instructional day, students may leave campus or remain in a free after-care program or a fee-based enrichment program that is implemented on campus through partner organizations to provide students with a variety of extra-curricular learning opportunities until 6:00.

The school day of administrators rarely ends when the students leave campus. There are myriad of after-school and evening meetings that may occur including Board meetings, orientation meetings and family education events.

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

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 and adhere to 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 and accurate California Longitudinal Pupil Achievement Data System (CALPADS) data in accordance with the

requirements of California Code of Regulations, title 5, section 861. Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School. Upon request, Charter School shall submit, in the requested format (e.g., CD), a copy of the results of all state-mandated tests to the District.

Measurable Pupil Outcomes: Summative Assessment Performance Targets

Performance Targets Aligned to State Priorities

For all performance targets, please refer to the completed “LCFF State Priorities” table provided in Element 1.

Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Baseline measurements of language arts, mathematics, and English Language Development (ELD) will be taken at the beginning of the school year to determine the current level of academic achievement of all students (these same tests will be given again at the end of the year to determine academic and social growth). Students entering a certain grade level will be given an assessment from their grade level during the previous year to determine skill acquisition. CLIC will use publisher-designed and school-designed tests derived from the CCSS to measure literacy and mathematics skills for each student at the beginning of every academic year. For example, English Language Arts assessments include publisher created pre-tests, unit tests and post-tests (both selected and constructed response), teacher created pre, post and unit tests, rubric-scored projects, essays, oral presentations, the SBAC, and fluency/phonics assessments.

Students will complete at least one formal writing assessment each trimester. Similarly, CLIC students will prepare and present at least one formal oral presentation each trimester. CLIC teachers use standardized Lucy Calkins rubrics for each genre of written and oral communication. The entry level assessments will aid teachers in planning intervention opportunities for students who are underperforming as well as enrichment activities for students who are advanced.

During the school year, teachers engage in both informal and formal assessments of students using a variety of measures in order to ensure that instruction is differentiated to meet each individual student’s needs. These tools provide teachers with a snapshot of each student’s mastery of English language arts and math standards at any given interval.

Outcome/Benchmark Assessments

Outcome assessments include those outlined below. Teachers at each grade level compare beginning, middle, and end of the year assessments to measure student growth over time and whether students are meeting outcomes. Culminating performance tasks may be used as a benchmark to determine proficiency levels according to pre-established criteria. These performances include oral presentations related to thematic units, exhibitions of science experiments and projects, and others.

Below is a brief description of some assessments that are used to determine learning outcomes in several subject areas.

Skills inventories: Teachers conduct quarterly inventories of students' individual skill levels in language arts and math and record these using developmental checklists created by grade-level teams, based on the Common Core State Standards. These checklists will supplement other assessments.

Performance tasks/Exhibits: Performance tasks and exhibits are designed to simulate realistic challenges by requiring students to use knowledge for authentic purposes. Students demonstrate understanding through oral presentations, performances, science experiments and art displays. Performance tasks are evaluated through school developed analytic rubrics, interviews with students, and others.

Teacher grades: Teachers prepare student reports cards three times during the school year for parents. The progress reports contain both qualitative and quantitative information on each student's academic and social progress and are aligned with California grade-level standards for English language arts, mathematics, social studies, science and English language development. Student grades are based on school-wide benchmark assessments as well as teacher-designed assessments such as writing prompts, constructed response quizzes, classroom observations, and open-ended examinations. Parents also will have real-time, continuous access to student grades through the Illuminate Parent Portal. Teachers will be expected to update grades in the system on a bi-weekly basis.

For all internal and benchmark assessments, CLIC uses the following performance scale:

Color	Minimum Value	Label	Mastery?
BLUE	95% and above	Exceeding	Yes
GREEN	80% to any score less than 95%	Meeting	Yes

Color	Minimum Value	Label	Mastery?
YELLOW	50% to any score less than 80%	Developing	No
ORANGE	0% to any score less than 50%	Emerging	No

Following is a tentative 2017-18 schedule of assessments that are used by teachers at designated intervals to determine and monitor student progress:

2017-2018 CLIC Assessment Calendar

Beginning of the Year (September)		
English	Admin. by	illuminate
CAASPP Interim Assessment ELA & Math (3 rd -5 th)	Teacher	
California English Language Development Test (CELDT)-Initials	Chavez	
CLIC Phonics Assessment (CORE)	Para	√
FLOSEM (English/Spanish?)	Teacher	
Fountas & Pinnell	Teacher	√
Pre On Demand Writing (3 rd , 4 th , 5 th only)	Teacher	
Spanish		
CLIC Phonics Assessment (CORE)	Para	√
Fountas & Pinnell	Teacher	√
Pre On Demand Writing (TK, K, 1 st , 2 nd)	Teacher	
Fall (November) Trimester 1 Report Card		
English		
CLIC Internal Benchmark Assessment Math (All Grades)	Teacher	√
CLIC Internal Benchmark Assessment ELA (2 nd -5 th Only)	Teacher	√
Post On Demand Writing (3 rd , 4 th , 5 th only)	Teacher	
Spanish		
Post On Demand Writing (TK, K, 1 st , 2 nd)	Teacher	
Winter (March) Trimester 2 Report Card		
English		
CLIC Internal Benchmark Assessment Math (All Grades)	Teacher	√
CLIC Internal Benchmark Assessment ELA (2 nd -5 th Only)	Teacher	√
CLIC Phonics Assessment (CORE)	Para	
English Language Proficiency Assessment for California (ELPAC)-Annuals	Chavez	
Pre & Post On Demand Writing (3 rd , 4 th , 5 th only)	Teacher	
Spanish		
CLIC Phonics Assessment (CORE)	Para	√
Pre & Post On Demand Writing (TK, K, 1 st , 2 nd)	Teacher	
Spring-May		
English		
CAASPP Smarter Balanced Math & ELA (3 rd -5 th)	All	
CAASPP California Science Test (CAST) 5 th Grade	Teacher	
CLIC Internal Benchmark Assessment ELA (2 nd)	Teacher	√
CLIC Internal Benchmark Assessment Math (K-2 nd)	Teacher	√
CLIC Phonics Assessment (CORE)	Para	√
FLOSEM (English/Spanish?)	Teacher	
Fountas & Pinnell	Teacher	√
Pre & Post On Demand Writing (2 nd , 3 rd , 4 th , 5 th only)	Teacher	
Spanish		
CLIC Phonics Assessment (CORE)	Para	√
Fountas & Pinnell	Teacher	√
Pre & Post On Demand Writing (TK, K, 1 st)	Teacher	
Other		
Physical Fitness Test 5 th Grade	Chavez	

For the on-demand writing assessments we use the Lucy-Calkin writing rubrics (http://www.richfield.k12.wi.us/UserFiles/Servers/Server_5626897/File/Richfield%20school%20Odistrict/Literacy/2nd%20narrative.pdf). Specific performance expectations for our benchmark assessments are as follows:

Fountas & Pinnell – Spanish and English

Grade K	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing
Grade 1	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing
Grade 2	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing
Grade 3	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing
Grade 4	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing
Grade 5	4	Above Grade Level
	3	At Grade Level
	2	Working Towards Grade Level
	1	Not Progressing

2017-2018 English Phonics Assessment
Benchmark Schedule

CORE Phonics – ELA

	TK/K	1 st	2 nd	3 rd -5 th
Alphabet Skills and Letter Sounds				
A. Letter Names-Uppercase	x	x	x	*
B. Letter Names-Lowercase	x	x	x	*
C. Sounds-Consonants	x	x	x	*
D. Sounds-Short Vowels	x	x	x	*
E. Sounds-Long Vowels		x	x	*
Reading and Decoding				
F. Short Vowels in CVC words	x	x	x	x
G. Consonant Blends with Short Vowels		x	x	x
H. Digraphs with Short Vowels		x	x	x
I. Long Vowels-Common			x	x
J. R-Controlled Vowels			x	x
K. Long Vowels-Less Common				x
L. Consonant Spellings-Less Common				x
M. Multisyllabic				x

* 3rd-5th grade students who have not mastered these skills should be assessed as needed for instruction and or intervention purposes.

Rationale for These Methods

CLIC uses a variety of evaluative tools in order to provide a complete picture of student's academic and social growth. The methods and procedures described above provide many avenues for observation and measurement of student achievement on a continuum rather than on a single dimension. Comprehensive information gained through varied assessments helps teachers redirect resources and drives instruction by promoting and supporting self-reflection among students and teachers. Each assessment is strongly connected to learning outcomes and instructional methods used in the classroom (e.g., differentiated instruction). In addition, they collectively focus on student progress towards grade level content standards and areas where more intervention or referrals are required.

Thus, for example, in Math, diagnostic assessments are particularly important given that success with new skills is almost completely dependent on mastery of prerequisite skills. Diagnostic number sense and computational skills test enable teachers to direct appropriate remediation to students as needed. As teachers introduce new concepts, formative assessments such as graded class work and homework, individual or group projects requiring real world application of mathematical concepts, and teacher or publisher created quizzes will inform the pace and differentiation of instruction. Summative assessments such as teacher or publisher created unit tests and trimester tests will allow more formal evaluation of students' progress towards meeting standards and allow teachers to make instructional decisions regarding the next unit of study and plan for remediation as needed. End of the year summative tools such as teacher or publisher created post-tests help measure growth made by individual students and cohorts of students and identify students who need extra help (e.g. a summer school math course) in order to prepare for the next year's curriculum.

Data Analysis and Reporting

CLIC uses Illuminate as a comprehensive school information system (SIS) to capture data and create a variety of reports and analyses regarding student achievement, including disaggregated data by content strand, student subgroup, grade-level, and classroom, tailored to the needs of our school and our instructional methodologies. We engage consistently in real-time monitoring of student achievement, and disaggregated data reports by sub-group. City Charter Schools Board members are presented with data at least twice a year – once in the Fall, and once in the Spring as part of the LCAP goal-setting process. Parents receive grade reports for their own students three times a year (each trimester), and are provided school-wide data annually in the Spring as part of the LCAP stakeholder input process.

Use Of Data To Inform Instruction

Both internal assessments and standardized test results inform teaching and learning. By disaggregating the standardized test data and looking at individual students' results, faculty and staff utilize test results along with other assessments to determine student's academic needs, and will create individualized learning plans to address these needs.

Simultaneously, individual performance data from each classroom is aggregated to enable school leaders to identify trends and address specific needs. School leaders analyze assessment data at least monthly and identify the gaps in student knowledge, which become the focus of teacher development in the classroom and help determine appropriate professional development experiences.

CLIC staff participate in weekly professional-development activities relating to assessment and data analysis, so that teachers can enhance their understanding of student performance in light of data, and modify their instructional designs accordingly. The staff is trained on how to interpret standardized test data and will be engaged in critical analysis of all assessment data in real-time – including that created and derived from their classroom activities -- in order to determine how best to address any performance deficiencies or negative data trends, both for entire groups of students as well as individuals. Data analysis is yet another part of our strategy to ensure differentiated and meaningful instruction for all of our students, based on their individual needs. The school administrator will monitor the implementation of the strategies to determine if the program is closing gaps in student knowledge.

Grading, Progress Reporting, and Promotion/Retention

Results from these myriad assessment activities are collected and analyzed continuously in order to drive program improvement across all facets of the school. We regularly report on and distribute information about school progress to the school community and interested members of the community.

Report Cards and Parental Involvement

Students will be graded on a scale of 1-4. The staff worked together to develop a school-wide standards-based grading policy including make up work opportunities, grade scales, rubrics, grades for Learning and Study Skills, and partial credit. Standardized tests, which are both valid and reliable measures of student achievement, are used in conjunction with school-based assessments for students across all grade levels. Longitudinal tools such as skills inventories and CAASPP results provide a valuable measure of literacy and math skills by providing data from

formative and summative assessments. The leadership team coordinates the collection, analysis and reporting of this student achievement data to school staff and to each student's parent(s) or guardian. CLIC holds a back to school night in September to explain grading and state standardized tests. Teachers and administrators also frequently encourage parents to become involved in their child's learning process and outcomes. Parents have access to their children's progress through conferences three times per year.

CLIC issues school-designed report cards three times a year. When report cards are issued (and more frequently for students at risk and students with IEPs), teachers schedule student-led parent conferences to discuss these reports. Grades on report cards are aligned with California State Common Core Standards for content skills and English Language development. English Language Learner portfolios consist of writing samples, information on reading levels and other work samples, and placement, assessment and 're-designation' criteria.

Annually, the school leadership team presents to the parents, the Board, and the School Oversight Committee results of the CAASPP testing, school assessments, and other student data that has been compiled and analyzed. This data is used by the Board to review the effectiveness of the school's academic program. The following questions are also considered when reviewing leadership, curriculum and instruction, budgeting, and allocating resources for professional development:

- 1) What educational program goals have been achieved?
- 2) What elements of the educational program need to be strengthened?
- 3) Have the SBAC outcomes improved from the baseline year?
- 4) What can the school do to strengthen its academic program and increase student performance?
- 5) What are specific strategies the school can take to meet its target goals in the future?
- 6) What elements of our mission/vision have been successfully addressed?
- 7) What elements of our mission/vision were not addressed during this school year?

Additional criteria used to evaluate these areas are based on indicators such as student, parent and teacher satisfaction rates, annual results on the California Dashboard, and student redesignation and promotion rates. This allows CLIC to improve the overall educational program to meet the needs of all students.

Student Retention Policy

If a student is not making adequate progress and becomes a candidate for retention, the school will notify the parent in writing and will also contact the child's parent by phone. At least mid-way through each semester, and at the latest before March 1 of each year, the child's teacher will consult with the Principal and parent in each case concerning possible retention. An interpreter will be provided for parents whose native language is not English. In all cases, parents will be encouraged to remain involved throughout the process. Without parental agreement as part of the decision to retain, the success of the retention is questionable. After intensive interventions have been implemented and the results documented, a collaborative decision to retain may be made.

Educational Plan

Teachers, with support of the Principal (or designee), will develop an education plan for each student at risk of retention, including highlighted, time-tracked areas of need in reading, writing and mathematics. The education plan will be reviewed quarterly. This continuum will be used to identify appropriate learning goals for the student. The continuums will continue to be used and updated to monitor student progress during the retention year and thereafter.

Retention Folder

Teachers will create a folder to document formal student interventions, conferences and any recommendations for retention. All interventions will have occurred prior to the recommendation and will be verified by the Principal. This folder will also maintain records of school parent communications, including signed proof of parent notification.

The following data will be recorded on or attached to a student information page of the retention folder:

1. Assessment data as appropriate to grade level
2. Report card scores and comments
3. Samples of representative work as compared with proficient work at the same grade level
4. Written summary of student's strengths and weaknesses
5. Location and Storage of Records
6. Other important information

Parent communication about possible retention takes place during parent conferences. We hold parent conferences three times a year (December, March, June). Teachers will share with parents (March parent conference) if their child is at risk for retention. In addition, they will share the Retention Folder with evidence of student progress. A formal SST meeting will be scheduled to address the situation including attendance, socio-emotional needs, and to complete a record review. The student will continue to receive in class differentiation support,

intervention and continuous monitoring throughout the year. The administration is aware of students who are at risk for retention through regular individual teacher meetings and SST meetings. In May, the administration will determine which students will be recommended for retention and parents will be notified, and a meeting scheduled to review the evidence and discuss options. All areas of growth and needs will be addressed and ultimately, the parents will make the final decision on retention. If students are retained, they are offered formal intervention and counseling the following year.

In the event the student is retained, the retention folder will be added to and remain in the child's cumulative folder. If the retention is no longer a consideration, the retention folder will be stored in the school office throughout the following academic year. If the student moves or transfers to another school, the retention folder will accompany the cumulative file.

Retention List

Before March 1 of the current year, an Academic Review Committee will receive a list of any student being considered for retention. The Academic Committee will collaborate with parents to review each student's academic history, as well as interventions and support provided by the school. Then the committee in consultation with parents will determine whether each student would benefit more from retention or from a modified program of study the following year to remediate gaps. If the determination is made to retain a student, parents, who would have already been notified of their students' status and involved in interventions, have the right to appeal a retention decision, first by meeting with the Principal, AP and relevant teachers. If agreement cannot be reached at that level, the Executive Director would be brought in to the process, and if resolution cannot be reached, the parent can appeal to the Board by notifying the Board Chair in writing. The Board is then responsible for reviewing all of the evidence, and making a determination within 10 days of the appeal.

Academic Monitoring of Retained Students

The student's classroom teachers (in the current year) will collaborate with prior year teachers to create an educational plan with specific goals for the retained student, including but not limited to additional support from instructional aides, tutors, and after-school homework assistance. In cases where academic progress remains limited, a Student Success Team will convene a meeting to determine whether assessment for special education services is appropriate.

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.⁴

⁴ 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.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter

School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis

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

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

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

RESPONDING TO INQUIRIES

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

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

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

1. The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list is expected to be finalized by February 1, 2018. The LAUSD Board of Education may, at its discretion, annually review and approve the District policies for application to charter schools.

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

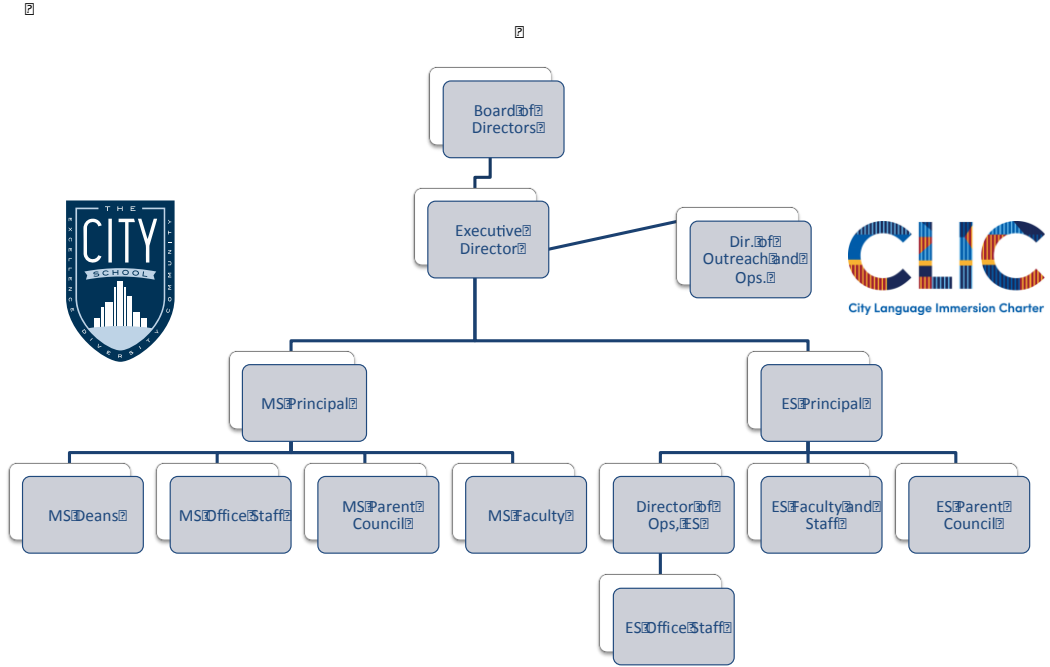
Nonprofit Public Benefit Corporation

CLIC is a direct-funded independent charter school operated by City Charter Schools, a California non-profit public benefit corporation, designated as a 501(c)(3) with the Internal Revenue Service.

Organizational Chart

As demonstrated by the organizational chart below, CLIC is governed by the City Charter Schools Board of Directors, which currently governs one other school: The City School (6-12). The Executive Director (ED) reports to the Board of Directors, and manages the day-to-day operations of City Charter Schools. The ED currently supervises the two existing Principals, and the Director of Outreach and Operations. In turn, the principal supervises all school staff, including certified and classified staff, and manages the Parent Council.


CITY CHARTER SCHOOLS
Organizational Chart



Board of Directors

The City Charter Schools Board of Directors is responsible for all legal and fiduciary matters involving CLIC and The City School (6-12). The Board of Directors attend an annual in-service for the purposes of training individual board members on their responsibilities with topics to include at minimum Conflicts of Interest and the Brown Act.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of CLIC, including but not limited to the following:

- Ensure the Charter School meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, evaluate, and terminate the Executive Director;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all contractual agreements in excess of \$50,000;
- Approve and monitor the school's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the school in accordance with applicable laws and the receipt of grants and donations consistent with the mission of the school;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support City Charter Schools
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in dispute resolution and complaint procedures when necessary;
- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

In accordance with our school culture, the Board strives for consensus. If it cannot be reached, decisions are made by majority vote. 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 are not in conflict with this charter or the purposes for which CLIC is established.

The Board may, at its discretion, form Committees, each consisting of two or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the school achieves its mission and goals. Committees could include but are not limited to, a Finance Committee, Nominating Committee, Facility Committee, and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Composition of Board, Election, and Terms of Office

Originally formed in 2011 prior to the opening of The City School (aka City Charter Middle School), the Board of Directors now has, and will at all times maintain, representatives with expertise in education, finance/accounting, and nonprofit and community organizations. Subject to its current bylaws (amendable by Board vote), the Board of Directors consists of no less than five (5) and no more than fifteen (15) members, as defined by the bylaws. Members serve a two-year term. At the end of each term, the Board Chair and Executive Director meet with Board members to discuss their future plans and determine whether to continue their service for another term, or rotate off the board.

The Board Nominating Committee is responsible for annually evaluating the Board's effectiveness in relation to the school program, determining the need for additional Board members, and leading a recruitment and selection process. When the need for new members is identified (either because of need for additional expertise in a particular area, or because a key member resigns), the Nominating Committee analyzes the areas of need based on desired program outcomes and Board expertise, and presents a proposal to the Board. Once the Board agrees on the areas of expertise that are needed, the committee, with input from the full Board, researches and identifies potential candidates, and vets them before bringing finalists to the Board for approval. In addition to filling seats with specific expertise (e.g. instruction, real estate, finance, law, non-profit leadership, etc.), the Board seeks members who are ethical, committed to the organization and its mission, reliable and engaged, and versed in Board leadership (or open to training if they are not). The Board strives for unanimous support for new Board Members, but per the by-laws, a simple majority is all that is needed. In the event of a tie, the motion will not carry.

No employee of City Charter Schools shall have any voting rights on the Board of Directors or be a member of the board. Each Director on our Board shall serve for the term specified in the City Charter Schools bylaws.

Twelve of 15 Director seats are currently filled (as of August 2017). Our Board of Directors has consistently received high marks for its governance during LAUSD site reviews, and has maintained two legally compliant and fiscally sound schools with clean audits.

Board Meetings

Board meetings are currently held monthly, alternating between CLIC (4001 Venice Blvd, Los Angeles, CA 90019) and The City School (currently located at 11625 W. Pico Blvd, Los Angeles, CA 90064). Meetings are typically held at 7 pm on the third Thursday of every month. The calendar of meetings is set using a survey tool to identify the best day of the week and timeframe for the meetings. We also take into consideration that our financial statements for the previous month are typically ready for review by the 15th of each month, and we schedule our meetings to allow the Finance Committee time to review financials a week prior to the Board meeting.

All meetings are held in accordance with the Brown Act. Agendas for regular meetings are published in advance and distributed to each member of the Board of Directors and are posted near the entrances of the school and at the entrance of the school's main office for public viewing at least 72 hours in advance of scheduled meetings. Notices and minutes for regular meetings are posted on the school's website, published in the monthly newsletter to parents, and posted in the main office of the school at least 72 hours in advance of the meetings. The schedule for regular Board meetings will also be included in the school's monthly calendar that will be distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings are posted in the main office and at the primary entrance to the school at least 24 hours prior to the meeting. Copies of Board minutes are available upon request in the main office of the school.

Meetings require quorum (more than 50% of board members present), and will not commence until quorum has been reached. An opportunity for Public Comment is included on all Board agendas. All agenda items are noted on the agenda as being updates, for discussion, or action items. In order for the Board to take action on an item, that item must be on the agenda as an action item prior to the meeting. When actions are being voted upon, a voting member must make a motion, and another voting

member can second. Discussions are held as needed, and then votes are taken by roll call. The Secretary records the motion, and who made it and seconded, and records the votes of each Board member. Board members with any conflicting interest in an action item must abstain from the vote.

Telephonic meetings are subject to all of the same procedures outlined above. Furthermore, the location of each Board member on a telephonic meeting is on the agenda, and each member posts the meeting agenda at their call-in location. All votes are taken by roll-call during telephonic meetings. Furthermore, abstentions are a non-vote, and are not counted as a vote.

As previously stated, City Charter Schools shall comply with the Brown Act. City Charter Schools has adopted a conflicts of interest code that complies with the Political Reform Act, Corporations Code Conflicts of Interest rules, and which shall be updated with any charter school specific conflicts of interest laws or regulations.

Executive Director

The Executive Director shall embody, advocate, and put into operation the mission, vision and strategic direction of City Charter Schools. The Executive Director shall oversee all aspects of the schools' programs, including financial, operational, educational operations, and strategic planning. The Executive Director shall not be a member of the Board of Directors but shall fulfill the role of President within the corporation and as the corporation's general manager shall have general supervision, direction and control over the corporation's business and officers, subject to the control of the Board of Directors. At the discretion of the Board of Directors, which retains the ultimate responsibility for hiring and dismissing employees, the Executive Director will hire, supervise, discipline and dismiss the CLIC Principal and may, in collaboration with the Principal, hire, promote, discipline and dismiss teachers at the school, subject to due process rights, and applicable federal and state laws. See *Element 5: Employee Qualifications* for a detailed job description of the Executive Director.

Principal

The Principal is the instructional and operational leader of the school. The Principal ensures that the curriculum is successfully implemented in order to maximize student-learning experiences and to facilitate satisfactory academic progress of all students at the school. Like the Executive Director, the Principal does not serve on the Board. The Principal reports directly to the Executive Director and is responsible for the orderly operation of the school and the supervision of all employees in the school. The Principal

may be assigned to perform tasks as directed by the Executive Director to ensure CLIC enacts its mission and achieves its stated goals and objectives. At the discretion of the Board of Directors, which will retain the ultimate responsibility for hiring and dismissing employees, the Principal hires, supervises, evaluates, and dismisses teachers and staff; and communicates to the Board of Directors as needed or requested by the Board. (See *Element 5: Employee Qualifications* for a complete job description of the Principal.)

Financial Administration

In order to run the administrative financial functions of the school, CLIC engages Charter Impact as a back-office service provider. The accounting systems that CLIC adopts adhere to generally accepted accounting principles, giving CLIC strong internal controls within the system.

Stakeholder Involvement

The **Parent Council** (PC) is the official advisory group for City Language Immersion Charter. The specific and primary purpose of the PC is to serve as the advisory council between CLIC families and the school. The PC organizes fundraising and community building events, provides enrichment support for school programs, organizes parent volunteers for on-campus activities and hosts community outreach activities throughout the year. The CLIC website has a community calendar on which all Parent Council activities are shared to engage other parents and families. The Parent Council also sends out a weekly bulletin to inform families of upcoming events and invite them to participate.

Membership and Leadership

Membership is made up of committee chairs and classroom parent representatives. The parent council chair(s) is/are elected by the entire parent body annually in the Spring for the following year.

Committees

The Parent Council is comprised of the following Committees: Fundraising, Communications, Campus Resources, Outreach & Community Engagement, Enrichment, Classroom Parent Representatives.

Within each Committee, there are sub-committees of parent volunteers. These are:

Fundraising

- Pump-it-Up
- Pledge Drive
- Gala
- Auxiliary efforts (restaurant tie-ins, etc.)

Communications

- Translations
- Facebook Page and Website
- New Family Buddy System
- English Language Learners

Campus Resources

- IT
- FFE
- Book Resources
- Transportation/Carpool
- Valet Drop-off
- Clean Team Coordinator

Outreach & Community Engagement

- School Tours
- Outreach
- Founding Parent Liaison
- Gratitude

Enrichment

- Visual Arts
- Performing Arts
- Garden

Classroom Parent Representatives

- Class Shutterfly page management
- Communications with class parents
- Liaison for parent feedback

Parent/Staff Wellness Committee

- Advises on food service vendor
- Plans wellness activities
- Reviews school Wellness plan

Each Committee shall have one to three chairpersons; other volunteers supervised by the Committee Chairpersons are recognized as Coordinators or Committee Volunteers.

The PC has the following duties: meet monthly (first Monday evening of the month, from 6-7) with the principal, plan and discuss ways in which the PC can best support CLIC's families with respect to educational and cultural programs, set the agenda of all PC meetings, preside at the meetings of the PC, and oversee all PC committees.

The PC Secretary shall record the proceedings of all meetings of the PC, and post all the minutes of the PC meetings on the CLIC website. When the Secretary cannot assume this responsibility, she/he must find an alternate person.

The Committee Chair(s) shall be responsible for the coordination and implementation of the committee's specific activities.

Terms of Office

It is highly recommended that each member of the Parent Council stay in their respective positions for 2 years, to establish continuity. The exception to this recommendation is the Classroom Parent Representatives, which will change each year based on the classes.

Meetings

Meetings of the PC shall adhere to the following order:

1. Review of the Agenda for the current PC meeting;
2. Updates from each Committee Chair(s);
3. Principal's Report; and
4. Discussions and other Agenda items.

After the Agenda items have been addressed, meeting will open up to Q&A, comment, etc. All enrolled parents are welcome to attend the monthly PC meetings.

A quorum at PC meetings shall consist of those members present, all members having been duly notified of the meeting in advance.

Annually the Executive Director facilitates community input on the school's LCAP plan. In collaboration with the school administration, the Executive Director creates an initial rough draft of the LCAP. A summary of the plan and relevant data for each LCAP goal are provided to all families via email and our website. Hard copies are available in the front

office and distributed at parent meetings. Parents are then invited to an in-person meeting to review the draft plan and data, and provide feedback and input on the plan. During this meeting, parents are also asked for suggestions to modify the educational program for the next year. The process with teachers mirrors the process with parents, and they have an opportunity to provide feedback during a staff meeting.

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.

Staff Selection

All CLIC personnel must commit to the mission, vision, and educational philosophy of the school. Employees' job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students. The job

descriptions will be based on the job duties and work basis as outlined in the charter. All requirements for employment set forth in applicable provisions of law will be met.

CLIC is committed to recruiting and hiring a community of professionals who are dedicated to the best practices education of all students. Regardless of their role in the school, every person hired by CLIC will actively support the curricular philosophy, instructional program and the school community's guiding principles.

Staff Positions

CLIC's 2018-19 staff positions will include:

- Executive Director (paid for by CMO)
- Elementary School Principal (1)
- Assistant Principal (1)
- Director of Special Education (1)
- SPED Asst. (1)
- Director of Operations (1)
- Front office staff (2)
- Certificated Teachers (17)
- Paraprofessionals (7)
- Behavior Interventionists (4)
- Part-time Specialists: Arts, PE (1.5)
- Custodial (1.5)
- Food service staff (2)

At full enrollment (2019-20), staff positions will include:

- Executive Director (1) (paid for by CMO)
- Elementary School Principal (1)
- Assistant Principal (1)
- Director of Special Education (1)
- SPED Asst. (1)
- Director of Operations (1)
- Front office staff (2)
- Certificated Teachers (18)
- Paraprofessionals (7)
- Part-time Specialists: Arts, PE (2)
- Custodial (1.5)
- Food service staff (2)

Key Personnel Qualifications

Given our emphasis on a mixed SES and ethnically/racially diverse student body, every effort is made to recruit similar diversity in our staff.

Executive Director

The Executive Director is the chief executive of all CCS schools. The ED holds responsibility, accountability and authority for the school's overall performance and success in fulfilling the CLIC mission. It is the primary responsibility of the ED to ensure that the organization meets its strategic plan goals and ensure that the organization meets annual revenue goals and generates an appropriate surplus without compromising the quality of the program, securing the school's long-term sustainability.

The ED reports to the Board of Directors and is responsible for the launching of CCS schools and the ongoing overall operations of the schools. The ED hires and assesses each school's Principals.

Responsibilities include:

- Facility procurement, development, and management
- Extend fundraising beyond the school community to include outside sources of funds
- Facilitate strategic planning with the Board of Directors
- Respect the autonomy of the Principal in fulfilling the educational mission of the school while evaluating the Principal in reaching goals enumerated in the Charter
- Diagnose the gaps between where the school is versus where it aspires to be, and ensure that strategies and practices are implemented to close these gaps
- Develop and retain high-performing individuals who are passionate about the school and its mission
- Ensure that the annual fundraising target is met as well as additional funds to ensure long-term financial sustainability
- Develop and maintain relationships with philanthropic, business, and public sectors to increase awareness of the school and increase its donor base within a competitive nonprofit (specifically charter school) funding environment
- Work with the Board on a capital campaign to secure and develop permanent site(s)
- Oversee and manage the operating budget
- Approve contracts under \$50,000
- Oversee school compliance with all applicable laws, regulatory reporting, contractual obligations, and donor restrictions

- Ensure that an effective performance management system is in place for all staff under his/her direct supervision
- Represent the school as a leader in the California charter school community in all advocacy efforts (e.g., legislative efforts to sustain charter school funding levels) as well as a community leader to maintain support from the local communities
- Develop and maintain effective relationships with the LAUSD Charter Office, local leadership, school faculty and staff, students, parents, community members, partner businesses and organizations, and current and prospective supporters
- Ensure effective communication to diverse constituents, including multiple platforms, multiple languages, and including brochures and “collateral” that effectively represent the mission and vision of the school

Qualifications include:

A Masters degree in Education, Educational Leadership, Organizational Leadership, or equivalent.

Management and Leadership Experience: The ideal candidate will have extensive management experience with a record of success in leading and sustaining a reputable organization, fundraising, budgeting, government relations, and marketing. S/he will have the ability to inspire excellence from a diverse staff and to leverage the talents of the Board of Directors. S/he will be a confident decision-maker and possess the ability to facilitate collaboration and teamwork.

As the charter landscape is changing quickly, there will be many opportunities to take a leadership role in shaping the future of the charter school movement through partnering, innovation, and persuasion. The ideal candidate will have experience forming, cultivating, and expanding partnerships within the public and private sectors.

Passion for Educational Excellence: While experience in educational leadership and, specifically, in the charter school movement are pluses, they are not required. However, the candidate must demonstrate an ability to raise funds, communicate a genuine passion for advancing educational achievement in diverse communities and embody the mission and vision of CLIC. Knowledge of the California and LAUSD education, government, and nonprofit funding environment would be valuable in this position.

The ED must be able to make a compelling case for resources in an increasingly competitive environment. S/he must see building and maintaining relationships with individuals, foundations, members of the private sector and government grant-makers as an essential part of his/her role. Staying abreast of changing funding opportunities

and challenges and working them to the school's advantage will be a critical component of this position. The ideal candidate will demonstrate significant past success with fundraising.

Principal

The Elementary School Principal of CLIC is the educational and instructional leader and oversees school finances, budget, operations, communications, and compliance under ED guidance.

Responsibilities

The responsibilities of the principal include:

Educational Leadership

- Provide hands-on guidance to teachers as they create and implement a curriculum that utilizes problem-based and project-based learning and integrates California state and Common Core standards;
- Provide hands-on guidance to teachers in data driven instruction: the development of multiple assessments and use of multiple sources of student achievement data that influence pedagogical and curricular decisions
- Continually monitor, evaluate and hone the Dual Language Immersion program and foster mutually beneficial relationships with similar schools to support the continued improvement of the program
- Help teachers develop their pedagogy in light of recent research on brain development and in keeping with a constructivist approach to teaching and learning;
- Work with teachers to develop a faculty evaluation process;
- Develop partnerships with university researchers to support teacher's action research endeavors;
- Lead the design and implementation of the school's programs for Special Education, EL, and GATE students;
- Hire and retain high quality faculty;
- Promote the school's values throughout the school community;
- Day to day site management with a commitment to ensuring the health and safety of students, faculty and staff.
- Oversee credentialing and compliance of certificated employees.

School and Community Relations:

- Support the Executive Director in all aspects of Charter renewal, review and compliance;
- Lead the Site Council;
- Schedule and participate in regular family and community meetings;
- Encourage and develop parent/guardian involvement/partnerships;
- Support fundraising activities;
- Maintain positive relationships with LAUSD and its related entities;
- Actively participate in Charter organization activities (CCSA, CSDC, IC-LA, etc.) and become an active leader in the Charter community;
- Maintain a positive, collaborative relationship with our landlord;
- Work effectively with the media, under the direction of the Executive Director;
- If the school does not have an ED, assume the responsibilities of the ED.

Qualifications

Our ideal principal is a visionary whose experience, knowledge, and drive will set the tone for a supportive school climate that challenges our motivated students, teachers, and families to achieve academic excellence, character growth, and social change. Resourcefulness, flexibility, and an entrepreneurial spirit are key qualities for a new charter school leader. It is essential that the principal be able to lead faculty in implementing Data Driven Instruction linked to action research and be able to guide faculty in implementing the backward design process to ensure standards-aligned, problem-based and project-based learning with multiple assessments.

The ideal candidate will have:

Required

- Teaching experience in grades K-8 at a high achieving program whose graduates (at least 40% of students) excel on Advanced Placement exams in high school and attend top 20 colleges across the country;
- A Master's Degree in Education and/or Administrative Credential (prior administrative experience desirable);
- Track record and experience in ensuring the health and safety of students, faculty and staff;
- Knowledge of or experience with diverse populations, Dual Language Immersion, English learners and GATE;

Preferred

- Proficiency/fluency in another language, preferably Spanish

- Strong computer skills;
- Excellent communication skills, experience fundraising and/or grant writing, and experience motivating and working with parent volunteers; and
- A track record as a successful and progressive educator.

Assistant Principal

The ideal candidate will have:

Preferred

- A love of elementary school students
- 2+ years of administrative experience, preferably in an elementary school setting
- Enthusiasm for the school's values, mission and educational philosophy
- A desire to work with a collaborative team of educators
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning

Required

- California Administrative Credential

Responsibilities:

- Evaluates assigned personnel for the purpose of ensuring that standards are achieved and performance is maximized.
- Facilitates communication between personnel, students and/or parents for the purpose of evaluating situations, solving problems and/or resolving conflicts.
- Facilitates meetings, processes, etc. with teachers for the purpose of meeting curriculum guidelines and/or ensuring that state mandates are achieved.
- Facilitates the development, communication, implementation and evaluation of quality learning for the purpose of enhancing excellence, equality and equity for staff and students.
- Implements policies, procedures and/or processes for the purpose of providing direction and/or complying with mandated requirements.
- Supports student success and intervenes in occurrences of inappropriate behavior of students for the purpose of assisting students in modifying such behavior and developing successful interpersonal skills.
- Manages a variety of school administrative functions (e.g. student disciplinary policy, school schedule, assigned personnel, etc.) for the purpose of enforcing school, district and state policy and maintaining safety and efficiency of school operations.
- Participates in meetings, workshops and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

- Supervises school personnel for the purpose of monitoring performance, providing for professional growth and achieving overall objectives of school's curriculum.
- Coordinates and supervises safety plan and drills, crisis team, building inspection, building keys and inventory, compliance laws.
- Takes a leadership role in development of a Daily Schedule.
- Works in conjunction with the principal in supervising all school activities, i.e., field trips, orientation programs, assemblies, plays, musicals, and other special events.
- Supports substitute teachers in carrying out their duties.
- Assists with: teacher and classified employee evaluation; working through concerns and classroom management; planning and directing meetings, staff development, trainings and in-services; communications; listening, providing and receiving feedback, and encouragement for all staff.

Director of Operations

Key Responsibilities:

- Manages all front office operations for the school
- Support compliance with key District and state reporting requirements
- Manage vendor relationships (e.g. food service, technology, curriculum resources, etc.)
- Utilize data management and student information systems to maintain accurate records
- Brings new and exciting ideas to the organization, and is capable of listening to insight from team members and testing new initiatives
- Works with schools to ensure branding of and education about organization's work is incorporated into every opportunity, and communications materials are leveraged to support development efforts
- Manages external vendors related to community engagement, marketing, and communications

Qualifications The ideal applicant possesses:

- Bachelor's degree or higher
- At least four (4) years of significant business experience managing daily operations for a school
- Proficiency with critical technology tools, including basic office applications, large databases
- Excellent interpersonal skills
- Excellent written and oral communication skills
- Quick learner with strong critical thinking skills
- Demonstrated passion for the mission, vision, and values of City Charter Schools

Teaching Staff

Selection of teachers is based on their teaching experience and their ability to demonstrate curriculum creation, implementation and assessment and classroom instructional capabilities. All candidates are required to teach a model lesson to students at the school – and in the case of the creation of a new grade, teachers can teach the model lesson at their current place of work. Inexperienced teachers will be reviewed based on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Inexperienced teachers will be paired with mentor teachers for their first two years at the school. The school will actively recruit experienced, credentialed teachers.

The ideal teaching candidate will have:

Required

- A clear multiple subject BCLAD credential

Preferred

- 3+ years experience teaching K-5 school students
- Experience at a high performing school
- Proven commitment to constructivism, multiple assessments, data driven instruction and a collaborative approach to teaching and learning
- Spanish and English fluency and biliteracy

Responsibilities include:

- Backward design curriculum construction and implementation of student-centered lessons that incorporate the school's definition of an educated person and emphasize active learning strategies and problem-based and project-based learning
- Assessing student progress and maintaining accurate records
- Taking the lead in developing their individualized action research professional development plan
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders
- Maintaining regular, punctual attendance

Office Personnel (Office Manager, Office Assistant)

The ideal front office staff candidate will have:

- A Bachelor's Degree
- 2+ years working in a school front office
- Excellent written and oral communication skills
- Proficiency with school management and communication systems, including Illuminate, School Messenger, and MailChimp or equivalent
- A passion for the mission and vision of the school, and a love of elementary school children
- Superb interpersonal skills
- Strong leadership initiative and problem-solving skills

Responsibilities include:

- Answering phones
- Filing reports
- Enrolling students
- Managing and monitoring office operations
- Ordering and purchasing 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 duties as assigned
- Bilingual translation and communication with parents

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.

Custodian of Records

The principal serves as CLIC's Custodian of Records and is responsible for the security, storage, dissemination and destruction of the criminal records furnished to the agency and will serve as the primary contact for the DOJ.

Wellness Policy

Per the Healthy, Hunger-Free Kids Act of 2010, CLIC developed and implements a local school wellness policy that guides our efforts to establish a school environment that promotes students' health, well-being, and ability to learn. CLIC established a Parent/Staff Wellness Committee to participate in the wellness policy process. Our Wellness Policy includes:

- Specific evidence-based goals for: Nutrition promotion and education, physical activity, and other school-based activities that promote student wellness.
- Nutrition guidelines for all foods and beverages available or for sale on the school campus during the school day that are consistent with Federal regulations for:
 - School meal nutrition standards, and the
 - Smart Snacks in School nutrition standards.
- Policies for other foods and beverages available on the school campus during the school day (e.g. in classroom parties, classroom snacks brought by parents, or other foods given as incentives).
- Policies for Food and Beverage Marketing that allow marketing and advertising of only those foods and beverages that meet the Smart Snacks in School nutrition standards.

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.

Student Recruitment

Diversity is a core value and explicit goal of all City Charter Schools. We diversify the location and language of our recruiting efforts and materials to ensure that we recruit students from various racial and ethnic groups so as to achieve a balance that is reflective of Los Angeles and the general population residing within the territorial

jurisdiction of the school district. Although LAUSD stipulates that charter schools achieve and maintain LAUSD's racial and ethnic balance, we believe that a school should reflect the demographics of its neighborhood, and not the district as a whole, in which many schools are racially and economically segregated, and do not reflect the demographics of the city or the immediate community. As described here and in Element 8, CLIC is committed to maintaining racial and ethnic diversity, and we conduct outreach to diverse neighborhoods, and have a preference for low-income students in our lottery. We do not, and are not legally permitted to implement a race or ethnicity-based preference, so beyond an income preference, and targeted outreach to communities of various demographics, we do not control who applies and who ultimately is offered and accepts admission. That said, we do everything within our power to ensure that families within 4 miles of our campus know that our school is an option. CLIC endeavors to recruit an economically diverse student population by locating our campus in a mixed-income community and conducting outreach in predominantly low income areas, especially within our targeted zip codes, as described in Element 1. CLIC maintains an accurate accounting of ethnic and racial balance of students enrolled in the school. We also keep on file documentation of the efforts the school makes to achieve racial and ethnic balance.

A diverse and dedicated committee of parents are engaged in outreach to community-based organizations (CBOs) that served incoming elementary school-aged youth and their families. CLIC has partnered with local community based organizations in order to recruit economically disadvantaged students. The Principal, supported by the parent outreach committee, leads outreach efforts and communicates to all potential families that the school's program emphasizes differentiated instruction that supports all students in achieving excellence.

Furthermore, enrollment and recruiting advertisements in Spanish and English (including flyers, adds in local papers, web site optimization) for the school will clearly state that the 'school services students with disabilities in the least restricted environment.' The Principal is responsible for ensuring that the program is consistent with the mission and does, indeed, enable all students to learn and grow as students and responsible citizens.

We will foster and maintain an ongoing outreach effort throughout the term of our Charter. We recruit students year-round, and in the three months leading up to the lottery, we analyze our current recruiting data and adjust our recruiting efforts accordingly. We identify and attend meetings and events held by the organizations in

our target area, in order to disseminate information about CLIC to interested parents in the community. We will also send representatives of CLIC to local churches, grocery stores, and shopping venues to circulate information on a regular basis throughout our charter's term to ensure a steady influx of racially and socio-economically diverse students into CLIC. In addition to utilizing the existing structures of organizations that serve the community, school leadership will publicize the school to potential parents using the following means:

- Presentations to Head Start and other preschools
- Community events/fairs/festivals: the Executive Director and Principal, in conjunction with parents who are trained by the Principal to be "School Ambassadors" (friendly individuals who are conversant about the school's mission, programs, and plans) attend local events including fairs, festivals, farmers markets, and others in order to meet potential families.
- Meet & Greets/Information Sessions: The Principal leads multi-lingual (Spanish/English) Meet & Greet sessions on a monthly basis in the evenings to accommodate working families (likely 6 pm) at our campus for prospective parents to learn more about the school, and ask questions of our staff and Board members.
- Internet: we advertise openings on our website, Facebook page, parent groups, message boards, and other virtual communities.

Annually, the Principal and Outreach Committee create an Outreach calendar that will track and help schedule outreach events with potential future families. A sample calendar from the current year is below.

CLIC Outreach Plan 2016-2017

Outreach Goals:

- To spread the word about our new location in the neighborhood around the site
- Meet our new neighbors! Build lasting mutually beneficial relationships with the businesses, churches and community centers around our new site
- To increase the number of applicants who speak Spanish and qualify for free and reduced lunch.

Outreach Actions: On the Ground

Post Card Mailing: Using Vista Prints- 514 households in their data bank that meet the following demographics & geography:

- 1 mile from 4001 Venice Blvd
- Yearly income under \$80,000
- Children 1-10 years old
- Hispanic

Preschool Day: Going into local preschools to build relationships- give them our postcards and find out when their Kinder Information Meetings will take place so Mr. Alarcon can go in and speak

Fall Community Day: Going into businesses along Venice, Washington and Pico Blvd. to build relationships- give them our postcards and flyers to pass out and post

CLIC-Or-Treat: attaching a piece of candy to a CLIC flyer, families that live in areas with large amounts of trick-or-treaters to pass out

Winter Community Days: Going into businesses along Venice, Washington and Pico Blvd. to build relationships- give them our postcards and flyers to pass out and post

School Tour Guides: guiding prospective parents into the classrooms

Online

- Posting school tours on LA Parent
- Sponsored FB posts (this will only work if we get more “likes” to our public page)
- Using the hashtag #togetherweclic
Share tour dates on FB, neighborhood groups, mom FB pages, other Social Media
(<https://www.facebook.com/City-Language-Immersion-Charter-382455598524122/>), Use the hashtag #togetherweclic
- Share CLIC video

Outreach Action	Date(s)	Number of Volunteers Needed
Preschool Day	Sept 30 th 10:30am	15
Fall Community Day	Oct 8 th	Everyone!
CLIC-Or-Treat	Halloween	Unlimited
Winter Community Days	Jan 21 st & Feb 4 th	20 per day
School Tour Guides	Third Friday beginning in October	6-8 per day

The Principal is responsible for continually monitoring the targeted enrollment area for new community organizations and businesses with which to form relationships and to contact the leadership of these organizations and businesses in order to pave the way for meetings and outreach events. The outreach efforts are specifically designed to

attain a racial and ethnic balance at the charter school that is reflective of the city of Los Angeles and the District, as well as socio-economic diversity of the city and the District.

Sample outreach language can be seen on our website:

<http://www.citycharterschools.org/CLIC/enrollment/apply-now/> and in the sample flyers below.

(front)

CLIC City Language Immersion Charter
www.citycharterschools.org/CLIC

FREE Public School
Now enrolling grades TK-5
Escuela Pública GRATUITA
Grados inscribiendo TK-5

Un programa de inmersión de lenguaje dual: español/inglés
Dual-language immersion program: Spanish/English
Comidas gratuitas o a un precio reducido para las familias que califiquen
Free/reduced meals available to all families who qualify
Programas de Enriquecimiento: Música, Artes de Teatro, Educación Física
Enrichment Programs: Music, Theater Arts, and P.E.
Programa de calidad después del horario escolar
Quality after school program

Nueva localidad permanente
New permanent location
4001 Venice Blvd
Los Angeles, CA
90019

Raúl Alarcón
Founding Principal
(323) 294-4937

(back)

CLIC City Language Immersion Charter
www.citycharterschools.org/CLIC

4041 Hillcrest Drive Los Angeles, CA 90008

Doble Inmersión es cuando los aprendices de inglés, estudiantes bilingües, y hablantes nativos de inglés se combinan en una sola clase bilingüe de tal forma que ambos grupos se convierten en hablantes fluidos, lectores, y escritores en los dos idiomas.

Dual Immersion involves English learners, bilingual students, and native English speakers combined in a single bilingual classroom where all groups become fluent speakers, readers, and writers in both languages.

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.

Admission Requirements

CLIC actively recruits a socio-economically and ethnically diverse student population from the District and surrounding areas. As a charter school, CLIC is a school of choice. CLIC shall admit all pupils who wish to attend the school (Education Code Section 47605(d)(2)(A)). If the number of students applying for enrollment exceeds the openings available, entrance shall be determined by a single random public drawing in accordance with Education Code §47605(d)(2)(B) and all federal requirements. Enrollment to the school shall be open to any resident of the State of California. Admission to CLIC will not be determined according to the place of residence of the pupil or his/her parent.

Student Recruitment

See Element 7 for details on how the school will recruit and reach out to students with a history of low academic performance, socio-economically disadvantaged students, and students with disabilities.

Lottery Preferences and Procedures

Admission Preferences

Admissions preference will be applied in the following order:

Preference	Rationale
1. <i>Residents of the District.</i>	As an LAUSD authorized school, we prioritize students of the District who would otherwise be served by our authorizer.
2. <i>Siblings of currently admitted students*</i>	This preference supports convenience for parents who wish to keep their children in the same school, and supports a cohesive school community and parent involvement.

Preference	Rationale
3. <i>Applicant is currently enrolled in Arlington Elementary and/or resides in the attendance area Arlington Elementary**</i>	This preference is pursuant to SB740 grant requirements that “the charter school site is physically located in the attendance area of a public elementary school in which 55 percent or more of the pupil enrollment is eligible for free or reduced-price meals and <i>the charter school site gives a preference in admissions to pupils who are currently enrolled in that public elementary school and to pupils who reside in the elementary school attendance area where the charter school site is located.</i> ” (Education Code 47614.5. (c)(2)(A))
4. <i>Children and Staff of Board Members</i>	Children of currently employed staff members and active board members (not to exceed 10% of school population) shall be given admission preference.
5. <i>Founding Parents</i>	Per LAUSD policy, this preference is for “parent/s or legal guardian/s or individuals who contribute substantial personal time and effort to develop the new charter school during the established Founding Period.
6. <i>Students eligible for free and reduced lunch</i>	This preference will ensure that we maintain a level of diversity appropriate to a publicly funded school (reflecting the demographics of the district) and that we achieve the diversity goals (of approximately 40% eligible for free and reduced lunch) as stated in our mission.

* Siblings of admitted students is inclusive of siblings of currently enrolled students AND siblings of students admitted through the lottery, even prior to enrollment.

** Applicable only during period of SB740 grant. Arlington elementary school is the school that appears when the physical address of CLIC is entered into the LAUSD Resident School Finder <http://rsi.lausd.net/ResidentSchoolIdentifier/>. If that changes, the elementary school indicated on the Lottery Application would be changed accordingly.

No other admissions exemptions or preferences will be assigned. CLIC’s Board may review and revise this preference policy as necessary for the well-being of the school. Any such revision constitutes material revision that would be submitted to the District for approval.

Lottery Procedures

CLIC will accept lottery forms until a predetermined date. The dates will be clearly indicated on CLIC website, on the flyers and posted at our school site, and with our partner organizations. 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 (in English, Spanish, and additional languages as requested). The process is also verbally explained to any families who call or hand in their paper lottery forms in-person.

Following the open enrollment period each year (from April to February/March⁵ of the following year), and after accounting for existing students who are guaranteed enrollment in the following school year, lottery forms shall be counted to determine whether the school has received more lottery forms than there are available spaces. If the number of students applying for enrollment exceeds the charter school's capacity, admission shall be determined by lottery (also known as "random public drawing") in accordance with Education Code §47605(d)(2)(B) and all federal requirements.

In the event of lottery (if applications exceed open spaces), the following procedure will be followed: Public notice will be posted at the school location, school website (www.citycharterschools.org/CLIC) and on distributed informational flyers in English and Spanish regarding the application deadline and the date, time and location of the public drawing, encouraging people to attend (time will be weekday evening to maximize attendance; the location will be at the school site). Parents who turned in lottery forms prior to the deadline will be notified of the date and time of the public drawing. Each year, CLIC will conduct a lottery prior to March 31st, publicizing the date, time and location with reasonable notice of at least two weeks before the lottery date.

City Charter Schools shall ensure that the lottery process is transparent and accessible to the public: because the lottery itself is open to the public; by the use of technology (including projection of names as they are pulled and seats are filled/waitlist established); and by the availability of staff to verify applicant information prior to the start of the public drawing (ensuring name, grade and preferences are correct to ensure an accurate lottery), answer questions during and after the lottery and provide information. In addition, the date, time and location of the lottery will be set at the beginning of the lottery process and will be included on the lottery forms, on all flyers and notices and on the school's website. Finally, interpretation services (Spanish) will be available and the date/time of the lottery will be set to accommodate the greatest portion of lottery applicants as possible.

Lottery spaces will be pulled by the Principal-designated lottery official who is a non-interested party or member of the public. The lottery procedure and application of preferences is outlined in the City Charter Schools Lottery Policy, and summarized below, and will be monitored by the Executive Director and filmed to ensure fair and accurate implementation.

The primary means to access the City Charter School lottery form is through the CLIC websites. If a family does not have access to the Internet, CLIC main office staff will

⁵ varies based on random drawing date which varies year to year

provide the family with a paper lottery form and/or allow individual families to use the school's computers, printers, and Internet access to complete their lottery form. The lottery process is explained in detail on the same webpage as the lottery application, and the process is also verbally explained to any families who walk in their paper application. English and Spanish versions of the lottery form are available, and other languages as needed.

Lottery procedures include the following:

- The lottery forms for CLIC will be available online and at the school sites no later than the first school day of November each school year. At the time the lottery form is made available, the closing date and the lottery date, time and location will be indicated. In no case will the closing date of the lottery be prior to February 15 of the following year, unless approved by the City Charter School Board of Directors prior to the commencement of the open enrollment period. The closing date of the open application period and all relevant information about the lottery will be provided on the lottery form and school website.
- Should the number of students who seek admission exceed the number of spaces available, a random public lottery will be held. The lottery will be held in a publicly posted location and monitored by the Executive Director to ensure fair and accurate implementation of the lottery procedures. All proceedings (described below)
- Applicants are assigned numbers and numbers are then randomly pulled to generate a list of all applicants in the order they were pulled. The list is then used to fill all available seats, as well as to establish the order of the waiting list for any grade for which there were more entrants than available seats. Admission is offered in order until capacity is reached. Once capacity is reached, names are added to the waitlist based on the randomly generated number assigned to each entrant by Group.

After the lottery, in the order established by the lottery, the school enrolls students until all spots are filled. All families that participate in the lottery will be informed by email or US Mail (if an email address is not available) that they are either being: 1. Offered admission, 2. Offered Conditional Admission**, or Placed on the waiting list for the upcoming school year. This communication will include the student's number on the waiting list, if they are not being offered admission, and will go out within two weeks of the lottery.

All families of students who are not offered admission for the upcoming school

year will remain on the waiting list until it is cleared at the end of the academic year for which it was drawn unless there is a written request by the parent to remove their child from the waiting list prior to that time. Instructions about removing a child from the waiting list will be included in the waitlist letter that is sent to all families that are not offered admission.

**** Conditional Admission:**

Free/Reduced Lunch Preference Qualification: Those who are granted FRL preference must confirm that they qualify for said preference at the time of admission. To determine qualification, they will be asked to complete the *Lottery Preference Confirmation Form - Free & Reduced Price Lunch* as part of the enrollment packet. If student does not qualify (using the same current scale as National School Lunch Program: <http://www.cde.ca.gov/ls/nu/rs/#scales>), they will be placed at the bottom of the waitlist.

- Families that are offered admission are given five (5) calendar days after the receipt of the offer letters to respond to the School's Office Manager by phone or email in order to secure enrollment. Receipt is defined as the date sent if sent by email and three days after date sent if sent by US Mail. The Office Manager will maintain records of when letters are mailed and date that emails are sent. The Office Manager will follow up with all families that have not responded within the five (5) days after receipt window by phone and email to ensure that they received their letter, to answer any questions and to ascertain their intent to enroll.

If a family indicates that they are not accepting admission, School staff will document the information and send a confirming email (requesting confirmation of the parent's decision to decline the offered seat) or letter (requesting a confirmation of the parent's decision to decline the offered seat and a postage-paid return envelope) if no email is available, in order to confirm the conversation. Upon receipt of the confirmation, the first family on the waiting list will then be offered the seat.

- Families that accept admission are provided with an enrollment packet containing documents, instructions and information necessary to process the incoming student(s). Parents will be given approximately two (2) weeks to return the enrollment packet to the School, and a deadline by which additional documents are required.

In the event that the enrollment information is not returned to the School by the requested date, School staff will contact the family to provide assistance and to ascertain if the family intends to enroll their child at CLIC. If the family indicates

that they do not intend to enroll their child, their seat will be reassigned to the first family on the applicable waiting list and documented in the same manner noted above.

- Lottery forms are kept for the duration of the school year. These are kept as backup to the electronic waiting list. The electronic waiting list is kept and managed by School staff for the duration of the school year. The wait list is cleared at the end of the academic year for which the lottery was drawn. Therefore, the wait list does not carry over from one year to the next.

Lottery Exemptions

In accordance with applicable law and federal guidance, currently enrolled students are exempted from the lottery.

Enrollment Process

Within two weeks of the lottery, families will be notified in writing 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 school will hold a Pre-Enrollment session after the lottery and before the Confirmation Deadline 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
- Proof of minimum age requirements, e.g. birth certificate
- Parent/Student Handbook

If a position opens during the course of the year, the Director of Operations will contact the family of the student on the top of the waiting list by phone and email to offer their student admission to the school. If a family is notified by phone or email prior to August 15th, the family has ten (10) business days to confirm enrollment return a completed enrollment packet. If a student is notified after August 15th, they will have three (4) business days to confirm enrollment and submit an application by mail or email. 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 administrative office and will be readily available for inspection by District representatives.

School Orientation

Interested parents of prospective students are strongly encouraged to visit the school during Information Sessions and meet with staff member to learn more about our goals and philosophy. A designated staff member will explain the program model to prospective parents, provide a tour of selected classrooms and deliver an overall orientation of expectations.

Prior to admission all parents/guardians and their children will be encouraged to attend an orientation. A parent's decision not to attend an orientation in no way impacts student's enrollment status.

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).)

Annual Audit Procedures

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

Other reports as requested by the District

The [Board will annually appoint an audit committee](#) by January 1 to oversee the independent auditors for that fiscal year. Any persons with expenditure authorization or recording responsibilities within the school may not serve on the committee. [The committee shall annually](#)

[contract for the services of an independent certified public accountant](#) with education finance experience certified by the State of California and approved by the State Controller on its published list as an educational audit provider, to audit the school's financial statements in accordance with Generally Accepted Auditing standards and the audit guide issued by the Controller of the State of California. The City Charter Schools Board of Directors will be responsible for overseeing the independent audit.

The school's plan for providing information is to gather, prepare, and organize documents, materials, and other information as requested by the independent auditor. Fiscal statements audited by the auditor, who will be a Certified Public Accountant, will be submitted to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. Upon receipt of any audit exceptions or deficiencies from the independent public accountant, the Executive Director will determine the appropriate corrective action and report the recommendations to the Charter School Board of Directors. The corrective action will then be taken in a timely manner and fully implemented prior to the end of the fiscal year following the year under audit. The Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District. The independent financial audit of the Charter School is public record to be provided to the public upon request. The Executive Director is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

Element 10: Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

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

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

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

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

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

STUDENTS WITH DISABILITIES

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

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

OUTCOME DATA

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

REHABILITATION PLANS

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

READMISSION

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

REINSTATEMENT

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

GUN-FREE SCHOOLS ACT

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

School Climate and Student Discipline System

Students learn best in an environment of clear expectations about behavioral and community norms that allows them to feel safe and nurtured. In order to maintain a positive learning community, CLIC has developed a comprehensive set of student discipline policies and is compliant with California Education Code Section 48900 and principles outlined in the District's Discipline Foundation Policy and School Discipline Policy and School Climate Bill of Rights resolution. These policies will be fully detailed in the CLIC Parent & Student Handbook. 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. Teachers receive professional development annually on alternatives to discipline and positive behavioral support, and individual support is provided to teachers who are demonstrating excessive behavior referrals or classroom management challenges.

Policies regarding suspension or expulsion follow LAUSD guidelines and conform to applicable state and federal laws regarding all students, including California Education Code 48900, Individuals with Disabilities Education Act (IDEA) and its amendments, Section 504 of the Rehabilitation Act, AB 602, ADA, the modified consent decree and the Chanda Smith Consent Decree.

CLIC understands that elementary school children may misbehave as they experiment with the boundaries of their community, and develop pro-social behaviors as positive members of their community. We always seek first to understand what may be driving a student to make inappropriate choices, and to address the root causes rather than just the observed behavior. However, we also must prioritize maintaining the safety of our community, and will take action as needed to make that a priority.

CLIC implements LAUSD's Tier 2 and 3 and alternatives to suspension. The Principal provides professional development on our SWPBIS plan and Safe School/Cool Tools every year during the 10 days before school starts.

We are committed to supporting our children's social development in positive ways. Our focus is to guide children in resolving conflicts by assisting them to examine positive, alternative choices to their actions. Our training involves the building of empathy, respect and equity at all age levels. Our school is also committed to the goal of fostering a caring community in which all of our students feel safe, without physical, verbal or non-verbal harassment or threats of any kind.

Additionally, all schools are now legally required to have a policy that deals appropriately, and immediately, with harassment, threats, and physical violence. The faculty has developed the **Safe School Guidelines, Policy and Procedures** for maintaining a safe and nurturing environment conducive to learning and supporting appropriate interactions among the children. The faculty believes it is important that students and parents be informed about the school's expectations to maintain a safe school environment, especially given the legal issues involved.

The Safe School Guidelines contain a list four main ideas. At the beginning of the school year, all the children will discuss the Safe School Guidelines. In addition to the Parent Handbook, parents will also receive a copy of the guidelines, additional rules, a contract and a sample of the "**Incident**" form at the beginning of the school year. Parents are encouraged to review and discuss these materials with their children. Family involvement in guiding our children's social development is crucial in helping to ensure a safe school environment.

Children in the **all classrooms** will have discussions, guided by the teacher, on how to create a safe school environment and together set up classroom behavior rules. Teachers guide the children to work out problems by discussing what happened and the outcome of their choices on others and themselves. Teachers assist children in figuring out "safe" options that could have helped resolve the problem. Teachers address the situation with only the children and sometimes will call the class to resolve the problem together. If a situation arises that necessitates communication with parents of TK/Kindergarten aged children, it is either handled by the teacher or the Principal through a telephone call or a note. A parent conference or other type of follow-up may be arranged. If unsafe behaviors continue or if a serious situation arises, a child may be

required to attend a “Safe School” social skills education class that is age appropriate where children practice and role-play "safer" social interactions in a positive, learning environment.

In-School Suspension

The school will always seek to minimize suspensions through positive supports (e.g. restorative justice conferences, student counseling, and positive incentives for behavioral improvements) and alternative disciplinary actions. These may include, but are not limited to: school-based community service, in-school suspension, assignment to research and present on the offending behavior, multiple detentions, and Saturday school. Furthermore, we minimize suspensions through professional development for teachers on alternative discipline. In-school suspension will not exceed three days per incident, and most will be shorter. In-school suspension will be supervised and productive. Students will be given work to accomplish during that time, including an assignment that are part of a restorative justice practice.

Grounds for Suspension and Expulsion

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.

Mandatory Expulsion/Suspension: 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 § 48900, the following reasons shall constitute mandatory grounds for immediate suspension and recommended expulsion:

1. Possessing, selling or furnishing a firearm.
2. Brandishing a knife at another person.
3. Ultimately selling a controlled substance.

4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)).
5. Possession of an explosive.

The following offences must constitute a recommendation of expulsion unless the principal determines that the expulsion is inappropriate:

1. Causing serious injury to another person, except in self-defense.
2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.
3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana.
4. Robbery or extortion.
5. Assault or battery upon any school employee.

Discretionary Expulsion/Suspension: In addition to the foregoing mandatory suspension/expulsion infractions, students may be recommended for suspension or expulsion upon a determination that the student has committed one of the acts listed below:

- Causing, attempting to cause or threatening to cause serious physical injury to another person, except in self-defense
- Hate violence (defined by Section 48900.3)
- Unlawfully possessed, used, 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.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- Using tobacco or any products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, et al.
- 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.
- 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 responsible person to conclude that the replica is a firearm unless, in the case of possession of any object of the type, the student had obtained written permission to possess the item from a certified school employee, with the administrator's or designee's concurrence.
- Caused or attempted to cause damage to school property or private property.
- Stole or attempted to steal school property or private property.
- Committed an obscene act or engaged in habitual profanity or vulgarity.

- Knowingly received stolen school property or private property.
- Engaged in, or attempted to engage in, hazing as defined in Education Code Section 32050.
- Aided or abetted the infliction or attempted infliction of physical injury to another person.
- Engaged in sexual harassment as defined in Education Code Section 48900.2.
- Engaged in harassment, threats, or intimidation directed against school district personnel or pupils as defined in Education Code Section 48900.4.
- Made terrorist threats against school officials, school property or both as defined in Section 48900.7.
- Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.
- First offense of possession of marijuana of not more than one ounce, or alcohol.
- Sold, furnished or offered a substitute substance represented as a controlled substance
- Willfully used force or violence except in self- defense

Out-of-School Suspension Procedures

Prior to suspension, an informal conference will take place between the Principal, with the student and his/her parent/guardian. The school is responsible for providing language support upon request (or based on home language survey) by providing written translations of all documents, and a live translator for meetings. The pupil shall be informed of the reason for the conference, the evidence against him or her, and shall be given the opportunity to present his or her version and evidence in defense. The conference may be omitted if the administrative staff 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 the student is suspended without conference, the parent/guardian shall be notified of the suspension and a conference will be scheduled as soon as possible.

At the time of suspension, the Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person, to be followed up with a written notification. This notice will state the specific offense(s) committed by the student. In addition, the notice will state the date and time the student may return to school. If the Principal or AP wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will note that the parents/guardians are required to respond to this request without delay.

The length of suspension for students shall not exceed a period of 5 consecutive days each school year. The maximum number of days per school year of suspension without a formal hearing is 10 days for general education students and students with IEPs (unless their IEP specifies a different requirement). The statutory limit is 20, but our commitment to alternative discipline commits us to maintaining lower than average suspension rates. Arrangements will be coordinated by the AP to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. All materials that were distributed to students including homework and handouts will be available for pickup at the school office. Specific arrangements will be coordinated by the AP to make up any missed tests.

During the required parent conference, information will be provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process. All suspension appeals are handled by the Executive Director, who must follow several steps to complete the appeal process:

- To initiate an appeal, the student or parent or guardian must contact the Executive Director in writing within three weeks of the date of the suspension.
- The Executive Director will mail to the student or parent/guardian the "Request for Suspension Appeal" (available in English and Spanish) form with instructions to complete and return the form so that it is received no later than three weeks after the date it is received by the family.
- The Executive Director will use information provided on that form to determine whether or not the principal suspended the student properly and followed all applicable procedures. The Executive Director will also consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Within 5 days of receiving all information, based on the information submitted or requested, the Executive Director may make one of the following decisions regarding the suspension.
 - Uphold the suspension
 - Uphold the suspension but clear the student's record of the suspension at the end of the semester, if the student has no additional discipline problems in the school
 - Determine that the suspension was not within school guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.

The Executive Director will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed to the Principal.

Expulsion Procedures

Decisions to expel students will be made at the sole discretion of the Principal. Prior to a recommendation for expulsion, the Principal will schedule a conference with parents to inform them of the reason for a possible expulsion, and inform them of their rights. Then an administrative panel reviews the case and makes a recommendation to the Board, which will also be communicated to parents and the student in writing. Parents can request a conference at that time to review the findings with the Panel. Based on the panel's recommendation, only the Board of Directors has the authority to expel a student. For discretionary expulsions, students will be recommended for expulsion if the panel finds that at least one of the following findings may be substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) 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.
- c) Due to the nature of the violation, state or federal law requires mandatory expulsion.

Students recommended for expulsion are entitled to a hearing, to determine whether the student should be expelled. The hearing will be held within 30 days after the school Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by an administrative hearing panel appointed by the Board. The expulsion decision can be appealed to the Board of Directors. The panel will be an impartial panel of 5 individuals (who are not parents, not on the Board and not employed on the staff of CLIC, e.g. the Executive Director and the middle school and elementary school principals). The panel will be selected by the Chairman of the Board. Families can elect language support during the hearing, and the school will provide materials in the language requested, as well as a translator for the hearing.

Written notice of the hearing will be mailed and emailed from the Principal to the student and the student's parent/guardian at least 10 calendar days before the date of the hearing. This notice will include:

- a) The date and place of the hearing (if neither parent is available, another time will be scheduled within the following week)
- b) A statement of the specific facts, charge(s) and offense(s) upon which the proposed expulsion is based.
- c) A copy of CLIC's disciplinary rules which relate to the alleged violation.

- d) The opportunity for the student or the student's parent/guardian to appear in person at the hearing.
- e) Notice that the student will be permitted to bring witnesses and present evidence on his or her behalf.
- f) Notice that the student will be permitted to be represented by legal counsel or by a non-attorney advisor, to inspect and obtain copies of all documents to be used at the hearing, to confront and question all witnesses who testify at the hearing, to question all other evidence presented, and to present oral and documentary evidence on the pupil's behalf

Record of Hearing

A record of hearing shall be made and may be maintained by any means, including electronic recording, as long as a reasonably accurate and complete written transcription of the proceedings can be made.

The 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 three (3) days prior to the hearing.

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 recommendation to expel must be supported by substantial evidence that the pupil committed the 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 if the City Board of Directors determines that disclosure of the witness' identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The plaintiff 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. CLIC must also provide the plaintiff 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 panel conducting the hearing, the plaintiff shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The panel conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the plaintiff.
5. The panel conducting the expulsion hearing may also limit time for taking the testimony of the plaintiff 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 plaintiff testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the panel presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The panel conducting the hearing 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 School must present evidence that the witness' presence is both desired by the plaintiff and will be helpful to the School. The panel 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 plaintiff 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 of the panel from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the plaintiff.
8. The testimony of the support person shall be presented before the testimony of the plaintiff and the plaintiff shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the accused pupil, the plaintiff 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 plaintiff and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a plaintiff's prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the panel conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the plaintiff 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 plaintiff 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 plaintiff is not admissible for any purpose.

The expulsion decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

Written Notice Of Expulsion

The Principal, following a decision to expel shall send written notice of expulsion, by mail including the findings of fact, to the pupil or parent/guardian. This notice shall include the following:

- a) The specific offense(s) committed by the student for any of the acts listed in "Reasons for Suspension and/or Expulsion."
- b) Notice of the student or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with City.
- c) The reinstatement eligibility review date.
- d) Effective date of expulsion.
- e) Appeal options

Expulsion Appeals

In addition to the procedures detailed in the previous section that are designed to ensure proper parent notification and due process, parents/guardians may appeal the Board's decision of expulsion within 30 days, in accordance with Education Code Section 48919, in writing to the Principal. The Principal will forward the appeal to the Board of Directors. An appeal hearing will be held by a fair and impartial panel of representatives appointed by the Board of Directors, and its decision will be final. The panel shall consist 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. The hearing will occur within 30 working days of the parent's written request.

In the case of an expulsion appeal, the student will be considered suspended until a meeting is convened to hear the appeal at which time the parent(s) must attend to present their appeal. CLIC will strive to schedule the hearing to accommodate the parents' presence. The impartial appeal panel will make a decision within 5 days of the appeals hearing. The panel's decision is final.

In order to provide the student post-expulsion support to facilitate access to education, CLIC will also provide:

- a) A copy of the rehabilitation plan.
- b) Type of educational placement during the period of expulsion.
- c) Notice of appeal rights/procedures.
- d) Date that the student may be reviewed for readmission.

The Principal shall send an expulsion order from the governing board to the pupil's district of residence, the authorizer and the County Office of Education. This notice shall include the following:

- a) The pupil's name;
- b) The specific expellable offense committed by the pupil;
- c) Disciplinary Records.

Reinstatement and Readmission

Pupils who are expelled from CLIC 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 CLIC 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. CLIC 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. CLIC 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. CLIC's governing board shall review the reinstatement documentation and vote to reinstate or not. If the board votes to reinstate the student, CLIC 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. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.

Element 11: Employee Retirement Systems

“The manner by which staff members of the charter schools [sic] 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.

Staff at CLIC participates in the federal social security system and has access to other school-sponsored retirement plans according to policies adopted by the Board of Directors for the school’s employees. The committee to recommend retirement plans to the Board of Directors must include representatives of the administrative, teaching, and clerical staff should members of these groups wish to be represented on the committee.

Certificated Staff Members

CLIC certificated staff (teachers and administrators) participates in the State Teachers Retirement System and CLIC coordinates such participation, as appropriate, with the social security system or other reciprocal systems. CLIC will continue such participation for the duration of the charter school’s existence under the same CDS code. The Principal will work directly with the Los Angeles County Office of Education to forward in a timely fashion any required payroll deductions and related data. Eligible certificated

employees as participants in the State Teacher Retirement System (STRS) will contribute the required percentage, and CLIC will contribute the employer's portion required by STRS. All withholdings from employees and City are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS. CLIC reports STRS contributions to LACOE in a timely manner and in a format acceptable to LACOE.

Classified and Other Staff Members

Classified staff and other employees (office managers, and other full-time non-certificated employees as applicable) will participate in the Social Security system. A 403b retirement program may be offered at the discretion of the City Charter Schools Board of Directors.

The CMO Director of Community Outreach and Operations manages all human resources and coordinates benefits and retirement systems.

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.

We will communicate the above information in writing to parents, and refer them to LAUSD Pupil Services for additional support.

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:

[REDACTED]
Director
Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

[REDACTED]
Executive Director
[REDACTED]
City Language Immersion Charter]
4001 Venice Blvd., Los Angeles, CA 90019
[REDACTED]

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined

by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

Non-Proposition 39 Disputes

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

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

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director

Charter Schools Division

Los Angeles Unified School District

333 South Beaudry Avenue, 20th Floor

Los Angeles, California 90017

Executive Director

City Language Immersion Charter]

4001 Venice Blvd., Los Angeles, CA 90019

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 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, 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, 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.

The Director of Operations will serve as the school's closure agent(s) in the event that the school closes.

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, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers from and against any and all claims, damages, losses and expenses including but not limited to attorneys' fees, brought by any person or entity whatsoever, arising

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,

- The accuracy, recording and/or reporting of Charter School's financial information,
- Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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

ADDENDUM

Assurances, Affirmations, and Declarations

City Language Immersion Charter (also referred to herein as “[CLIC” 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.⁶

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

⁶ 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.

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(I). 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
City Language Immersion Charter
4001 Venice Blvd, Los Angeles CA 90019

- 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
City Language Immersion Charter
4001 Venice Blvd, Los Angeles CA 90019

- 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, inceptions, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

Hold Harmless/Indemnification Provision

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

FISCAL MATTERS

District Oversight Costs

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

Cash Reserves

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

Third Party Contracts

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

Special Education Revenue Adjustment/Payment for Services

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

Student Body Funds

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

Audit and Inspection of Records

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

- Charter School is subject to District oversight.
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

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

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

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

Fiscal Policies and Procedures

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

In accordance with California Education Code sections 47604.33 and 47606.5, Charter School shall include in its annual update a "listing and description of the expenditures for the fiscal year implementing the specific actions included in the charter as a result of the reviews and assessment required by paragraph (1)" of section 47606.5(a). These

expenditures shall be “classified using the California School Accounting Manual pursuant to Section 41010.” (Ed. Code § 47606.5(b).)