LA’s Promise Charter Middle School #1
Charter Petition
October 15, 2015

LA’s Promise Charter Middle School #1
Charter Petition

Submitted by:

LA’s Promise
202 W. 1st Street, Suite #160
Los Angeles, CA 90012
Telephone (213) 745-4928

Submitted to:

The Los Angeles Unified School District
Charter Schools Division

333 South Beaudry Avenue, 20th Floor
Los Angeles, CA 90017

Term of Charter

July 1, 2016 to June 30, 2021
TABLE OF CONTENTS

Introduction ....................................................................................................................... 5
Assurances and Affirmations .............................................................................................. 6

Element 1 – The Educational Program .............................................................................. 7
General Information .......................................................................................................... 7
Community Need for Proposed Charter School ............................................................. 8
Student Population To Be Served ..................................................................................... 10
Goals and Philosophy ....................................................................................................... 11
Vision and Mission .......................................................................................................... 11
About LA’s Promise – A History of Growth .................................................................. 12
LAPCMS#1 Guiding Principles ....................................................................................... 15
Characteristics of an Educated Person in the 21st Century ........................................... 16
How Learning Best Occurs ............................................................................................. 17
LA’s Promise Charter Middle School #1 Goals ............................................................... 19
Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP) ................................................................. 20
Instructional Design ........................................................................................................ 102
Rigorous Standards-based Curriculum ......................................................................... 103
Highly Effective, Well-trained Educators and Staff ...................................................... 103
Holistic, Personalized and Data-driven Supports ........................................................... 104
Collaborative School Culture ......................................................................................... 104
Curriculum ..................................................................................................................... 105
  English Language Arts ................................................................................................. 107
  Readers & Writers Workshop ...................................................................................... 107
  English Language Development .................................................................................. 110
  Power Hour ................................................................................................................ 110
  Mathematics ............................................................................................................... 111
  History/Social Studies ................................................................................................. 113
  Science ........................................................................................................................ 114
  Art .................................................................................................................................. 114
  Health and Physical Education .................................................................................... 115
  Course Sequence ........................................................................................................ 115
  Class Matrix ............................................................................................................... 116
Innovative Components of the Educational Program .................................................... 117
College-going Culture ..................................................................................................... 117
Community Building ....................................................................................................... 118
English Language Development for All ........................................................................ 118
Curricular and Instructional Materials ........................................................................... 118
Course List ..................................................................................................................... 118
Meeting Common Core State Standards through Instructional Strategies ..................... 119
Technology ..................................................................................................................... 121
Academic Calendar ......................................................................................................... 122
Daily Schedule ................................................................................................................ 123
Daily Minutes Table ....................................................................................................... 124
Recruitment .................................................................................................................... 124
Ongoing Professional Development .............................................................................. 125
Although the above charter school organizational chart represents a fully staffed school, a Principal may reorganize his or her staff and reporting structures as needed due to staffing levels, skill sets and or financial resources in order to ensure the maximum success of the school.
Student Records ..................................................................................................................... 187

ELEMENT 5. Employee Qualifications ............................................................................. 188
Equal Employment Opportunity ......................................................................................... 188
Personnel ............................................................................................................................ 188
Hiring/Selection Process ...................................................................................................... 188
Employee Qualifications for Key Employees and Minimal Responsibilities ................. 189
Teachers ............................................................................................................................... 209
Teacher qualification to teach core, college preparatory classes .................................. 209
Teacher qualification for other classes .............................................................................. 209
ESEA/NCLB and Credentialing Requirements ................................................................. 209

ELEMENT 6. Health and Safety ......................................................................................... 211
Insurance & Risk Management Requirements ............................................................... 211
Evidence of Insurance ....................................................................................................... 212
Hold Harmless/Indemification Provision ....................................................................... 212
FERPA ................................................................................................................................. 213
Criminal Background Checks and Fingerprinting ........................................................... 213
Facilities and Emergency Plan ........................................................................................ 213
Health, Safety and Emergency Plan ................................................................................ 214
Immunizations and Health Screening Requirements ...................................................... 214
Reporting Child Abuse and Alleged Improprieties ......................................................... 215
Safe Place to Learn Act ..................................................................................................... 215

ELEMENT 7. Means to Achieve Racial and Ethnic Balance ........................................... 216
No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students ........... 216
Federal Program Compliance ............................................................................................ 217

ELEMENT 8. Admission Requirements ......................................................................... 219
Documentation of Admissions and Enrollment Processes ............................................... 219
Homeless and Foster Youth .............................................................................................. 219
Non-Discrimination ......................................................................................................... 219
Student Recruitment ........................................................................................................ 220
Intent to Enroll .................................................................................................................. 220
Open Enrollment Period ................................................................................................. 220
Lottery Preferences ......................................................................................................... 221
Lottery Procedures ......................................................................................................... 221
Communication ............................................................................................................... 223

ELEMENT 9. Annual Financial Audit .............................................................................. 224

ELEMENT 10. Suspension and Expulsion Procedures ....................................................... 225
General Provisions .......................................................................................................... 225
Students with Disabilities ............................................................................................... 225
Notification of the District .............................................................................................. 225
Outcome Data ................................................................................................................ 226
Rehabilitation Plans ....................................................................................................... 226
Readmission ..................................................................................................................... 226
Reinstatement .................................................................................................................. 227
Gun Free Schools Act .................................................................................................... 227
Discipline Foundation Policy .......................................................................................... 227
Element 11. Employee Benefits ........................................ 235
  Retirement Rights and Systems ........................................ 235
  Staff Responsible for Ensuring Coverage of Benefits .............. 235
  Employee Benefits ...................................................... 236
  Working Conditions .................................................... 236
  Compensation ............................................................ 236
  Employee Due Process .................................................. 236
  Staff Recruitment and Selection Process ............................ 237

Element 12. Attendance Alternatives .................................. 238

Element 13. Rights of District Employees ............................. 239

Element 14. Mandatory Dispute Resolution .......................... 240

Element 15. Exclusive Public School Employer ....................... 242

  Revocation of the Charter ............................................. 243
  Closure Action .......................................................... 243
  Closure Procedures ..................................................... 243
  Designation of Responsible Person(s) and Funding of Closure .... 244
  Notification of Closure Action ....................................... 244
  School and Student Records Retention and Transfer ............... 245
  Financial Close-Out .................................................. 246
  Disposition of Liabilities and Assets ................................ 247
  Facilities ......................................................................... 248
  Non-District-Owned Facilities ......................................... 248

Fiscal Matters .................................................................... 250
  District Oversight Costs ................................................. 250
  Cash Reserves ................................................................ 250
  Third Party Contracts .................................................... 250
  Special Education Revenue Adjustment/Payment for Services ..... 250
  Audit and Inspection of Records ...................................... 250
  Internal Fiscal Controls .................................................. 251
  Apportionment Eligibility for Students Over 19 Years of Age ... 251
  Local Control and Accountability Plan ................................ 251
Introduction
The purpose of this application is to request approval from the Los Angeles County Office of Education (LACOE) Charter Schools Office (CSO) and Los Angeles County Board of Education (BOE) to create and operate a new independent charter middle school, LA’s Promise Charter Middle School #1 (LAPCMS#1), to serve 435 students in grades 6-8 within the South Los Angeles region. The school will maintain a single-track, non-year-round, 196-day academic calendar (including 10 supplemental days for professional development), beginning on August 9, 2016 and ending on June 9, 2017.

LAPCMS#1 will aim to indiscriminately serve all interested students (space permitting) that reside within the boundaries of the Los Angeles Unified School District (LAUSD), with the primary intent of providing high quality education and support services to local students and families that reside within the community of South Los Angeles, in the vicinity of the intersection between Western Avenue and Vernon Avenue.

LA’s Promise Charter Middle School #1 will be developed and operated by the nonprofit education organization LA’s Promise, which currently operates under a performance contract with LAUSD to turnaround struggling, low performing schools. LAPCMS#1 will be an expansion of this existing relationship with the District, and will build upon LA’s Promise’s record of progress in the South LA community. The establishment of LAPCMS#1 will allow LA’s Promise to reinforce its mission of college- and career-readiness for all students with a small and innovative learning environment that engages students by way of personalized pedagogy, robust wraparound services, and a variety of enrichment opportunities. In particular, LAPCMS#1 will establish a feeder pattern for Manual Arts High School and prepare students to be successful in high school and beyond.

Recognizing the immense need for technological competence in the 21st Century workplace, LAPCMS#1 will offer all students access to essential hands-on digital learning tools to help students familiarize themselves with electronic learning platforms, which simultaneously build core standards mastery and fundamental computer skills (e.g. typing, online research). The ultimate aim of this blended learning education strategy is to provide the necessary technological foundation to prepare students for the variety of electronic environments they will inevitably encounter in post-secondary education and in the adult workforce.

LA’s Promise Charter Petition Team
Veronica Melvin – Chief Executive Officer
Nolberto Delgadillo – Chief Operations Officer
Dr. Lori Pawinski – Chief Academic Officer
Rachelle Alexander – Director of Schools
Liliana Vasquez – Director of Operations
Logan Contreras – Associate Director of Data and Analytics, Lead Petitioner
Assurances and Affirmations
LA’s Promise Charter Middle School #1 (also referred to herein as “LAPCMS#1” and “Charter School”) shall:

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

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

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

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

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

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

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

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

- Consult, on a regular basis, with Charter School’s parents, legal guardians, and teachers regarding the school’s educational programs. (Ed. Code § 47605(c)(2).)
Element 1 – The Educational Program
“An educational program of the school, designed, among other things, to identify those whom the school is attempting to educate, what it means to be an “educated person” in the 21st century, and how learning best occurs. The goals identified in that program shall include the objective of enabling pupils to become self-motivated, competent, and lifelong learners.” (Ed. Code § 47605(b)(5)(A)(i).)

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

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

General Information
- The contact person for Charter School is: Logan Contreras, Associate Director of Data and Analytics
  Donna Jacobson, Director of Schools
- The contact address for Charter School is: 202 W. 1st Street, #160, Los Angeles, CA 90012, 1755 W. 52nd St, Los Angeles, CA 90062, 4920 S. Western Ave., Los Angeles, CA 90062
- The contact phone number for Charter School is: (213) 745-4928-323-403-0770
- The proposed address, or target community by Zip Code, of Charter School is: 1755 W. 52nd St, Los Angeles, CA 90062 90062 and 4920 S. Western Ave., Los Angeles, CA 90062
- This location is in LAUSD Board District: 1
- This location is in LAUSD Local District: Central
- The grade configuration of Charter School is: Grades 6-8
- The number of students in the first year will be: 145
- The grade level(s) of the students in the first year will be: Grade 6
- Charter School’s scheduled first day of instruction in 2016-2017 is: August 30, 2016
- The enrollment capacity is: 435
(Enrollment capacity is defined as the total number of students who can be enrolled in Charter School regardless of student residency.)

- The type of instructional calendar (e.g. traditional/year-round, single track/multi-track, extended day/year) will be: Traditional, single track
- The bell schedule for Charter School will be: Modified A/B block
- The term of this Charter shall be from: July 1, 2016 to June 30, 2021

**Community Need for Proposed Charter School**

**Target Neighborhood and Community Demographics**

One of the most impacted communities in South Los Angeles, LA's Promise Neighborhood is an 8.2 square-mile area that is home to 150,000 residents, many of whom live in extreme poverty, face limited employment, and rely heavily on social services. The situation is compounded by a lack of high quality educational options and limited access to enrichment services for children.

Located along the southwestern periphery of LA’s Promise Neighborhood is ZIP Code 90062, intersected at its core by Western Avenue and Vernon Avenue. Similar to the areas immediately surrounding it, this South LA community of almost 35,000 residents faces many challenges. More than a third of children and families live in poverty (37% and 34%, respectively), 15% are unemployed, and the median household income ($33,000) is well below that for the City of LA ($50,000). Children are predominantly Latino or African American (70% and 27%, respectively), almost two-thirds (63%) live in rental housing, and 30% live with someone other than their parents (e.g. grandparents, relatives, foster care or unrelated adults). More than 40% of adults do not have a high school diploma and one in four have less than a 9th grade education. Among households, 62% speak a language other than English at home.¹

**Community Need for LA’s Promise Charter Middle School #1**

Research by Caroline Ratcliffe and Signe-Mary McKernan indicates that minority children who are born into poverty, and to parents with low educational attainment, often follow in their footsteps and have a lower likelihood of succeeding in life.² To help overcome the impact of these circumstances, it is critical that families and children in disadvantaged neighborhoods have equitable access to high quality education, enrichment opportunities and support services throughout their educational career. Middle school is especially important in this regard, as it sets the stage for high school preparedness, success with the A-G curriculum, and ultimately graduation.

There are five LAUSD schools and eight independent charters schools within a two-mile radius of Western Avenue and Vernon Avenue that serve middle grades (grades 6-8). Even so, there is a shortage of middle schools that are classified as high performing (see data table below). Of the 11 schools with a ranking, six received only a 1 or 2 on the Academic Performance Index similar schools rank; and none of the schools were classified as Excelling or Achieving on the LAUSD School

---

¹ United States Census Bureau, 2009-2013 5-Year American Community Survey
Performance Framework. Though the community demographics indicate a student population with high need and a pattern of low achievement, there are few high quality educational options available.

To be clear, the issue in this community is one of school quality, not school quantity. To ensure every child has opportunities to move along the path to high school graduation and become college prepared and career ready, an expansion of innovative and state of the art quality school options are desperately needed. To this end, LA’s Promise Charter Middle School #1 will implement the LA’s Promise model to:

1. Provide an innovative, highly personalized and rigorous education that prepares students for a college and career ready curriculum in high school;
2. Build upon the Community School framework to holistically support economically challenged students and their families through the integration of essential wrap-around services;
3. Support the school, faculty, students and families through supplemental funding and in-kind resources acquired by LA’s Promise.

Nearby Muir Middle School – an LA’s Promise school where the API was raised by 74 points over two years, and which jumped from a 1 to a 5 in similar school rank – is an indication the LA’s Promise model works. Through a combination of programs, services, and resources, LAPCMS#1 will implement this model to personalize the middle school experience for every one of our students and their families, thereby establishing peer-to-peer, adult-to-student, and school-to-family connections. LAPCMS#1 will allow more students in this underserved neighborhood to access a rich academic program; and since the school will feed into Manual Arts High School, we will be able to shepherd students as they transition from middle to high school, lessening the dropout risk between 8th and 9th grade.

**Surrounding Schools Demographic and Performance Data**

**SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA**

<table>
<thead>
<tr>
<th>LAUSD Schools</th>
<th># of Students 2014-15</th>
<th>% Students Eligible for Free/Reduced Lunch</th>
<th>% of Special Ed. Students</th>
<th>% of English Learners</th>
<th>% Major Ethnicity #1</th>
<th>% Major Ethnicity #2</th>
<th>% Major Ethnicity #3</th>
<th>2013 Growth API</th>
<th>Met Schoolwide Growth Target?</th>
<th>Met Subgroup Growth Targets?</th>
<th>2011-2013 API 3 Year Average</th>
<th>2013 API Similar Schools Rank</th>
<th>2013 API Statewide Rank</th>
<th>2013-2014 School Performance Framework Classification (SPF)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Barack Obama Global Prep Academy</td>
<td>756</td>
<td>81%</td>
<td>16%</td>
<td>26%</td>
<td>Latino 70%</td>
<td>African American 29%</td>
<td>White 1%</td>
<td>620</td>
<td>No</td>
<td>No</td>
<td>605</td>
<td>1</td>
<td>1</td>
<td>Focus</td>
</tr>
<tr>
<td>Foshay Learning Center</td>
<td>1,934</td>
<td>88%</td>
<td>4%</td>
<td>13%</td>
<td>Latino 83%</td>
<td>African American 17%</td>
<td>-</td>
<td>719</td>
<td>Yes</td>
<td>No</td>
<td>705</td>
<td>2</td>
<td>2</td>
<td>Watch</td>
</tr>
<tr>
<td>Audubon Middle</td>
<td>660</td>
<td>80%</td>
<td>20%</td>
<td>12%</td>
<td>African America 59%</td>
<td>Latino 38%</td>
<td>White 1%</td>
<td>696</td>
<td>No</td>
<td>No</td>
<td>713</td>
<td>1</td>
<td>6</td>
<td>Service and Support</td>
</tr>
<tr>
<td>John Muir Middle</td>
<td>1,027</td>
<td>76%</td>
<td>11%</td>
<td>23%</td>
<td>Latino 81%</td>
<td>African American 18%</td>
<td>White 1%</td>
<td>687</td>
<td>Yes</td>
<td>No</td>
<td>647</td>
<td>1</td>
<td>5</td>
<td>Service and Support</td>
</tr>
<tr>
<td>Horace Mann Junior High</td>
<td>425</td>
<td>82%</td>
<td>25%</td>
<td>19%</td>
<td>African America 49%</td>
<td>Latino 48%</td>
<td>White 2%</td>
<td>574</td>
<td>No</td>
<td>No</td>
<td>564</td>
<td>1</td>
<td>1</td>
<td>Focus</td>
</tr>
</tbody>
</table>

Address: Intersection of Western Avenue and Vernon Avenue
<table>
<thead>
<tr>
<th>Charter Schools</th>
<th>Enrollment</th>
<th>African American</th>
<th>Latino</th>
<th>API Score</th>
<th>Free or Reduced Price Meals</th>
<th>Special Education</th>
<th>Special Education Services</th>
<th>Focus</th>
<th>Service and Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kipp Scholar Academy</td>
<td>307</td>
<td>93%</td>
<td>14%</td>
<td>Latino 45%</td>
<td>777</td>
<td>B</td>
<td>B</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Heights Charter</td>
<td>435</td>
<td>98%</td>
<td>10%</td>
<td>Latino 74%</td>
<td>745</td>
<td>No</td>
<td>No</td>
<td>776</td>
<td>2</td>
</tr>
<tr>
<td>Alliance Ouchi-O'Donovan</td>
<td>1,025</td>
<td>97%</td>
<td>-</td>
<td>Latino 90%</td>
<td>708</td>
<td>No</td>
<td>No</td>
<td>711</td>
<td>2</td>
</tr>
<tr>
<td>Lou Dantzler Prep Charter Middle</td>
<td>264</td>
<td>74%</td>
<td>15%</td>
<td>African American 23%</td>
<td>625</td>
<td>No</td>
<td>No</td>
<td>669</td>
<td>1</td>
</tr>
<tr>
<td>View Park Preparatory Accelerated</td>
<td>346</td>
<td>79%</td>
<td>9%</td>
<td>Latino 94%</td>
<td>784</td>
<td>Yes</td>
<td>Yes</td>
<td>782</td>
<td>5</td>
</tr>
<tr>
<td>Global Education Academy</td>
<td>137</td>
<td>98%</td>
<td>11%</td>
<td>Latino 88%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kipp Academy Of Opportunity</td>
<td>400</td>
<td>83%</td>
<td>12%</td>
<td>African American 85%</td>
<td></td>
<td></td>
<td></td>
<td>803</td>
<td>5</td>
</tr>
<tr>
<td>Alliance Middle Academy # 7</td>
<td>454</td>
<td>96%</td>
<td>-</td>
<td>Latino 70%</td>
<td>674</td>
<td>No</td>
<td>No</td>
<td>673</td>
<td>1</td>
</tr>
</tbody>
</table>

Data Sources: California Department of Education, DataQuest (enrollment, race, meals, English Learner and API) LAUSD and School Report Card (School Performance Framework classification and special education) SchoolDigger website (schools within a two-mile radius of Western Avenue and Vernon Avenue)

**Student Population To Be Served**

LA’s Promise Charter Middle School #1 will serve grades 6th through 8th and will serve as a feeder school for Manual Arts Senior High, located in the LA’s Promise Neighborhood. To this end, the middle school will prepare students for a seamless transition to Manual Arts and its Health, Business, and STEM Small Learning Communities.

One grade will be phased in each year, beginning with grade 6 in 2016-17 and growing to a maximum capacity of 435 students in grades 6-8 by 2018-19. The school will serve students with the following approximate demographic characteristics: 70% Latino and 30% African American; 25% English Learners; 15% special education students with an IEP; and about 85% who qualify for free or reduced priced meals.

As noted, students and families in the area surrounding and including ZIP Code 90062 face many challenges. These include high rates of poverty, unemployment, foster care and low educational attainment for parents; and notably, only 75% of school-age children have all of their parents in the workforce. As students transition to middle school and enter adolescence, there is also a greater risk of them becoming disillusioned and losing interest in school.

LAPCMS #1 will provide a highly personalized learning environment and wrap-around resources to help address the unique personal, emotional and academic needs of each student. Our school will further promote positive behavior support, while also fostering a love for learning. The school will be a
safe haven that tailors learning to individual students and includes a high degree of differentiation in regards to teaching, counseling, interventions, and enrichment.

Manual Arts Senior High School, at which LA’s Promise implemented the same educational approach, has demonstrated sizeable gains in graduation and college acceptance rates. Since the 2009-2010 academic school year, Manual Arts has increased its four-year cohort graduation rate from 65% to 79%. Similarly, four-year college acceptance rates quadrupled from 9% to 37% over the same period. When including two-year colleges, more than 90% of seniors were accepted to an institution of higher learning during the 2014-2015 school year. The LA’s Promise Charter Middle School #1 will demonstrate a commitment to the surrounding community; expand the LA’s Promise academic program to more students earlier in their academic career; benefit students’ preparation to succeed in high school; and create a feeder school that furthers the Manual Arts K-12 pipeline that is helping students to achieve and succeed.

### Enrollment Projections

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>145</td>
<td>145</td>
<td>145</td>
<td>145</td>
<td>145</td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>138</td>
<td>138</td>
<td>138</td>
<td>138</td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td>131</td>
<td>131</td>
<td>131</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>283</td>
<td>414</td>
<td>414</td>
<td>414</td>
</tr>
</tbody>
</table>

### Goals and Philosophy

#### Vision and Mission
The mission of LA’s Promise Charter Middle School #1 is to promote every student with the skills and proficiency needed to succeed in high school; and ultimately, to graduate from high school having successfully completed a college and career preparatory education.

More broadly, our vision is to transform education in South Los Angeles via a vibrant community middle school hub that graduates all students prepared for healthy and successful lives, thereby radically improving the future of an entire community.

Both our mission and vision are encompassed by the broader LA’s Promise mission to graduate every student attending an LA’s Promise neighborhood school college and career ready. Through a robust school turnaround model, LA’s Promise will operate a portfolio of K-12 schools committed to ensuring that students growing up in poverty receive an excellent education.
LA’s Promise Approach

About LA’s Promise – A History of Growth
LA’s Promise is a nonprofit organization committed to improving the educational outcomes for thousands of underprivileged youth in the LA’s Promise Neighborhood. Since its incorporation in 2006 as “Mentor L.A.”, LA’s Promise has procured nearly $18 million dollars in resources to the students attending its three LAUSD partner schools:

- **John Muir Middle School** – The historical feeder middle school for Manual Arts. The LAUSD Board of Education voted to allow LA’s Promise to operate Muir in 2011 through Public School Choice. This permitted LA’s Promise to manage a Grade 6-12 education pipeline, with the majority of John Muir students feeding naturally into Manual Arts. The opening of Augustus F. Hawkins High School and Barack Obama Global Preparation Academy changed this feeder pattern, however, with Obama feeding into Manual Arts and Muir feeding into Hawkins.

- **Manual Arts Senior High School** – Among the oldest high schools in LAUSD. The parents and teachers of Manual Arts voted to join LA’s Promise in 2008. Since this decision, Manual Arts has transformed from a struggling low performing school, into a beacon of academic growth and accomplishment for all of South Los Angeles.

- **West Adams Preparatory High School** – Designed and founded by LA’s Promise. West Adams made history as the city’s first Partner School, opening its doors to 2,200 students in September 2007, and greatly relieving intense overcrowding at Manual Arts. This advent marks an unprecedented collaboration between LA’s Promise and LAUSD to provide an entire Los Angeles neighborhood with the highest quality of education.

To improve educational outcomes, LA’s Promise transforms historically low-performing public schools, opens new schools and remakes schools into community hubs that offer comprehensive support services for students and families. A key aspect involves addressing each student’s needs in a comprehensive, wrap-around manner. Ensuring that each student is healthy, supported, engaged and
challenged sets the stage for their ongoing success. This model is utilized at each of the LA’s Promise school campuses located on the following “LA’s Promise Neighborhood” map.

Each LA’s Promise campus receives an extensive collection of wraparound services organized into four major categories:

- **College Access and Success** – LA’s Promise collaborates with high schools, universities, and other partners to create a college-going culture across each of its schools and offers activities designed to motivate students, expose and prepare them for college, and increase undergraduate enrollment. All LA’s Promise seniors are required to apply to college and complete financial aid documents prior to graduation. The Go for College program offers financial literacy training to all seniors and their parents, providing expert advice that helps them achieve financial independence and maintain economic stability throughout their college career. Students also participate in an annual college fair, receive individual personal statement coaching, and receive free SAT Prep.

- **Parent and Community Engagement** – LA’s Promise believes that there is no better support system for students than their family, making the inclusion of parents a vital component in the work. Parents not only volunteer to support many of the day-to-day functions at each school
site, but also participate in programs such as Promise Parent College, a series of workshops that provides more than 400 parents/guardians with the tools they’ll need to help their children graduate high school and pursue a post-secondary education.

- **“7 to 7” Out of School Time Enrichment** – LA’s Promise supports a myriad of extracurricular activities and afterschool programs for more than 900 students. 7 to 7 programming is designed to make school sites trusted and enriching community hubs serving students and families with more than 50 partner services.

- **Health and Wellness** – LA’s Promise students have access to an array of on-site and support services through school Wellness Centers. Such services may include on-site clinical healthcare, access to a team of full-time Psychiatric Social Workers, gang intervention services, and support for foster youth. LA’s Promise also hosts an annual public health fair which brings mobile clinic services and community health organizations.

All LA’s Promise services incorporate knowledge and resources from specialized partner entities such as California Student Aid Commission, Boys and Girls Club of America, and St. John’s Well Child and Family Center. Utilizing a large network of partnerships, LAPCMS#1 will provide a range of supports to address the multitude of needs required to ensure comprehensive, whole child wellness for all of its students.

The results of the investment of LA’s Promise into its schools have led to a dramatic shift in educational outcomes at all three campuses. The table below highlights this shift, as captured by the California Department of Education’s (CDE) Academic Performance index (API), as it existed before the implementation of the Common Core State Standards.

| Academic Performance Index (Growth API) for LA's Promise Schools |
|-----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| John Muir        | 613       | 644       | 687       | 12%       | 3%         |
| Manual Arts      | 537       | 539       | 575       | 593       | 626        | 17% 8%        |
| West Adams       | 523       | 554       | 585       | 634       | 632        | 646 24% 10%  |
| LAUSD            | 683       | 694       | 709       | 729       | 746        | 749           |

The Academic Performance Index is a well-rounded historical indicator of growth over time. As one might expect, the components of the index also illustrate a distinct pattern of academic growth for LA’s Promise schools. The table below depicts the percentage of students at each LA’s Promise campus that scored Advanced or Proficient on the California Standardized Tests (CSTs) in each subject in 2010 vs 2013.
### Students Scoring Advanced or Proficient on California Standardized Tests

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2013</th>
<th>Δ</th>
<th>Growth Factor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>John Muir Middle School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>ELA</strong></td>
<td>18.2%</td>
<td>30%</td>
<td>11.8%</td>
<td>x1.6</td>
</tr>
<tr>
<td><strong>Math</strong></td>
<td>17.2%</td>
<td>26%</td>
<td>8.8%</td>
<td>x1.5</td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>18.4%</td>
<td>35%</td>
<td>16.6%</td>
<td>x1.9</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>34.5%</td>
<td>65%</td>
<td>30.5%</td>
<td>x1.9</td>
</tr>
</tbody>
</table>

| **Manual Arts High School**    |      |      |       |               |
| **ELA**                        | 15.4%| 27%  | 11.6% | x1.8          |
| **Math**                       | 3.2% | 5%   | 1.8%  | x1.6          |
| **Social Studies**             | 13.0%| 23%  | 10.0% | x1.8          |
| **Science**                    | 9.8% | 20%  | 10.2% | x2            |

| **West Adams Prep High School**|      |      |       |               |
| **ELA**                        | 19.4%| 29%  | 9.6%  | x1.5          |
| **Math**                       | 5.6% | 10%  | 4.4%  | x1.8          |
| **Social Studies**             | 18.2%| 29%  | 10.8% | x1.6          |
| **Science**                    | 10.1%| 22%  | 11.9% | x2.2          |

Source: CDE DataQuest, 2015

All three LA’s Promise campuses had a minimum growth factor of 1.5 in the proportion of students scoring Advanced or Proficient on the CSTs during the most recent four years of test administration. Achievement naturally varied by subject and school site, with the peak improvement occurring in West Adams Science achievement, which increased by a factor of 2.2. LA’s Promise projects that this trajectory would have persisted had the California State Board of Education elected to continue the administration of the CSTs. With the movement toward Smarter Balance Assessments Consortium (SBAC) examinations, LA’s Promise continues to provide its schools the necessary guidance and resources to allow students to thrive on state standardized tests by encouraging standards-based grading practices and implementing Common Core aligned curricula. In this way, LA’s Promise is supporting its partner schools as they meet the challenges presented by the SBAC assessments head on.

**LAPCMS#1 Guiding Principles**

In support of LAPCMS#1’s mission and vision, our work will be guided by the following core beliefs and principles:
• Serve Los Angeles’ most disadvantaged students in a rigorous and nurturing environment, including economically disadvantaged youth, English Learners and Long-term English Learners, Standard English Learners, recent arrivals, homeless youth, and youth in the juvenile justice and foster/kin care systems.

• Build a college and career culture, exposure, and pathway that accelerates the progress of students and prepares them for a rigorous high school education.

• Build a supercharged school of the future featuring transformational education that engages students and prepares them for life-long learning and success in the 21st century.

• Build a seamless transition from middle to high school to support students during the dropout danger zone occurring between the 8-10th grades.

• Welcome and empower parents to make informed choices that support and accelerate their children’s academic success.

• Build a community school that strategically integrates student services (provided by an array of district, city, county, community and private agencies) to support students and their families in a comprehensive manner.

Utilizing a large network of partnerships, LA’s Promise Charter Middle School #1 will provide a range of supports to address the multitude of needs required to ensure comprehensive, whole child wellness for all of our students.

Characteristics of an Educated Person in the 21st Century
An educated person in the 21st Century requires a complex and diverse set of skills and abilities to successfully navigate and thrive in an increasingly complex and ever expanding society. In his book, The Global Achievement Gap, Wagner states that “work, learning, and citizenship in the twenty-first century demand that we all know how to think - to reason, analyze, weigh evidence, problem solve - and to communicate effectively” (p. xxiii).3 In alignment with this understanding, the Common Core State Standards were established, in part, to help students develop the analytical, critical-thinking, and problem-solving skills needed to be successful in a global society.

High levels of literacy and math skills, coupled with solid reasoning and critical thinking skills are necessary in order make sense of the volumes of information readily available at the touch of a finger. Regular exposure and access to computers, the internet, and other modern tools are needed to develop the proficiency required to function effectively in an ever increasing technological world. The ability to communicate effectively, respect diverse opinions and lifestyles, and establish and maintain healthy relationships is of utmost importance as societies become more interdependent across cultures and languages. Ultimately, an educated person in the 21st century must possess the capacity to draw upon

________________________

3 Tony Wagner, The Global Achievement Gap: Why Even our Best Schools Don’t Teach the New Survival Skills our Children Need - and What We can do About it. (New York: Basic Books; 2008)
their educational and experiential background to make decisions that positively impact themselves and the world around them.

**How Learning Best Occurs**

LAPCMS#1 believes that learning best occurs in a personalized, safe, nurturing environment, where “what is best for students” is the basis for every decision made. Positive relationships and associations are central to a student’s well-being, and are conducive to long-term academic success. Setting high expectations and providing relevant academic and socio-emotional supports also play vital roles in learning, along with having engaged and informed parents.

In short, learning will best occur in environments that are tailored to students’ unique needs, foster a sense of belonging and security, challenge students with high expectations while also providing resources to meet those expectations, and that welcome and empower parents in the educational process. To this end, LAPCMS#1 will incorporate the following innovations to support learning for the diverse, high needs student population at LAPCMS#1:

- **Personalized Learning Communities:** Theodore Sizer and the Coalition of Essential Schools have spent more than 20 years researching and creating schools that personalize education for every student. What he and his team of schools determined was creating schools, in particular middle schools, that are more friendly and developmentally appropriate will lead to a stronger bond between teacher and student. Hence the student will achieve at a higher level. Expanding these relationships to include out of classroom staff, parents, and community workers expands the student success individually and collectively.

- **Common Advisory:** Students will be assigned to an advisory class and supported by the same teacher throughout their entire middle school tenure through looping. Together, students and their respective advisory groups will forge strong relationships to encourage personal growth and academic success.

- **Supports for Students:** An Early Warning Indicator (EWI) System and Coordination of Service Team (COST) will be established in tandem at LAPCMS#1 to regularly identify and support at-risk students in the areas of academics, attendance, and behavior. Comprised of teachers, counselors, and mental health providers, COST members will convene with students and their parent/guardian to create an effective plan of action and track progress.

- **Community School Model:** This successful model – evidenced by the Harlem Zone and the building of a movement across the nation – nurtures partnerships between schools and community organizations to provide resources in the areas of socioemotional development, health and wellness, academic enrichment, and college/career readiness. These seamlessly interconnected services can foster bonds between students, parents, and school faculty, resulting in improved attendance and learning, stronger families, and healthy communities. LA’s Promise Charter Middle School #1 will build upon the “school as hub” model established by LA’s Promise at John Muir Middle School, Manual Arts Senior High School, and West Adams Preparatory High School. Past successes of this model have included mobile health clinics, annual health and wellness themed fairs at network schools, onsite socioemotional support.
resources, physical fitness/healthy eating campaigns, and programs to ensure students move 60 minutes a day in PE and beyond.

- **A Positive School Culture:** The school will employ a variety of practices and training to promote student safety, respect and positive discipline among students, adult to students, and adult to adult. Examples include PBIS and Restorative Justice.

- **Learning at Grade Level:** This strategy includes grouping students by ability rather than grade level alone, a practice effectively used in reading and math interventions. LAPCMS#1 will implement a school wide “Power Hour” for English Language Development as a means to accelerate students’ comprehension to higher levels during middle school, thereby preparing them for a rigorous A-G curriculum during high school.

- **Technology to Advance Learning:** Technology can provide a more personalized learning experience, help advance project-based learning opportunities, and promote active student engagement. A technology focus will be implemented at LAPCMS#1, working toward an end goal of 1:1 devices to accelerate teaching in the classroom.

- **Project-Based Learning:** This real world skill of planning, developing and working in groups, allows students to learn and model common workplace practices, such as project management, delegation, prioritization, strength-based delegation of tasks, team teaching, etc. LAPCMS#1 will develop engaging interdisciplinary projects for students at each grade level as part of its assessment plan, with a culminating portfolio presentation required prior to promotion.

- **Engaged Parents:** Parents are an important partner in creating supportive home environments that promote academic success, active engagement in schools, college preparation and enrollment, financial literacy, and civic advocacy. We will encourage parents/guardians to participate in the signature Promise Parent College program developed by LA’s Promise, which is a series of weekend workshops that provide participants with the tools they’ll need to advocate on behalf of their child’s education.

- **College & Career Awareness:** Early and frequent exposure to college and careers spark student and family interest in higher education. We will establish a college-going culture through annual field trips to surrounding colleges and universities, parent/guardian participation in Promise Parent College, organized College Thursday events and dress, assembly presentations from college representatives, and the overall visual décor of the campus. Additionally, mentorship programs and an annual Career Day event will help promote both college and career readiness. A special emphasis in exposure to career themes of LA’s Promise network high schools – Business, STEM, Art, Health, Film and Entertainment – will further prepare and engage students.

- **Community Connectivity:** LAPCMS#1 will connect 8th grade students to the surrounding community through service learning projects developed during their Advisory Period. Along with preparing for the regional High School Community Service requirement, students will play active roles in building a healthy environment to live, learn, and play.
LA’s Promise Charter Middle School #1 Goals
LA’s Promise Charter Middle School #1 has identified four overarching goals that align to our vision and mission, which are intended to foster students who can succeed in the 21st century.

1. **All Students Are Ready for College:** Students complete a course of study that prepares them for success in high school and college, become aware of all the post-secondary pathways available, and know how to access them. They learn to think critically, understand complex ideas, and solve problems across multiple disciplines.

2. **All Students Are Culturally and Community Aware:** Students are prepared to succeed in today's diverse, global economy. They embrace diversity, tolerance, respect, and cultural differences and are able to navigate varying perspectives in order to work effectively with others. Students function collaboratively in multiple contexts with confidence and ease. Students contribute to bettering the world and neighborhoods they live in.

3. **All Students Become Lifelong Learners:** Students grow into creative, reflective and actively engaged adults, who continue to learn and develop long after their formal educational process is complete. They pursue their goals and interests, apply what they learn, and adeptly repeat the learning process as they move forward in life.

4. **All Students Live a Healthy Life:** Students understand that physical, emotional, mental and social health factors are important to overall well-being, and they manage these through constructive work habits and positive relationships. Students are discerning and able to make healthy, productive life choices.
Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)
Charter School acknowledges and agrees that it must comply with all applicable laws and regulations related to AB 97 (Local Control Funding Formula), as they may be amended from time to time, which include the requirement that Charter School shall annually submit a Local Control and Accountability Plan (LCAP)/annual update to the Los Angeles County Superintendent of Schools and the Charter Schools Office (CSO) on or before July 1. In accordance with Education Code sections 47604.33 and 47606.5, Charter School shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Education Code section 47605(b)(5)(A)(ii), using the Local Control and Accountability Plan template adopted by the State Board of Education, as it may be changed from time to time. Charter School shall comply with all requirements of Education Code section 47606.5, including but not limited to the requirement that Charter School “shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update.” (Ed. Code § 47606.5(e).)

The Board-approved LCAP below includes goals, targets and methods for the initial 3 year LCAP term for the school. In addition, the plan includes goals for Year 4 and Year 5 in order to extend the growth trajectory of each goal beyond the initial LCAP to the full charter term.

The initial LCAP is as follows:

**Teacher assignments, credentialing, and authorization** – All core subject teachers will be appropriately assigned, credentialed and authorized in the subject area(s) for the classes they teach.

Identified Need: LA’s Promise will abide by California Education Code (EDC) Section 44258.9 and all applicable Williams legislation

Goal Applies to: Schools: All

Applicable Pupil Subgroups: All students and significant subgroups

Related State and/or Local Priorities:

<table>
<thead>
<tr>
<th>1</th>
<th>X</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE only:</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Local: Specify ____________________
### LCAP Year 1: 2016-17

**Expected Annual**

**Method for Measuring:** Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher

**Measurable Outcomes:**

- **Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.</td>
<td>All schools</td>
<td>___X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>

### LCAP Year 2: 2017-18

**Expected Annual**

**Method for Measuring:** Documentation of required assessments, coursework and credentials (as per CCTC) maintained and current for each teacher

**Measurable Outcomes:**

- **Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.</td>
<td>All schools</td>
<td>___X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>
### LCAP Year 3: 2018-19

**Expected Annual**

**Measurable Outcomes:**
- **Method for Measuring:** Documentation of required teacher authorizations and credentials (as per CCTC) maintained and current for each teacher
- **Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: __Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>

### Petition Year 4: 2019-20

**Expected Annual**

**Measurable Outcomes:**
- **Method for Measuring:** Documentation of required teacher authorizations and credentials (as per CCTC) maintained and current for each teacher
- **Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: __Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>

### Petition Year 5: 2020-21

**Expected Annual**

**Measurable Outcomes:**
- **Method for Measuring:** Documentation of required teacher authorizations and credentials (as per CCTC) maintained and current for each teacher
- **Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: __Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>
### Measurable Outcomes:

**Outcome:** 100% of core teachers will be compliant with EDC 44258.9 and all applicable Williams legislation

**Actions/Services**

- Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment.

**Pupils to be served within identified scope of service**

- All schools

---

**GOAL:** Access to Instructional Materials – All students will have access to California Common Core State Standards aligned, Next Generation Science Standards aligned, or History-social science content standards aligned course materials – as applicable – and additional materials as outlined in the charter petition.

**Related State and/or Local Priorities:**

- Related State and/or Local Priorities:
  - 1. __X__
  - 2. __
  - 3. __
  - 4. __
  - 5. __
  - 6. __
  - 7. __
  - 8. __

**COE only:**

- 9. __
- 10. __

**Local:** Specify ___________

**Identified Need:**

- LA’s Promise will abide by EDC Section 60119 and all applicable Williams legislation

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups: All students and significant subgroups

---

**LCAP Year 1:** 2016-17

**Expected Annual Method for Measuring:** Text book assignment list

**Measurable Outcomes:**

**Outcome:** 100% compliance with EDC 60119

**Actions/Services**

- Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year

**Pupils to be served within identified scope of service**

- All schools
School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.

### LCAP Year 2: 2017-18

<table>
<thead>
<tr>
<th>Measurable Outcomes:</th>
<th>Method for Measuring:</th>
<th>Outcome:</th>
<th>Expected Annual</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Text book assignment list</td>
<td>100% compliance with EDC 60119</td>
<td></td>
</tr>
</tbody>
</table>

#### Actions/Services

School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.

**Pupils to be served within identified scope of service**

- **X ALL**
- OR:
  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other

### LCAP Year 3: 2018-19

Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school. | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |
| Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |

Petition Year 4: 2019-20

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school. | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |
Schools will provide appropriate, standards-aligned textbooks/curriculum materials throughout the year

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>_X_ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English</td>
</tr>
<tr>
<td></td>
<td></td>
<td>proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
</tbody>
</table>

Petition Year 5: 2020-21

Expected Annual Measurable Outcomes: **Outcome**: 100% compliance with EDC 60119

**Method for Measuring**: Text book assignment list

School administration will maintain a list of textbooks, including whether the book has been loaned to a student, and to which individual student. This list will be actively maintained as students switch classes, newly enroll, or check out of the school.
GOAL: **Facilities Maintenance** – School facilities will be clean and maintained in good repair

**Related State and/or Local Priorities:**

1 _X_ 2 3 4 5 6 7 8

COE only: 9 10

Local: Specify ________________

Identified Need: LA’s Promise will abide by EDC 17002 and all applicable Williams legislation

**Goal Applies to:**

- Schools: All
- Applicable Pupil Subgroups: All students and significant subgroups

**LCAP Year 1:** 2016-17

**Expected Annual Method for Measuring:** Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, and annual LACOE Facilities inspections

**Measurable Outcomes:** > 90% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection

**Actions/Services**

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure risk management site inspections of campus by property and liability carrier.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: <em>Low Income pupils</em> <em>English Learners</em>  <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify) ___________________________________</td>
</tr>
</tbody>
</table>
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.

Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist.

---

**LCAP Year 2: 2017-18**

**Expected Annual**

**Measurable Outcomes:**

**Method for Measuring:** Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, and annual LACOE Facilities inspections

**Outcomes:** > 91% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection

**Actions/Services**

- Schools will ensure risk management site inspections of campus by property and liability carrier.

**Scope of Service**

**Pupils to be served within identified scope of service**

- All schools

- OR:

  - Low Income pupils
  - English Learners
  - Foster Youth
  - Redesignated fluent English proficient
  - Other

  Subgroups: (Specify)
<table>
<thead>
<tr>
<th><strong>Expected Annual Measurable Outcomes:</strong></th>
<th><strong>Method for Measuring:</strong> Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, and annual LACOE Facilities inspections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong> &gt; 92% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure risk management site inspections of campus by property and liability carrier.</td>
<td>All schools</td>
<td><strong>X_ALL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Low Income pupils</strong> <strong>English Learners</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong> <strong>Other</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify) ___________________________</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2018-19**
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.

Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist.

**Petition Year 4: 2019-20**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, and annual LACOE Facilities inspections</th>
<th>Outcomes: &gt; 92.5% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>

Subgroups: (Specify) ______________________________________

_X_ALL

OR:

__Low Income pupils  __English Learners  
__Foster Youth  __Redesignated fluent English proficient  __Other

Subgroups: (Specify) ______________________________________
Schools will ensure risk management site inspections of campus by property and liability carrier.  

<table>
<thead>
<tr>
<th>All schools</th>
<th>X_ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient __Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify) __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance.  

<table>
<thead>
<tr>
<th>All schools</th>
<th>X_ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient __Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify) __________________________</td>
<td></td>
</tr>
</tbody>
</table>

Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist.  

<table>
<thead>
<tr>
<th>All schools</th>
<th>X_ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>__Low Income pupils __English Learners</td>
<td></td>
</tr>
<tr>
<td>__Foster Youth __Redesignated fluent English proficient __Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups: (Specify) __________________________</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Petition Year 5: 2020-21</th>
</tr>
</thead>
</table>

**Expected Annual Measurable Outcomes:**

**Method for Measuring:** Daily spot checks, monthly safety inspection checklist and ongoing maintenance/repair logs, and annual LACOE Facilities inspections

**Outcomes:** > 93% of items in compliance or good repair; 100% of items in disrepair fixed by the next inspection

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schools will ensure risk management site inspections of campus by</td>
<td>All</td>
<td>X_ALL</td>
</tr>
</tbody>
</table>

| Property and liability carrier. | OR: | __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)  
| Schools | ALL | OR: | __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)  
| All schools | X_ALL | OR: | __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)  
| All schools | X_ALL | OR: | __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)  

| Goal: Implementation of State Content and Performance Standards - School will fully implement state standards in all core subjects, including the CCSS in Math and ELA. | Related State and/or Local Priorities: | 1 __ 2 X__ 3 __ 4 5 6 7 8__  
<p>| Identified Need: Students must have access to lessons and materials that allow them to progress toward mastering state standards. | COE only: 9 __ 10__ | Local: Specify ____________________________ |</p>
<table>
<thead>
<tr>
<th><strong>Goal Applies to:</strong></th>
<th>Schools: All</th>
<th>Applicable Pupil Subgroups: School-wide and for all significant subgroups</th>
</tr>
</thead>
</table>

**LCAP Year 1: 2016-17**

**Expected Annual**

**Method for measuring:** Documentation of teacher participation in CCSS-aligned professional development; classroom observations by administrators verifying implementation of standards-aligned curricula using observation tool.

**Measurable Outcomes:**

**Outcome:** (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.

<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify) ___________________________</td>
</tr>
<tr>
<td>School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups: (Specify) ___________________________</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2017-18**
**Expected Annual Method for measuring**: Documentation of teacher participation in CCSS-aligned professional development; classroom observations by administrators verifying implementation of standards-aligned curricula using observation tool.

**Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.

<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
</tr>
</thead>
</table>
| School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. | All schools | _X_ALL OR:_
| | | _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)______________________________ |
| School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal. | All schools | _X_ALL OR:_
| | | _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)______________________________ |

**LCAP Year 3: 2018-19**

**Expected Annual Method for measuring**: Documentation of teacher participation in CCSS-aligned professional development; classroom observations by administrators verifying implementation of standards-aligned curricula using observation tool.

**Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula.</td>
<td>All schools</td>
<td><em>X</em> ALL&lt;br&gt;OR:&lt;br&gt; <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal.</td>
<td>All schools</td>
<td><em>X</em> ALL&lt;br&gt;OR:&lt;br&gt; <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

**Petition Year 4: 2019-20**

**Expected Annual Method for measuring:** Documentation of teacher participation in CCSS-aligned professional development; classroom observations by administrators verifying implementation of standards-aligned curricula using observation tool.

**Outcome:** (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn an average of 3 out of 4 on the classroom observation tool rubric on items involving CCSS implementation.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula.</td>
<td>All schools</td>
<td><em>X</em> ALL&lt;br&gt;OR:</td>
</tr>
</tbody>
</table>
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and informally at the discretion of the Principal.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula.</td>
<td>All schools</td>
<td>__X_ALL</td>
</tr>
<tr>
<td>School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a</td>
<td>All schools</td>
<td>__X_ALL</td>
</tr>
</tbody>
</table>
Parent Involvement – The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities.

Related State and/or Local Priorities:

1 2 3 X 4 5 6 7 8

COE only: 9 10

Local: Specify __________________________

Identified Need: Parents play a monumental role in student life outside of school. Therefore, parent involvement in their child’s education is a key asset in ensuring student success.

Goal Applies to: 

Schools: All

Applicable Pupil Subgroups: School-wide and for all significant subgroups

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Method for Measuring: Annual School Climate Survey; Documentation of parent participation in workshops and activities through workshop/school activity sign-in sheets

Outcomes: (1) Establish baseline for parent satisfaction with opportunities for participation in school events and school life on annual survey (2) At least 80% of parents will attend at least two school events per year. (3) 72% of eligible parents will attend parent-student-teacher conferences.

Actions/Services

School will administer Annual School Climate Survey to parents in the final months of the school year.

Scope of Service

Pupils to be served within identified scope of service

| X_ALL |
| _____ |

OR:

___Low Income pupils ___English Learners

___Foster Youth ___Redesignated fluent English proficient ___Other
School will host annual Back to School Night, Fall conferences, Open House, and Spring Conferences (for parents of students with 2.0 or less). Supported by an LA’s Promise Parent Engagement Coordinator, the School will also offer various parent engagement academic and/or empowerment workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year.

### LCAP Year 2: 2017-18

**Expected Annual Method for Measuring:** Annual School Climate Survey; Documentation of parent participation in workshops and activities

**Measurable Outcomes:**
1. Attain an increase of now less than 3% in parent satisfaction with opportunities for participation in school events and school life on annual survey
2. At least 81% of parents will attend at least two school events per year.
3. 77% of eligible parents will attend parent-student-teacher conferences.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer School Climate Survey to parents in the final months of the school year.</td>
<td>All schools</td>
<td>_X_ALL</td>
</tr>
<tr>
<td><strong>OR:</strong></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will hold Back to School Night, Fall conferences, Open House, Spring Conferences (for parents of students with 2.0 or less) annually. Supported by an LA’s Promise Parent Engagement Coordinator, the</td>
<td>All schools</td>
<td>_X_ALL</td>
</tr>
<tr>
<td><strong>OR:</strong></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>
School will also offer workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year.

<table>
<thead>
<tr>
<th>LCAP Year 3: 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Annual</strong></td>
</tr>
<tr>
<td><strong>Method for Measuring:</strong> Annual School Climate Survey; Documentation of parent participation in workshops and activities</td>
</tr>
<tr>
<td><strong>Measurable Outcomes:</strong></td>
</tr>
<tr>
<td>Outcomes: (1) Attain an increase of no less than 3% on parent satisfaction with opportunities for participation in school events and school life on annual survey (2) At least 82% of parents will attend at least two school events per year. (3) 80% of eligible parents will attend parent-student-teacher conferences.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer Annual School Climate Survey to parents in the final months of the school year.</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will hold Back to School Night, Fall conferences, Open House, Spring Conferences (for parents of students with 2.0 or less) annually. Supported by an LA’s Promise Parent Engagement Coordinator, the School will also offer workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year.</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>
### Petition Year 4: 2019-20

**Expected Annual**

**Method for Measuring:** Annual School Climate Survey; Documentation of parent participation in workshops and activities.

**Outcomes:**
1. Attain an increase of no less than 2.5% on parent satisfaction with opportunities for participation in school events and school life on annual survey.
2. At least 83% of parents will attend at least two school events per year.
3. 82% of eligible parents will attend parent-student-teacher conferences.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer Annual School Climate Survey to parents in the final months of the school year.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
<tr>
<td>School will hold Back to School Night, Fall conferences, Open House, Spring Conferences (for parents of students with 2.0 or less) annually. Supported by an LA’s Promise Parent Engagement Coordinator, the School will also offer workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
</tbody>
</table>

### Petition Year 5: 2020-21

**Expected Annual**

**Method for Measuring:** Annual School Climate Survey; Documentation of parent participation in workshops and activities.

**Outcomes:**
1. Attain an increase of no less than 2.5% on parent satisfaction with opportunities for participation in school events and school life on annual survey.
2. At least 84% of parents will attend at least two school events per year.
3. 84% of eligible parents will attend parent-student-teacher conferences.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer Annual School Climate Survey to parents in the final months of the school year.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) __________________________</td>
</tr>
<tr>
<td>School will hold Back to School Night, Fall conferences, Open House, Spring Conferences (for parents of students with 2.0 or less) annually. Supported by an LA’s Promise Parent Engagement Coordinator, the School will also offer workshops, Coffee with the Principal meetings, and School-Site Council meetings throughout the year.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>

**GOAL:** Statewide Assessments – Students will be expected to demonstrate annual progress towards mastering grade level standards.

Identified Need: To foster college and career readiness, and in anticipation of the new accountability system for California K-12 public education, the School must be effective at providing instruction that allows students to master state content standards.

Goal Applies to: Schools: All

Applicable Pupil Subgroups: Schoolwide and all significant subgroups

Related State and/or Local Priorities:

1 2 3 4 _X_ 5 6 7 8

COE only: 9 10

Local: Specify __________________________
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td>_Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td>_Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td>_Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2017-18**
## Measurable Outcomes:

**Outcome:** Increase % of students achieving “Standard Met” or “Standard Exceeded” school-wide and for all significant subgroups by 2% from baseline.

### Actions/Services

**School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td><strong>X</strong> ALL OR: <em>Low Income pupils</em>_ English Learners__ Foster Youths__ Redesignated fluent English proficient__ Other Subgroups: (Specify) __________________________</td>
</tr>
</tbody>
</table>

**School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td><strong>X</strong> ALL OR: <em>Low Income pupils</em>_ English Learners__ Foster Youths__ Redesignated fluent English proficient__ Other Subgroups: (Specify) __________________________</td>
</tr>
</tbody>
</table>

**After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, school-wide and for all significant subgroups.**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td><strong>X</strong> ALL OR: <em>Low Income pupils</em>_ English Learners__ Foster Youths__ Redesignated fluent English proficient__ Other Subgroups: (Specify) __________________________</td>
</tr>
</tbody>
</table>

---

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

**Method for Measuring:** CAASPP Proficiency Level % in Math and ELA

**Outcome:** Increase % of students achieving “Standard Met” or “Standard Exceeded” school-wide and for all significant subgroups by 2% from the previous year.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>__X_ALL</td>
<td>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong>________________</td>
</tr>
<tr>
<td>School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.</td>
<td>__X_ALL</td>
<td>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong>________________</td>
</tr>
<tr>
<td>After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.</td>
<td>__X_ALL</td>
<td>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong>________________</td>
</tr>
</tbody>
</table>

**Petition Year 4: 2019-20**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th><strong>Method for Measuring:</strong> CAASPP Proficiency Level % in Math and ELA <strong>Outcome:</strong> Increase % of students achieving “Standard Met” or “Standard Exceeded” schoolwide and for all significant subgroups by 2% from the previous year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide</td>
<td>All</td>
<td>__X_ALL</td>
</tr>
</tbody>
</table>
students with high-quality instruction throughout the year.

School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.

After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: CAASPP Proficiency Level % in Math and ELA</th>
<th>Outcome: Increase % of students achieving “Standard Met” or “Standard Exceeded” schoolwide and for all significant subgroups by 2% from the previous year</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>All schools</td>
<td><em>X_ALL</em> OR:  <em>Low Income pupils <em>English Learners <em>Foster Youth <em>Redesignated fluent English proficient <em>Other Subgroups:(Specify)</em></em></em></em></em>___________________</td>
</tr>
</tbody>
</table>
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.

After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.

**GOAL:**

**Academic Performance Index** (API) – the school’s annual API (or successor indicator) will meet or exceed point growth targets as set by the California Department of Education, per the State Board of Education’s new accountability system (currently being developed).

**Related State and/or Local Priorities:**

1 ___ 2 ___ 3 ___ 4 ___ 5 ___ 6 ___ 7 ___ 8 ___

COE only: 9 ___ 10 ___

Local: Specify ________________

**Identified Need:**

Utilizing a common statewide benchmark of academic success, the School must demonstrate academic effectiveness by meeting or exceeding the state academic performance expectations.

**Goal Applies to:**

Schools: All

Applicable Pupil Subgroups: Schoolwide and for all significant subgroups

**LCAP Year 1: 2016-17**

**Expected Annual Method for Measuring:** API or successor indicator

**Measurable Outcomes:**

**Outcome:** N/A – CDE will not establish an API for the 2016-17 school year.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>All schools</td>
<td><em>X_ALL OR:</em> Low Income pupils <em>English Learners _ Foster Youth _ Redesignated fluent English proficient <em>Other Subgroups:(Specify)</em></em>______________________</td>
</tr>
<tr>
<td>School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.</td>
<td>All schools</td>
<td><em>X_ALL OR:</em> Low Income pupils <em>English Learners _ Foster Youth _ Redesignated fluent English proficient <em>Other Subgroups:(Specify)</em></em>______________________</td>
</tr>
<tr>
<td>After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.</td>
<td>All schools</td>
<td><em>X_ALL OR:</em> Low Income pupils <em>English Learners _ Foster Youth _ Redesignated fluent English proficient <em>Other Subgroups:(Specify)</em></em>______________________</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2017-18**

- **Expected Annual Measurable Outcomes:**
  - Method for Measuring: API or successor indicator
  - Outcome: Conditional on CDE action – Establish baseline API (or successor indicator) schoolwide and for all significant subgroups.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>All schools</td>
<td>( _X_\text{ALL} ) \hspace{1cm} OR: \ _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.</td>
<td>All schools</td>
<td>( _X_\text{ALL} ) \hspace{1cm} OR: \ _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.</td>
<td>All schools</td>
<td>( _X_\text{ALL} ) \hspace{1cm} OR: \ _Low Income pupils _English Learners _Foster Youth _Redesignated fluent English proficient _Other Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2018-19**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: API or successor indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> Conditional on CDE action – Meet or exceed point growth target established by the state; OR Establish baseline API (or successor indicator) schoolwide and for all significant subgroups.</td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Scope of Service</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.</td>
<td>All schools</td>
</tr>
<tr>
<td>School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.</td>
<td>All schools</td>
</tr>
<tr>
<td>After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.</td>
<td>All schools</td>
</tr>
</tbody>
</table>

**Petition Year 4: 2019-20**

<table>
<thead>
<tr>
<th>Expected Annual Method for Measuring: API or successor indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes: Conditional on CDE action – Meet or exceed point growth target established by the state; OR Establish baseline API (or successor indicator) schoolwide and for all significant subgroups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year.

| School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester. |
|__________________________________________________________________________________________________________|

| After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups. |
|__________________________________________________________________________________________________________|

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual</th>
<th><strong>Method for Measuring</strong>: API or successor indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes:</td>
<td><strong>Outcome</strong>: Conditional on CDE action – Meet or exceed point growth target established by the state; OR Establish baseline API (or successor indicator) schoolwide and for all significant subgroups.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will provide highly qualified instructional personnel to provide</td>
<td>All</td>
<td>X_ALL</td>
</tr>
</tbody>
</table>
students with high-quality instruction throughout the year.

School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester.

After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP results, CELDT results, GRADE assessment results, and final course marks to ensure alignment of classroom instruction and standard expectations, schoolwide and for all significant subgroups.

**GOAL:** English Learner Adequate Progress Rate - EL students will advance at least one level on the CELDT/ELPAC each year.

**Related State and/or Local Priorities:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>X</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE only:</td>
<td>9</td>
<td>10</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Local:** Specify ____________________________

**Goal Applies to:** Schools: All

Identified Need: In order to ensure that ELs reclassify within a reasonable amount of time, the School must monitor the effectiveness of its EL program via student performance the California English Language Development Test and subsequently the English Language Proficiency Assessments for California through the lens of progress over time.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.</td>
<td>All schools</td>
<td><em>ALL</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _X_English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth __Redesignated fluent English proficient __Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
<tr>
<td>School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year.</td>
<td>All schools</td>
<td><em>ALL</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _X_English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth __Redesignated fluent English proficient __Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
<tr>
<td>School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies.</td>
<td>All schools</td>
<td><em>ALL</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _X_English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth __Redesignated fluent English proficient __Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
</tbody>
</table>
School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

All schools

<table>
<thead>
<tr>
<th>Subgroups: (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
</tr>
<tr>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

School will provide interventions for LTEls through Pearson iLit ELL.

All schools

<table>
<thead>
<tr>
<th>Subgroups: (Specify)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ALL</td>
</tr>
<tr>
<td>OR:</td>
</tr>
<tr>
<td>Low Income pupils</td>
</tr>
<tr>
<td>English Learners</td>
</tr>
<tr>
<td>Foster Youth</td>
</tr>
<tr>
<td>Redesignated fluent English proficient</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

- **Method for Measuring:** CELDT proficiency
- **Outcome:** EL students will advance at least one performance level on the annual CELDT at no less than 4% more than the baseline year.

**Actions/Services**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.</strong></td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td><strong>School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year.</strong></td>
<td><strong>ALL</strong></td>
</tr>
</tbody>
</table>
School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies.

All schools

---

School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

All schools

---

School will provide interventions for LTELs through Pearson iLit ELL.

All schools

---

**LCAP Year 3: 2018-19**

<table>
<thead>
<tr>
<th>Expected Annual Method for Measuring: ELPAC proficiency</th>
</tr>
</thead>
</table>
Measurable Outcomes:

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.</td>
<td>All schools</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
<tr>
<td>School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year.</td>
<td>All schools</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
<tr>
<td>School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies.</td>
<td>All schools</td>
<td><strong>ALL</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils <em>X</em> English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
<tr>
<td>School will monitor English proficiency of RFEP students using the</td>
<td>All</td>
<td><strong>ALL</strong></td>
</tr>
</tbody>
</table>
Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

School will provide interventions for LTELs through Pearson iLit ELL.

### Petition Year 4: 2019-20

| Expected Annual Measurable Outcomes: | **Method for Measuring:** ELPAC proficiency
| **Outcome:** EL students will advance at least one performance level on the ELPAC at no less than 3% of the previous year. |

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester. | All schools | __ALL
OR: __Low Income pupils _X_ English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)________________________ |
| School will seek to provide Beginning Teacher Support and Assessment | All | __ALL |
**Induction throughout the year.**

<table>
<thead>
<tr>
<th>Subgroups:</th>
<th>(Specify)</th>
</tr>
</thead>
</table>

**School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies.**

<table>
<thead>
<tr>
<th>Subgroups:</th>
<th>(Specify)</th>
</tr>
</thead>
</table>

**School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.**

<table>
<thead>
<tr>
<th>Subgroups:</th>
<th>(Specify)</th>
</tr>
</thead>
</table>

**School will provide interventions for LTELs through Pearson iLit ELL.**

<table>
<thead>
<tr>
<th>Subgroups:</th>
<th>(Specify)</th>
</tr>
</thead>
</table>

---

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th><strong>Method for Measuring:</strong> ELPAC proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong> EL students will advance at least one performance level on the ELPAC at no less</td>
<td></td>
</tr>
</tbody>
</table>
than 2% of the previous year.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester. | All schools | ALL  
OR:  
Low Income pupils  
Foster Youth  
Redesignated fluent English proficient  
Other  
Subgroups:(Specify) |
| School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year. | All schools | ALL  
OR:  
Low Income pupils  
Foster Youth  
Redesignated fluent English proficient  
Other  
Subgroups:(Specify) |
| School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies. | All schools | ALL  
OR:  
Low Income pupils  
Foster Youth  
Redesignated fluent English proficient  
Other  
Subgroups:(Specify) |
| School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification. | All schools | ALL  
OR:  
Low Income pupils  
English Learners  
Foster Youth  
Redesignated fluent English proficient  
Other  
Subgroups:(Specify) |
School will provide interventions for LTELs through Pearson iLit ELL.

<table>
<thead>
<tr>
<th>Identified Need:</th>
<th>English Learner Reclassification Rate – The reclassification rate will increase each year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Applies to:</td>
<td>Schools: All English Learners</td>
</tr>
<tr>
<td></td>
<td>Applicable Pupil Subgroups: English Learners</td>
</tr>
</tbody>
</table>

**Goal Applies to:**
- All schools
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

**Related State and/or Local Priorities:**
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- COE only: 9 10

**Identified Need:**
English Learners must become proficient in English. It is the obligation of the School to provide a quality English Language Development program that enables students to acquire English language skills within a reasonable timeframe. The success of this program must be measured. The School shall utilize the EL reclassification rate as a component of this measurement.

**Goal Applies to:**
- All schools
- Low Income pupils
- English Learners
- Foster Youth
- Redesignated fluent English proficient
- Other

**Goal:**
- English Learner Reclassification Rate – The reclassification rate will increase each year.

**Expected Annual Measurable Outcomes:**
- **Method for Measuring:** % of English Learners that reclassify annually
- **Outcome:** 14% reclassification rate

**Actions/Services**
School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.
<table>
<thead>
<tr>
<th>School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year.</th>
<th>Subgroups:(Specify)________________________</th>
</tr>
</thead>
</table>
| School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies. | _ALL_  
OR:  
_\_Low Income pupils _X_ English Learners  
_\_Foster Youth _\_Redesignated fluent English proficient _\_Other  
Subgroups:(Specify)________________________ |
| School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification. | _ALL_  
OR:  
_\_Low Income pupils _\_English Learners  
_\_Foster Youth _\_Redesignated fluent English proficient _\_Other  
Subgroups:(Specify)________________________ |
| School will provide interventions for LTELs through Pearson iLit ELL. | _ALL_  
OR:  
_\_Low Income pupils _X_ English Learners  
_\_Foster Youth _\_Redesignated fluent English proficient _\_Other  
Subgroups:(Specify)________________________ |
### LCAP Year 2: 2017-18

**Expected Annual Measurable Outcomes:**

**Method for Measuring:** % of English Learners that reclassify annually

**Outcome:** 15% reclassification rate

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester. | All schools | ___ALL  OR:  
___Low Income pupils  _X_ English Learners  
___Foster Youth  ___Redesignated fluent English proficient  ___Other  
Subgroups:(Specify)________________________ |
| School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year. | All schools | ___ALL  OR:  
___Low Income pupils  _X_ English Learners  
___Foster Youth  ___Redesignated fluent English proficient  ___Other  
Subgroups:(Specify)________________________ |
| School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies. | All schools | ___ALL  OR:  
___Low Income pupils  _X_ English Learners  
___Foster Youth  ___Redesignated fluent English proficient  ___Other  
Subgroups:(Specify)________________________ |
| School will monitor English proficiency of RFEP students using the | All | ___ALL |
Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

<table>
<thead>
<tr>
<th>LCAP Year 3: 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Annual Measurable Outcomes:</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong> 16% reclassification rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.</td>
<td>All schools</td>
<td>OR: ___Low Income pupils ___English Learners <em>X</em> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
<tr>
<td>School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year.</td>
<td>All schools</td>
<td>OR: ___Low Income pupils ___English Learners <em>X</em> Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________</td>
</tr>
</tbody>
</table>

School will provide interventions for LTELs through Pearson iLit ELL.

OR:
___Low Income pupils ___English Learners _X_ Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________

OR:
___ALL ___Low Income pupils ___English Learners _X_ Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) __________________________
School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies.

School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

School will provide interventions for LTEls through Pearson iLit ELL.

<table>
<thead>
<tr>
<th>Petition Year 4: 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Annual Measurable Outcomes:</strong></td>
</tr>
<tr>
<td><strong>Outcome:</strong> 17% reclassification rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Options</td>
<td></td>
</tr>
<tr>
<td>-----------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>School will ensure the implementation of the English Learner Master Plan</td>
<td><em>ALL</em> OR:</td>
<td></td>
</tr>
<tr>
<td>through formal classroom observations at least once per semester.</td>
<td><em>Low Income pupils</em> <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroups: (Specify) _________________________________________________</td>
<td></td>
</tr>
<tr>
<td>School will seek to provide Beginning Teacher Support and Assessment</td>
<td><em>ALL</em> OR:</td>
<td></td>
</tr>
<tr>
<td>Induction throughout the year.</td>
<td><em>Low Income pupils</em> <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroups: (Specify) _________________________________________________</td>
<td></td>
</tr>
<tr>
<td>School will provide no less than 1 hour of PD activity per year specifically</td>
<td><em>ALL</em> OR:</td>
<td></td>
</tr>
<tr>
<td>focused on CCSS implementation with EL students and SDAEI strategies.</td>
<td><em>Low Income pupils</em> <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroups: (Specify) _________________________________________________</td>
<td></td>
</tr>
<tr>
<td>School will monitor English proficiency of RFEP students using the Pearson</td>
<td><em>ALL</em> OR:</td>
<td></td>
</tr>
<tr>
<td>GRADE assessment and CAASPP ELA for a period of at least 2 years after</td>
<td><em>Low Income pupils</em> <em>X</em> English Learners</td>
<td></td>
</tr>
<tr>
<td>reclassification.</td>
<td><em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroups: (Specify) _________________________________________________</td>
<td></td>
</tr>
<tr>
<td>School will provide interventions for LTELs through Pearson iLit ELL.</td>
<td><em>ALL</em> OR:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Low Income pupils</em> <em>English Learners</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td><em>Foster Youth</em> <em>X</em> Redesignated fluent English proficient_ <em>Other</em></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Subgroups: (Specify) _________________________________________________</td>
<td></td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-------------------------------------------------------</td>
</tr>
<tr>
<td>School will ensure the implementation of the English Learner Master Plan through formal classroom observations at least once per semester.</td>
<td>All schools</td>
<td><em>ALL</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _X_English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)______________________________</td>
</tr>
</tbody>
</table>

| School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year. | All schools      | _ALL_                                                  |
|                                                                                             |                  | OR:                                               |
|                                                                                             |                  | _Low Income pupils _X_English Learners             |
|                                                                                             |                  | _Foster Youth _Redesignated fluent English proficient _Other |
|                                                                                             |                  | Subgroups:(Specify)______________________________ |

| School will provide no less than 1 hour of PD activity per year specifically focused on CCSS implementation with EL students and SDAEI strategies. | All schools      | _ALL_                                                  |
|                                                                                             |                  | OR:                                               |
|                                                                                             |                  | _Low Income pupils _X_English Learners             |
|                                                                                             |                  | _Foster Youth _Redesignated fluent English proficient _Other |
|                                                                                             |                  | Subgroups:(Specify)______________________________ |
School will monitor English proficiency of RFEP students using the Pearson GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification.

School will provide interventions for LTELs through Pearson iLit ELL.

**GOAL:**

**School Attendance Rate** - The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups.

**Identified Need:** Students cannot be reached by the instructional program if they do not attend school. Therefore, the school must maintain high levels of attendance for students to be engaged.

**Goal Applies to:**

- **Schools:** All
- **Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

**LCAP Year 1:** 2016-17

- **Expected Annual Measurable Outcomes:** The cumulative attendance rate shall exceed 92%
- **Method for Measuring:** Cumulative Attendance Rate

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance</td>
<td>All</td>
<td>X ALL</td>
</tr>
</tbody>
</table>
School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

**LCAP Year 2: 2017-18**

<table>
<thead>
<tr>
<th>Measurable Outcomes:</th>
<th>Method for Measuring: Cumulative Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes</strong>: The cumulative attendance rate shall exceed 93%</td>
<td><strong>Expected Annual</strong> Method for Measuring: Cumulative Attendance Rate</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year</td>
<td>All schools</td>
<td>X_ALL</td>
</tr>
</tbody>
</table>

OR:

___Low Income pupils __English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________
following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

<table>
<thead>
<tr>
<th>Expected Annual</th>
<th>Method for Measuring: Cumulative Attendance Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes:</td>
<td>Outcomes: The cumulative attendance rate shall exceed 94%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils __English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__Foster Youth __Redesignated fluent English proficient __Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

| School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. | All schools | _X_ ALL |
| | | OR: |
| | | _Low Income pupils __English Learners |
| | | __Foster Youth __Redesignated fluent English proficient __Other |
| | | Subgroups:(Specify)________________________ |

**Petition Year 4: 2019-20**

| Expected Annual | Method for Measuring: Cumulative Attendance Rate |
### Measurable Outcomes:

**Outcomes:** The cumulative attendance rate shall exceed 95%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will conduct monthly attendance reviews to monitor student attendance. | All schools | X_ALL  
OR:  
Low Income pupils English Learners  
Foster Youth Redesignated fluent English proficient Other  
Subgroups:(Specify)________________________ |

School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

| School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. | All schools | X_ALL  
OR:  
Low Income pupils English Learners  
Foster Youth Redesignated fluent English proficient Other  
Subgroups:(Specify)________________________ |

---

**Petition Year 5: 2020-21**

**Expected Annual Method for Measuring:** Cumulative Attendance Rate

**Outcomes:** The cumulative attendance rate shall exceed 95%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will conduct monthly attendance reviews to monitor student attendance. | All schools | X_ALL  
OR:  
Low Income pupils English Learners  
Foster Youth Redesignated fluent English proficient Other  
Subgroups:(Specify)________________________ |

School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

| School leadership will communicate with families of students with attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. | All | X_ALL |

---

69
attendance rates that fall below the attendance target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

**GOAL:** **Chronic Absenteeism Rate** - The School will limit chronic absenteeism, defined as <=90% cumulative attendance.

**Identified Need:** To prioritize school action around attendance, and address the State’s priority, the school will maintain a low % of chronically absent students.

**Goal Applies to:** Schools: All

**Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

**Method for measuring:** Individual Cumulative Attendance rate

**Outcome:** % of students that are chronically absent shall not exceed 12%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will conduct monthly attendance reviews to monitor student attendance. | All schools | _X_ ALL

OR:

Low Income pupils English Learners
Foster Youth Redesignated fluent English proficient Other

Subgroups: (Specify) __________________________
School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X_ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</td>
<td>All schools</td>
<td>X_ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
</tr>
</tbody>
</table>

**LCAP Year 2: 2017-18**

Expected Annual Method for measuring: Individual Cumulative Attendance rate

Measurable Outcomes: Outcome: % of students that are chronically absent shall not exceed 11%
<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

**Petition Year 4: 2019-20**

<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Scope of Service</strong></th>
<th><strong>Pupils to be served within identified scope of service</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>
School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

### Petition Year 5: 2020-21

**Expected Annual Measurable Outcomes:**
- **Method for measuring:** Individual Cumulative Attendance rate
- **Outcome:** % of students that are chronically absent shall not exceed 10%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</td>
<td>All schools</td>
<td>X ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
</tr>
</tbody>
</table>

**GOAL:** **Dropout Rate** - The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, Related State and/or Local Priorities: 1 2 3 4 5 X 6 7 8
and that there are effective wrap-around supports for students at-risk of dropping out.

**Identified Need:** Completing K-12 education is a fundamental necessity for a successful adult life. Students must persist toward and subsequently earn a high school diploma in order to access economic and social opportunities beyond high school.

**Goal Applies to:**
- **Schools:** All
- **Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

**LCAP Year 1:** 2016-17

**Expected Annual Method for Measuring:** Middle School Dropout Rate

**Measurable Outcomes:**
- **Outcome:** N/A – As defined by 5 CCR 1039.1, the middle school dropout rate does not apply to 6th grade

**Actions/Services**

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
</tbody>
</table>

School leadership will conduct monthly attendance reviews to monitor student attendance.

School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.
School will provide advisory teachers with dropout prevention training and support.

All schools

School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.

All schools

**LCAP Year 2: 2017-18**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th><strong>Method for Measuring:</strong> Middle School Dropout Rate</th>
<th><strong>Outcome:</strong> N/A – As defined by 5 CCR 1039.1, the middle school dropout rate does not apply to 6th or 7th grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>Scope of Service</strong></td>
<td><strong>Pupils to be served within identified scope of service</strong></td>
</tr>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>___X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) __________</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following</td>
<td>All schools</td>
<td>___X_ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups: (Specify) __________</td>
</tr>
</tbody>
</table>
monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

School will provide advisory teachers with dropout prevention training and support.

School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.

<table>
<thead>
<tr>
<th>LCAP Year 3: 2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
</tr>
<tr>
<td><strong>Outcome:</strong> The grade 8 dropout rate shall not exceed 10%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient _Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

| School will provide advisory teachers with dropout prevention training and support. | All schools | _X_ ALL |
| | | OR: |
| | | _Low Income pupils _English Learners |
| | | _Foster Youth _Redesignated fluent English proficient _Other |
| | | Subgroups:(Specify)________________________ |

| School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits. | All schools | _X_ ALL |
| | | OR: |
| | | _Low Income pupils _English Learners |
| | | _Foster Youth _Redesignated fluent English proficient _Other |
| | | Subgroups:(Specify)________________________ |
School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.

School will provide advisory teachers with dropout prevention training and support.

School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.

<table>
<thead>
<tr>
<th>Petition Year 4: 2019-20</th>
</tr>
</thead>
</table>
| Expected Annual Measurable Outcomes: | **Method for Measuring**: Middle School Dropout Rate  
**Outcome**: The grade 8 dropout rate shall not exceed 9.5% |
| **Actions/Services** | **Scope of Service** | **Pupils to be served within identified scope of service** |

---

proficient__Other  
Subgroups:(Specify)________________________

All schools

---

_X ALL_  
OR:

___Low Income pupils ___English Learners  
___Foster Youth ___Redesignated fluent English proficient ___Other  
Subgroups:(Specify)________________________

All schools

---

_X ALL_  
OR:

___Low Income pupils ___English Learners  
___Foster Youth ___Redesignated fluent English proficient ___Other  
Subgroups:(Specify)________________________

All schools

---

_X ALL:_  
OR:

___Low Income pupils ___English Learners  
___Foster Youth ___Redesignated fluent English proficient ___Other  
Subgroups:(Specify)________________________
| School leadership will conduct monthly attendance reviews to monitor student attendance. | All schools | X_ALL  
 OR:  
 _Low Income pupils  __English Learners  
 _Foster Youth  __Redesignated fluent English proficient  __Other  
 Subgroups:(Specify)________________________ |
| --- | --- | --- |
| School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day. | All schools | X_ALL  
 OR:  
 _Low Income pupils  __English Learners  
 _Foster Youth  __Redesignated fluent English proficient  __Other  
 Subgroups:(Specify)________________________ |
| School will provide advisory teachers with dropout prevention training and support. | All schools | X_ALL  
 OR:  
 _Low Income pupils  __English Learners  
 _Foster Youth  __Redesignated fluent English proficient  __Other  
 Subgroups:(Specify)________________________ |
| School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits. | All schools | X_ALL  
 OR:  
 _Low Income pupils  __English Learners  
 _Foster Youth  __Redesignated fluent English proficient  __Other  
 Subgroups:(Specify)________________________ |

**Petition Year 5: 2020-21**
# Method for Measuring: Middle School Dropout Rate

## Measurable Outcomes:

### Outcome: The grade 8 dropout rate shall not exceed 9%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will conduct monthly attendance reviews to monitor student attendance.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Specify</td>
</tr>
<tr>
<td>School leadership will communicate with families of students with attendance rates that fall below the ADA target for the year following monthly review. Parent outreach and communications will stress the importance of attendance and arriving at school on time each day.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Specify</td>
</tr>
<tr>
<td>School will provide advisory teachers with dropout prevention training and support.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: Specify</td>
</tr>
<tr>
<td>School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits.</td>
<td>All schools</td>
<td>X ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English</td>
</tr>
</tbody>
</table>
## GOAL:
**School Suspension Rate** – The School will minimize the use of suspensions.

**Identified Need:** Students must attend class in order to learn the skills necessary to satisfy the state’s content standards. Ergo time lost to disciplinary action must be kept to a bare minimum as an action of last resort.

**Goal Applies to:**
- **Schools:** All
- **Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

### LCAP Year 1: 2016-17

**Expected Annual**

**Method for Measuring:** Suspension rate

**Measurable Outcomes:** Suspension rate shall not exceed 2%

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will utilize restorative practices as an alternative to more severe means of discipline.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: <strong>Low Income pupils</strong> <strong>English Learners</strong> <strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong> <strong>Other</strong> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will provide classroom management training and support to teachers.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: <strong>Low Income pupils</strong> <strong>English Learners</strong> <strong>Foster Youth</strong> <strong>Redesignated fluent English proficient</strong> <strong>Other</strong> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>School will provide training and support in Restorative Justice for teachers and staff.</td>
<td>All schools</td>
<td>X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.</td>
<td>All schools</td>
<td>X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>LCAP Year 2: 2017-18</td>
<td></td>
<td>Expected Annual Method for Measuring: Suspension rate Measurable Outcomes: Outcomes: Suspension rate shall not exceed 2%</td>
</tr>
<tr>
<td>School will utilize restorative practices as an alternative to more severe means of discipline.</td>
<td>All schools</td>
<td>X_ALL OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</td>
</tr>
<tr>
<td>School will provide classroom management training and support to teachers.</td>
<td>All schools</td>
<td>X_ALL OR: Low Income pupils English Learners</td>
</tr>
<tr>
<td>School will provide training and support in Restorative Justice for teachers and staff.</td>
<td>All schools</td>
<td><em>X</em> ALL: <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.</td>
<td>All schools</td>
<td><em>X</em> ALL: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2018-19**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: Suspension</th>
<th>Outcomes: Suspension rate shall not exceed 2%</th>
</tr>
</thead>
</table>

**Actions/Services**

| School will utilize restorative practices as an alternative to more severe means of discipline. | All schools | _X_ ALL: _Low Income pupils_ _English Learners_ _Foster Youth_ _Redesignated fluent English proficient_ _Other_ Subgroups:(Specify)________________________ |
School will provide classroom management training and support to teachers.

| All schools |  |  |
|____________|___|___|
| **X_ALL** OR: |  |  |
| ___Low Income pupils ___English Learners |  |  |
| ___Foster Youth ___Redesignated fluent English proficient ___Other |  |  |
| Subgroups:(Specify) |  |  |

School will provide training and support in Restorative Justice for teachers and staff.

| All schools |  |  |
|____________|___|___|
| **X_ALL** OR: |  |  |
| ___Low Income pupils ___English Learners |  |  |
| ___Foster Youth ___Redesignated fluent English proficient ___Other |  |  |
| Subgroups:(Specify) |  |  |

School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.

| All schools |  |  |
|____________|___|___|
| **X_ALL** OR: |  |  |
| ___Low Income pupils ___English Learners |  |  |
| ___Foster Youth ___Redesignated fluent English proficient ___Other |  |  |
| Subgroups:(Specify) |  |  |

**Petition Year 4: 2019-20**

<table>
<thead>
<tr>
<th>Expected Annual</th>
<th><strong>Method for Measuring</strong>: Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes:</td>
<td><strong>Outcomes</strong>: Suspension rate shall not exceed 2%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will utilize restorative practices as an alternative to more severe means of discipline.</td>
<td>All schools</td>
<td><strong>X_ALL</strong> OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>___Low Income pupils ___English Learners</td>
</tr>
<tr>
<td>Actions/Services</td>
<td>Scope of Service</td>
<td>Pupils to be served within identified scope of service</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
<td>-----------------</td>
<td>------------------------------------------------------</td>
</tr>
<tr>
<td>School will provide classroom management training and support to teachers.</td>
<td>All schools</td>
<td>_X_All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils ___English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will provide training and support in Restorative Justice for teachers and staff.</td>
<td>All schools</td>
<td>_X_All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils ___English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling.</td>
<td>All schools</td>
<td>_X_All</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils ___English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: Suspension</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcomes:</strong> Suspension rate shall not exceed 2%</td>
<td></td>
</tr>
</tbody>
</table>

84
| **GOAL:** | **Student Expulsion Rate – The School will minimize the use of expulsion.** | **X_ALL**
All schools
OR:
___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________ |

| School will utilize restorative practices as an alternative to more severe means of discipline. | **X_ALL**
All schools
OR:
___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________ |

| School will provide classroom management training and support to teachers. | **X_ALL**
All schools
OR:
___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________ |

| School will provide training and support in Restorative Justice for teachers and staff. | **X_ALL**
All schools
OR:
___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________ |

| School will provide non-scholastic support for students with behavioral issues, including but not limited to psycho-social counseling. | **X_ALL**
All schools
OR:
___Low Income pupils ___English Learners
___Foster Youth ___Redesignated fluent English proficient ___Other
Subgroups:(Specify)________________________ |

<p>| Related State and/or Local Priorities: | 1  2  3  4  5  6  X  7  8 |</p>
<table>
<thead>
<tr>
<th>Identified Need</th>
<th>The School is obligated to ensure that all students have the opportunity to succeed as a member of the school community.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal Applies to</td>
<td>Schools: All, Applicable Pupil Subgroups: Schoolwide and for all significant subgroups</td>
</tr>
</tbody>
</table>

**LCAP Year 1: 2016-17**

<table>
<thead>
<tr>
<th>Expected Annual Method for Measuring</th>
<th>Expulsion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes:</td>
<td>Outcomes: Expulsion rate shall not exceed 1%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will utilize restorative practices as an alternative to more severe means of discipline.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) ____________________</td>
</tr>
<tr>
<td>School will provide classroom management training and support to teachers.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) ____________________</td>
</tr>
<tr>
<td>School will provide training and support in Restorative Justice and CHAMPS for teachers and staff.</td>
<td>All schools</td>
<td><em>X</em> ALL OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other</td>
</tr>
</tbody>
</table>

86
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.

**Actions/Services**

<table>
<thead>
<tr>
<th>Expected Annual</th>
<th>Measurable Outcomes:</th>
<th>Method for Measuring:</th>
<th>Measurable Outcomes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td>Expulsion rate</td>
<td>Expulsion rate shall not exceed 1%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>All schools</td>
<td></td>
</tr>
</tbody>
</table>

| School will utilize restorative practices as an alternative to more severe means of discipline. |
| All schools |

| School will provide classroom management training and support to teachers. |
| All schools |

| School will provide training and support in Restorative Justice and |
| All |
CHAMPS for teachers and staff.

School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will utilize restorative practices as an alternative to more severe means of discipline. | All schools | OR: _X_ALL  
  __Low Income pupils __English Learners  
  __Foster Youth __Redesignated fluent English proficient __Other  
  Subgroups:(Specify)________________________ |
| School will provide classroom management training and support to teachers. | All schools | OR: _X_ALL  
  __Low Income pupils __English Learners  
  __Foster Youth __Redesignated fluent English proficient __Other  
  Subgroups:(Specify)________________________ |

LCAP Year 3: 2018-19

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: Expulsion rate</th>
<th>Outcomes: Expulsion rate shall not exceed 1%</th>
</tr>
</thead>
</table>

School will provide classroom management training and support to teachers.
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling. | All schools     | X_ALL

OR:

__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient __Other
Subgroups:(Specify)________________________


|---------------------------|-----------------------------------------------------|----------------------|---------------------------------------------|
| School will utilize restorative practices as an alternative to more severe means of discipline. | All schools     | X_ALL

OR:

__Low Income pupils  __English Learners
__Foster Youth  __Redesignated fluent English proficient __Other
Subgroups:(Specify)________________________

| School will provide classroom management training and support to teachers. | All schools     | X_ALL

OR:
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff.

School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling.

Petition Year 5: 2020-21

| Expected Annual Measurable Outcomes: | Method for Measuring: Expulsion rate | Outcomes: Expulsion rate shall not exceed 1% |

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will utilize restorative practices as an alternative to more severe means of discipline. | All schools | __X_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient __Other
Subgroups:(Specify)__________________________________________ |
| School will provide classroom management training and support to teachers. | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify) ____________________________ |
| --- | --- | --- |
| School will provide training and support in Restorative Justice and CHAMPS for teachers and staff. | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify) ____________________________ |
| School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling. | All schools | _X_ ALL  
OR:  
__Low Income pupils __English Learners  
__Foster Youth __Redesignated fluent English proficient __Other  
Subgroups:(Specify) ____________________________ |

**GOAL:** **Student Satisfaction** - The School will maintain a high level of satisfaction from students on the Annual School Climate Survey.

<table>
<thead>
<tr>
<th>Related State and/or Local Priorities:</th>
<th>1 2 3 4 5 6 X 7 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>COE only: 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**Identified Need:** Student satisfaction is a key indicator of the School’s value toward their success.

**Goal Applies to:** Schools: All
**Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

### LCAP Year 1: 2016-17

<table>
<thead>
<tr>
<th>Measurable Outcomes:</th>
<th><strong>Method of Measuring:</strong> Annual School Climate Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome:</strong></td>
<td>Establish baseline % for positive student responses on annual survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements. | All schools | _X_ ALL OR: 
__Low Income pupils  __English Learners  
__Foster Youth  __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |

| Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks. | All schools | _X_ ALL OR: 
__Low Income pupils  __English Learners  
__Foster Youth  __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |

| School will administer Annual Stakeholder feedback in May or June. | All schools | _X_ ALL OR: 
__Low Income pupils  __English Learners  
__Foster Youth  __Redesignated fluent English proficient __Other  
Subgroups:(Specify)________________________ |

### LCAP Year 2: 2017-18

<table>
<thead>
<tr>
<th>Measurable Outcomes:</th>
<th><strong>Method of Measuring:</strong> Annual School Climate Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Expected Annual:</strong></td>
<td></td>
</tr>
</tbody>
</table>

92
### Measurable Outcomes:

**Outcome:** % positive responses among students shall increase by no less than 4% from the baseline.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.</td>
<td>All schools</td>
<td>X_ALL OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.</td>
<td>All schools</td>
<td>X_ALL OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
<tr>
<td>School will administer Annual Stakeholder feedback in May or June.</td>
<td>All schools</td>
<td>X_ALL OR: <em>Low Income pupils</em> <em>English Learners</em> <em>Foster Youth</em> <em>Redesignated fluent English proficient</em> <em>Other</em> Subgroups:(Specify)________________________</td>
</tr>
</tbody>
</table>

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

**Method of Measuring:** Annual School Clime Survey

**Outcome:** % positive responses among students shall increase by no less than 3% from the previous year.

93
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain transparency regarding policy and regularly communicate</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td>with students regarding expectations and opportunities during advisory</td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td>announcements.</td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Other Subgroups:(Specify)</em>_________________________</td>
</tr>
<tr>
<td>Teachers will inform students of their class grades at least three times a</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td>year: during Week 10 of fall semester, by Week 2 of spring semester, Week</td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td>11 of spring semester. Administrators will encourage teachers to update</td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td>grades every 2 weeks.</td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Other Subgroups:(Specify)</em>_________________________</td>
</tr>
<tr>
<td>School will administer Annual Stakeholder feedback in May or June.</td>
<td>All schools</td>
<td><em>X</em> ALL</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OR:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Low Income pupils _English Learners</td>
</tr>
<tr>
<td></td>
<td></td>
<td>_Foster Youth _Redesignated fluent English proficient</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Other Subgroups:(Specify)</em>_________________________</td>
</tr>
</tbody>
</table>

**Petition Year 4: 2019-20**

**Expected Annual Measurable Outcomes:**

- **Method of Measuring:** Annual School Clime Survey
- **Outcome:** % positive responses among students shall increase by no less than 3% from the previous year.
communicate with students regarding expectations and opportunities during advisory announcements.

<table>
<thead>
<tr>
<th>Schools</th>
<th>OR:</th>
</tr>
</thead>
<tbody>
<tr>
<td>___Low Income pupils ___English Learners</td>
<td></td>
</tr>
<tr>
<td>___Foster Youth ___Redesignated fluent English proficient ___Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups:(Specify)________________________</td>
<td></td>
</tr>
</tbody>
</table>

Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.

<table>
<thead>
<tr>
<th>All schools</th>
<th>___X_ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>___Low Income pupils ___English Learners</td>
<td></td>
</tr>
<tr>
<td>___Foster Youth ___Redesignated fluent English proficient ___Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups:(Specify)________________________</td>
<td></td>
</tr>
</tbody>
</table>

School will administer Annual Stakeholder feedback in May or June.

<table>
<thead>
<tr>
<th>All schools</th>
<th>___X_ALL</th>
</tr>
</thead>
<tbody>
<tr>
<td>OR:</td>
<td></td>
</tr>
<tr>
<td>___Low Income pupils ___English Learners</td>
<td></td>
</tr>
<tr>
<td>___Foster Youth ___Redesignated fluent English proficient ___Other</td>
<td></td>
</tr>
<tr>
<td>Subgroups:(Specify)________________________</td>
<td></td>
</tr>
</tbody>
</table>

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual Method of Measuring: Annual School Clime Survey</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measurable Outcomes: Outcome: % positive responses among students shall increase by no less than 3% from the previous year.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will maintain transparency regarding policy and regularly communicate with students regarding expectations and opportunities during advisory announcements.</td>
<td>All schools</td>
<td>___X_ALL</td>
</tr>
<tr>
<td>OR:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___Low Income pupils ___English Learners</td>
<td></td>
<td></td>
</tr>
<tr>
<td>___Foster Youth ___Redesignated fluent English proficient ___Other</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Subgroups:(Specify)________________________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Teachers will inform students of their class grades at least three times a year: during Week 10 of fall semester, by Week 2 of spring semester, Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.

School will administer Annual Stakeholder feedback in May or June.

**GOAL:** 

**Broad Course of Study** - All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School’s charter petition.

**Identified Need:** The School will abide by EDC 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable

**Goal Applies to:** 

- Schools: All
- Applicable Pupil Subgroups: School-wide and for all significant subgroups

**LCAP Year 1:** 2016-17

**Expected Annual Measurable Outcomes:**

- **Method for Measuring:** Master schedules, student schedules
- **Outcomes:** All students will have access to the course sequence outlined in the School’s charter petition.
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will ensure that all students receive a full schedule of classes at all times, after each student’s initial programming, in accordance with the course sequence outlined in the School’s charter petition. | All schools | _X_ALL
OR:
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)________________________ |

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

**Method for Measuring:** Master schedules, student schedules

**Outcomes:** All students will have access to the course sequence outlined in the School’s charter petition.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will ensure that all students receive a full schedule of classes at all times, after each student’s initial programming, in accordance with the course sequence outlined in the School’s charter petition. | All schools | _X_ALL
OR:
__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)________________________ |

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

**Method for Measuring:** Master schedules, student schedules

**Outcomes:** All students will have access to the course sequence outlined in the School’s charter petition.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School leadership will ensure that all students receive a full schedule of classes at all times, after each student’s initial programming, in accordance with the course sequence outlined in the School’s charter | All schools | _X_ALL
OR:
__Low Income pupils __English Learners
<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will ensure that all students receive a full schedule of classes at all times, after each student’s initial programming, in accordance with the course sequence outlined in the School’s charter petition.</td>
<td>All schools</td>
<td>X ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
</tr>
</tbody>
</table>

**Petition Year 5: 2020-21**

<table>
<thead>
<tr>
<th>Expected Annual Measurable Outcomes:</th>
<th>Method for Measuring: Annual Curriculum Inventory, WASC accreditation Outcomes: All students will have access to the course sequence outlined in the School’s charter petition.</th>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School leadership will ensure that all students receive a full schedule of classes at all times, after each student’s initial programming, in accordance with the course sequence outlined in the School’s charter petition.</td>
<td>All schools</td>
<td>X ALL OR: <strong>Low Income pupils <strong>English Learners <strong>Foster Youth <strong>Redesignated fluent English proficient <strong>Other Subgroups:(Specify)</strong></strong></strong></strong></strong>______________</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**GOAL:** **English Literacy** - Students will demonstrate grade level proficiency in...
**Identified Need:**

The School places a strong emphasis on the necessity of English literacy for students to thrive academically and personally.

**Goal Applies to:**

- **Schools:** All
- **Applicable Pupil Subgroups:** Schoolwide and for all significant subgroups

### LCAP Year 1: 2016-17

**Expected Annual Measurable Outcomes:**

**Method of Measuring:** Pearson GRADE Assessment

**Outcome:** 60% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores.</td>
<td>All schools</td>
<td>X_ALL OR: <em>Low Income pupils <em>English Learners <em>Foster Youth <em>Redesignated fluent English proficient <em>Other Subgroups:(Specify)</em></em></em></em></em>___________________</td>
</tr>
</tbody>
</table>

### LCAP Year 2: 2017-18

**Expected Annual Measurable Outcomes:**

**Method of Measuring:** Pearson GRADE Assessment

**Outcome:** 65% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
<tbody>
<tr>
<td>School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores.</td>
<td>All schools</td>
<td>X_ALL OR: _Low Income pupils _English Learners</td>
</tr>
<tr>
<td>LCAP Year 3: 2018-19</td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td>Method of Measuring: Pearson GRADE Assessment</td>
<td></td>
</tr>
<tr>
<td>Outcome: 69% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
<td><strong>Scope of Service</strong></td>
<td><strong>Pupils to be served within identified scope of service</strong></td>
</tr>
</tbody>
</table>
| School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores. | All schools | X ALL OR: 
Low Income pupils | English Learners | Foster Youth | Redesignated fluent English proficient | Other | Subgroups:(Specify) |

<table>
<thead>
<tr>
<th>Petition Year 4: 2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
</tr>
<tr>
<td>Outcome: 73% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.</td>
</tr>
<tr>
<td><strong>Actions/Services</strong></td>
</tr>
</tbody>
</table>
| School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores. | All schools | X ALL OR: 
Low Income pupils | English Learners | Foster Youth | Redesignated fluent English proficient | Other | Subgroups:(Specify) |

| Petition Year 5: 2020-21 |
Expected Annual Method of Measuring: Pearson GRADE Assessment
Measurable Outcomes: 
Outcome: 76% of students will achieve a grade level equivalent lexile of no more than 2 grades below their current grade level.

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>Scope of Service</th>
<th>Pupils to be served within identified scope of service</th>
</tr>
</thead>
</table>
| School will administer Pearson GRADE Assessment annually for all students to capture reading levels as measured through grade level equivalent lexile-based scores. | All schools | _X_ALL OR:_
| | | __Low Income pupils __English Learners
| | | __Foster Youth __Redesignated fluent English proficient __Other
| | | Subgroups:(Specify)________________________ |
Instructional Design

We are committed to the implementation of quality, research-based approaches to learning. Our learning philosophy is largely rooted in the theories of Lev Vygotsky. In *Mind and Society*[^4], Vygotsky expounds the theory of Zone of Proximal Development, which is the learning space in which students perform tasks under guidance and/or collaboration, internalizing these tasks in the process and consequently learning how to solve problems independently. He thus defines learning as a social process – dependent on collaboration and communication – requiring both students and teachers to take an active role. Further, Vygotsky maintains that learning occurs just above a student’s current level of competence, in which new information can be successfully internalized and the threat of demoralization is minimal. Effective curriculum must challenge and stretch the student’s competence.

Derivative work based on Vygotsky’s ideas centers largely around the concept of scaffolding; the process through which a teacher provides assistance until the child is able to accomplish a task or learn independently. Students learn by having teachers scaffold the process so that students are successful at tasks that they could not accomplish independently. High quality teachers, therefore, are the backbone of effective learning.

Closely aligned with research conducted by Dr. Richard DuFour, Dr. Robert Marzano, and Dr. Joseph Johnson Jr., LAPCMS#1’s instructional philosophy is to also do "whatever it takes" to ensure that students from South Los Angeles are prepared to succeed in college and life. This philosophy is embodied by several guiding principles, including: 1) high expectations for all stakeholders; 2) a data-driven and systemic approach to all issues; and 3) culturally responsive pedagogy.

The demographics of our school community will necessitate strategies that are effective with students from largely impoverished backgrounds. Elements from Ruby Payne’s framework for educating students in poverty will help inform LAPCMS#1’s instructional approach[^5]:

- **Build relationships of mutual respect** – a student is far more likely to be motivated to learn from an adult they respect and by whom they feel respected.

- **Analyze the resources of students** – educators must come to know the whole student to understand what is best for that child’s education and select interventions based upon resources that will best serve the student.

- **Teach Formal Register** – students must learn to master standard syntax and appropriate word choice, that is, code switch between formal and casual registers to articulate reasoning in a coherent and persuasive fashion in a variety of different contexts.


• **Use adult voice and reframing to change behaviors** – although a potential positive adult presence in a student’s life, an educator is (often) not the child’s parent. This relationship therefore presents opportunities to instruct students on formal adult-to-adult interactions.

• **Teach students how to plan** – the living conditions of many children in poverty can often lead to a myopic outlook. Teaching students how to plan helps to control impulsivity and promotes task completion.

LA’s Promise Charter Middle School #1 will hire staff who are committed to these philosophies, and who demonstrate continuous improvement by reflecting on data and their classroom effectiveness and seeking out best practices in pedagogy. We will ensure quality instruction for every student through differentiation and Common Core standards-based lesson plans, along with consistent professional development around pedagogy that meets the needs of all types of learners. Instruction will utilize a combination of traditional textbook curriculum infused with blended learning technologies. This approach will create a unique classroom environment that allows students to grow as independent learners while teachers focus on group and targeted, differentiated instruction.

**Rigorous Standards-based Curriculum**
The curriculum at LAPCMS#1 will be tailored to create a foundation for rigorous, standards-based instruction in every classroom. To enable students to master Common Core State Standards and their inherent rigor, we will incorporate a school-wide focus on instructional scaffolding. Based on the research of Lev Vygotsky and Tracy Hall, instructional scaffolding is the process where students are given explicit supports until they can apply a new skill or concept independently. The phrase, “I do. We do. You do.” is often used to explain the basic principle of scaffolding. The techniques of instructional scaffolding will enable LAPCMS#1 educators to address the challenge of teaching basic skills while also teaching higher-order thinking skills to mastery.

Closely aligned to this will be a daily “Power Hour,” where students will be grouped and attend English Language Development instruction based on their ELD level rather than their grade level. In addition, LAPCMS#1 will provide intervention classes and supports as part of the school day and beyond, including through an extended school day with a 7 to 7 program.

**Highly Effective, Well-trained Educators and Staff**
Students at LAPCMS#1 with diverse needs, learning styles and achievement levels will be grouped in heterogeneous classrooms. To ensure that all students are learning optimally, educators will need to use a varied mix of teaching methods (e.g. direct instruction, cooperative learning, individual guided practice) for all lessons. This requires well trained educators who can effectively deliver instruction that addresses a variety of proficiency levels.

Toward this end, educators will be supported in mastering and implementing instructional techniques that facilitate optimal learning for every student. These research-based techniques include active learning, differentiated instruction and sheltered instruction. These methods are best exemplified in academic literature such as, *Classroom Instruction That Works* (Marzano, Pickering, Pollock); *Active Learning: 101 Strategies to Teach Any Subject* (Mel Silberman); and *Vocabulary Development Strategies That Boost Reading and Learning across All Subject Areas* (Kate Kinsella). Research
indicates these methods are effective for middle school students, especially ones who arrive with lower levels of preparation for rigorous academic study.6 7

**Holistic, Personalized and Data-driven Supports**

While the core academic program will raise the level learning, many students will require additional support to successfully navigate the middle school years. We will utilize a Positive Behavioral Intervention and Supports (PBIS) system to ensure all students have their social, emotional, physical and mental health needs met. Under this framework, behavioral interventions are organized into an integrated continuum that enhances outcomes for all students.8 Restorative Practices will reinforce a culture and practice that focuses on student behavior and emotional growth.

Every student will be scheduled into an Advisory class, where a cohort of students will loop with a single teacher for their entire 3 years at LAPCMS#1. This will facilitate meaningful relationships among students in the same cohort, as well as with their Advisory teacher, who will be responsible for their individual growth and maturation.9 The advisor's primary role is to be an advocate for the student, help the student create and achieve personal and academic goals, consistently communicate with their parents/guardian, and provide access to culturally relevant instruction.

LAPCMS#1 will also implement data-driven counseling as an additional intervention strategy. In this structure, counselors and advisory teachers meet on a bi-weekly basis to review student data (e.g. grades, attendance, discipline data) and proactively identify specific students needing additional attention. The pair then decide on how to best support each student. Whether that means scheduling an ad-hoc parent conference or assembling a special team focused on creating a unique "success plan" for a specific child, counselors will have the opportunity to focus more accurately on a student's holistic development. LAPCMS#1 intends to maintain a target counselor-to-student ratio of at least 250:1.

For student needs that go beyond what the school itself can offer, external partners will provide intensive student support services. LA’s Promise has built a network of dozens of specially screened and managed partners that serve LA’s Promise students and their families. LA’s Promise will work with counselors and school administration to appropriately integrate these partner services into the school's systems of supports. St. John’s Well Child and Family Center is an example of LA’s Promise partners who provide physical and mental health services to students.

**Collaborative School Culture**

In their seminal book *Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement*, Richard DuFour and Robert Eaker describe a set of high performing public schools, all of which faced enormous challenges in serving students, but all of which succeeded based

---


on the collective effort of their schools. From those case studies DuFour and Eaker distilled several factors that were key to success.\textsuperscript{10} LAPCMA#1 leadership will work with faculty and staff to create a professional culture based on DuFour and Baker's Professional Learning Communities ("PLC") concepts.

- **Shared Mission, Vision, Values and Goals:** All adult staff members will buy into the mission, vision and explicit goals. Each school year, LAPCMS#1 will evaluate goals, ensuring they are measurable, specific, time-bound and most importantly, focused on student learning.

- **Collaboration:** Schools that succeed are organized to allow teachers to collaborate in a supportive learning environment. A spirit of common purpose and shared focus on student achievement and data unites the school. LAPCMS#1 will establish common planning time so that teachers can work across grade levels, content areas and PLE's to address student learning.

- **Action Orientation:** Teachers, administration, and school staff will work together to adjust practice to meet student needs immediately.

- **Collective Inquiry, Continuous Improvement and Results Orientation:** This cycle of continuous improvement begins with inquiry as staff members look critically at the success of their efforts. LAPCMS#1 will support the process of collective inquiry and continuous improvement through data dashboards and training.

**Curriculum**

Our approach will support and enhance text-based, Common Core State Standards (CCSS) aligned course curricula in English Language Arts, Mathematics, and Literacy in Social Science, as well as in Next Generation Science. LA’s Promise will leverage its existing business relationship with Pearson Education to help acquire the highest quality curricula available and ensure comprehensive alignment with Common Core and Next Generation Science Standards (NGSS). As the curriculum market continues to evolve to meet the demands of Common Core and NGSS, LAPCMS#1 leadership will continually analyze all viable standards aligned curricular options to guarantee that students and teachers have access to the level of curriculum and resources necessary to prepare all students for post-secondary success.

LA’s Promise Charter Middle School #1 will use textbooks and instructional resources that align with Common Core. Course materials were selected by site leadership after a substantive analysis of available curricular options, including online materials. Texts and materials are extensively researched, including obtaining feedback from other LA’s Promise schools. The School reserves the authority to pilot or trial basis before adopting them school-wide. Alongside the texts, we will guide and support teachers as they devise internal standards and curricula that will allow for objective based learning that can be closely monitored and used for professional development and student growth.

The curricula below were selected to accommodate the projected needs of our community, offering structured access to the California state standards-aligned materials, supplemental lessons for English Learners, and access to technology-based supports. Near the end of each school year, School leadership, including lead teachers, will convene to review the success of the implementation of course materials, and to make purchasing decisions for the following school year.

Teachers and administrators will come to consensus regarding needed adjustments to curriculum within grade levels and content areas. Within grade levels, teachers will consider and identify cross functional academic spaces to capitalize on interdisciplinary instructional opportunities. For example, both Common Core and the school’s emphasis on literacy necessitate that all students must learn to write proficiently, including in Math and Science classes. Writing in math should conform to expectations of explaining the substantive meaning behind the numbers in a math problem. Science classes should utilize lab report writing to prepare students for laboratory science courses in high school. Students must also become adept with the peer editing process, including the fundamentals of grade level standards-based rubric scoring and the provision of constructive feedback, in all core classes.

In addition, all vertical articulations within content areas will conform to the California state standards and later classes will leverage knowledge base acquired at earlier grade levels in incremental fashion. For example our integrated science approach necessitates that science units offer robust access to grade level science standards that builds upon previously acquired skills and knowledge, and offers only minimal revisiting of content and standards to refresh skills and knowledge as needed to progress toward grade level standard proficiency.

School leadership will consider the following criteria when making decisions and purchasing instructional materials:

- Alignment with Common Core and Next Generation Science Standards
- Level of rigor
- Capacity to meet the needs of English Learners
- Capacity to meet the needs of high priority students
- Availability of digital media and technology applications
- Cost

The following table identifies the instructional materials we will use in Year 1.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Instructional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Pearson myPerspectives</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Pearson enVision Math 2.0</td>
</tr>
</tbody>
</table>
English Language Arts
Literacy is foundational to all other learning, making it critical for students to develop the ability to engage in authentic, rigorous reading, writing, and critical thinking. To this end, we will utilize a Balanced Literacy framework to emphasize the components that help build literacy among students with varying degrees of English proficiency. Using a mixed approach of instruction, reading, independent writing, and word study provides numerous and varied opportunities for students to read and write. Engaging in all of the components of balanced literacy acknowledges that youth do not all learn in the same way and provides substantial instruction to support a diverse set of student needs.

To support this framework, English classes will utilize the Pearson myPerspectives book series to provide anchor texts for teachers to use as lesson plan foundations. myPerspectives units feature supporting expository texts to provide historical content and contemporary analysis for classic literary works.

Additionally, English Language Arts and Social Studies/History may be aligned as appropriate to strengthen literacy skills across the content areas (i.e. World Literature to World History, American Literature to US History). Research indicates that students learn better through connected and thematic teaching rather than separate, disjointed subjects. Therefore, students may have the opportunity to read, write, and think critically about major historical concepts to help them develop the analytical and evaluative skills needed for the rigors of high school, college, and life.

Readers & Writers Workshop
To further support Common Core State Standards, LAPCMS#1 will incorporate aspects of the Readers and Writers Workshop model (i.e. Teachers College Reading & Writing Project) to provide opportunities for students to practice at differentiated levels. This approach, aligned with the Common Core, teaches students to read carefully, write with evidence, and think critically across content areas. It also provides a sound mechanism to support English Learners, including modeling, extended time for practice, anchor charts, and one-on-one instruction. Learning goals in this model are aligned with Common Core standards, including the following:
### 6th Grade

<table>
<thead>
<tr>
<th><strong>Reading</strong></th>
<th><strong>Writing</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Practice avid reading habits</td>
<td>▪ Craft literary essays that make arguments about characters and themes, employing strategies to gather, analyze and explain supporting evidence</td>
</tr>
<tr>
<td>▪ Study characters across a series of texts</td>
<td>▪ Research and write informational essays, books, and digital presentations to teach about a topic, using sophisticated ways to draw on and structure information to explain a position or spur action</td>
</tr>
<tr>
<td>▪ Use predictable text structures to comprehend expository, narrative nonfiction, and hybrid nonfiction genres</td>
<td>▪ Write true stories, employing strategies to generate meaningful story ideas, manage pace, elaborate on important scenes, and deepen insights</td>
</tr>
<tr>
<td>▪ Develop analytical lenses to engage in informational, text-based research</td>
<td></td>
</tr>
<tr>
<td>▪ Apply content knowledge and an understanding of setting to comprehend historical fiction texts</td>
<td></td>
</tr>
<tr>
<td>▪ Develop interpretation skills through reading, discussion, and writing</td>
<td></td>
</tr>
<tr>
<td>▪ Study social issues within and across texts</td>
<td></td>
</tr>
<tr>
<td>▪ Study an author’s craft across multiple works by the same author</td>
<td></td>
</tr>
<tr>
<td>▪ Read and interact with texts and questions on standardized tests</td>
<td></td>
</tr>
<tr>
<td>7th Grade</td>
<td>8th Grade</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
</tr>
</tbody>
</table>
| - Practice avid reading habits  
- Study characters across a series of texts  
- Use predictable text structures to comprehend expository, narrative nonfiction, and hybrid nonfiction genres  
- Develop analytical lenses to engage in informational, text-based research  
- Apply content knowledge and an understanding of setting to comprehend historical fiction texts  
- Develop interpretation skills through reading, discussion, and writing  
- Study social issues within and across texts  
- Study an author’s craft across multiple works by the same author  
- Read and interact with texts and questions on standardized tests | - Write persuasive essays that build convincing and nuanced arguments, and balance evidence and analysis to shift readers’ beliefs or spur action  
- Write innovative, reflective companion books that explain, develop, and extend ideas about books they love  
- Write engaging short fiction, creating action-filled plots, believable characters and nuanced, memorable scenes |

- Practice avid reading habits  
- Study characters across a series of texts  
- Use predictable text structures to comprehend expository, narrative nonfiction, and hybrid nonfiction genres  
- Develop analytical lenses to engage in informational, text-based research  
- Apply content knowledge and an understanding of setting to comprehend historical fiction texts  
- Develop interpretation skills through reading, discussion, and writing  
- Study social issues within and across texts  
- Study an author’s craft across multiple works by the same author  
- Read and interact with texts and questions on standardized tests | - Write arguments and counterarguments about themes in texts, supporting positions with details of plot, character, and author’s craft  
- Write position papers that draw on evidence, contextualize positions, and address multiple perspectives  
- Use observations to write news and investigative articles about meaningful topics, crafting vivid narratives and elaborating multiple perspectives |
In this model, instruction begins with a short lesson and whole class directions in a thinking skill, or a reading strategy. Students then practice the reading strategy in books at their reading level (determined through assessments). During independent reading, the teacher offers individualized instruction through one-on-one conferences or small groups, during which time the teacher also notes each student’s needs for future differentiated instruction. After independent reading, students work in pairs to discuss their thoughts on what they read.

The writers workshop model follows a similar pattern, beginning with a short lesson followed by independent work time and a teaching share time. Students work on their own writing skills during independent writing time, while the teacher provides individual and small group coaching. Students move through the writing cycle of developing ideas, drafting, revising, editing, and publishing at their own pace. Many of the skills and strategies students need to be successful readers are taught in writing; thus, the workshops reinforce this connection.

To support Common Core, teachers will use standards-based reading and writing units for each grade that provide objectives to build students’ mastery of standards across the unit. Each unit will embed essential Common Core reading and writing standards that spiral throughout the year in preparation for the summative assessment. We will also the utilize the research-based intervention program iLit.

**English Language Development**

English Language Learners may be especially challenged by the Common Core literacy content, necessitating a systematic approach to teaching and practicing academic English. Toward that goal, LA’s Promise Charter Middle School will utilize the National Geographic Learning Inside curriculum to provide standards-based language and literacy instruction. Inside is structured in 4 levels (Fundamentals, A, B, and C) to offer the gradual acquisition of English language and literacy across a range of proficiency levels. For a student new to California, the 4 Inside levels will correspond to the ELD 1-4 levels, with determined by the student’s annual CELDT score according to the school’s English Learner program. Students that score Advanced on the CELDT but have not reclassified will be placed into Advanced ELD, which shall be supported by the Great Source curriculum. Long Term English Learners with English reading levels above grade 3 will also take Advanced ELD. LTELs with reading levels at or below grade 3 will take the LTEL Support course, which features the Scholastic English 3D intervention. Continuing California students will be placed according to their academic progression through the ELD program.

**Power Hour**

LAPCMS#1 believes that English Language Development (ELD) should be a life-long pursuit for every student. The mastery of language is key to accessing and maintaining career paths that are both personally rewarding and advantageous toward social mobility. In light of this reality, LAPCMS#1 will endeavor to develop the English language skills of all of its students through a daily **Power Hour**: a time set aside during the regular day schedule for students to participate in a language development class that is tailored to their particular characteristics, skills, and needs.

Students identified as English Learners will be programmed into the appropriate level ELD course, in accordance with the school’s EL Master Plan. Standard English learners or English-only students who are identified as potentially requiring intervention will have their skills determined by means of
formative and summative assessments, standardized tests, and observations. Teachers will then design and execute instructional plans based upon each student’s skill levels and needs.

Students who are not classified as English Language Learners will receive support in Standard and academic English or participate in language enrichment activities during Power Hour. Students performing at grade-level or above may receive college preparatory or Pre-AP language supports to expand their mastery of the English language; they may also elect to pursue an accelerated pacing plan in coordination with their teacher.

All teachers will be expected to contribute to the literacy of all students during Power Hour, underscoring LAPCMS#1’s commitment to the English language development of all students. Through Power Hour, ELD will be integrated into the curriculum for all LAPCMS#1 students, regardless of their skill level or primary home language. This reinforces the instructional goal of imbuing life-long learning as a core value for all students and provides students with essential skills to prepare them for post-secondary life.

Mathematics
The goal of mathematics instruction will be to produce students who are fluent with numbers, have solid reasoning skills and have the ability to formulate and solve problems; computational fluency is an important foundation for higher-level math. In order to mathematically reason, students must learn the vocabulary to communicate ideas and synthesize concepts. Problem solving requires the ability to understand the problem posed, translate it into a mathematical question, answer the question, and evaluate the solution in terms of the original problem.

In order for students to acquire the ability to reason and apply problem-solving skills, they need both conceptual and procedural knowledge of mathematics. Therefore, our math curriculum will both support students in obtaining computational fluency while also allowing them to discover why formulas and proofs work rather than just how to memorize and follow them. The emphasis on conceptual understanding will shift students’ thought processes from gaining absolute knowledge to increasing mathematical reasoning skills.

Targeted learning outcomes for each grade level are based on the Common Core State Standards in Mathematics and include the following:
<table>
<thead>
<tr>
<th>Grade</th>
<th>Content</th>
</tr>
</thead>
</table>
| 6th Grade | - Understand ratio concepts and use ratio reasoning to solve problems.  
- Apply and extend previous understandings of arithmetic to algebraic expressions.  
- Reason about and solve one-variable equations and inequalities.  
- Represent and analyze relationships between dependent and independent variables.  
- Apply multiplication and division understanding to divide fractions by fractions.  
- Compute fluently with multi-digit numbers and find common factors and multiples.  
- Apply and extend previous understandings of numbers to rational numbers.  
- Develop understanding of statistical variability.  
- Summarize and describe distributions.  
- Solve problems involving area, surface area and volume. |
| 7th Grade | - Analyze proportional relationships and use them to solve problems. Use properties of operations to generate equivalent expressions.  
- Solve problems using numerical and algebraic expressions and equations.  
- Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.  
- Use random sampling to draw inferences about a population.  
- Draw informal comparative inferences about two populations.  
- Investigate change processes and develop, use and evaluate probability models.  
- Draw, construct, and describe geometrical figures and describe their relationships.  
- Solve problems involving angle, measure, area, surface area, and volume. |
| 8th Grade | - Define, evaluate, and compare functions.  
- Use functions to model relationships between quantities.  
- Work with radicals and integer exponents.  
- Understand connections between proportional relationships, lines, and linear equations.  
- Analyze and solve linear equations and pairs of simultaneous linear equations.  
- Know there are numbers that are not rational, and approximate them by rational numbers.  
- Investigate patterns of association in bivariate data.  
- Understand congruence and similarity using physical models, transparencies, or geometry software.  
- Understand and apply the Pythagorean Theorem.  
- Solve problems involving volume of cylinders, cones, and spheres. |
LAPCMS#1 will use Pearson’s enVision Math 2.0 curriculum. EnVision Math is aligned to the Common Core State Standards and emphasizes inquiry-based learning and conceptual understanding. The curriculum includes technology applications and digital tools to more fully engage students (from those who need intensive interventions to accelerated learners searching for a greater challenge), maximize instructional time, and capture student data. LAPCMS#1 is considering this framework because of the extensive instructional resources it provides to support high-quality, CCSS-aligned instruction. It also aligns well with our technology focus and data-based intervention approach.

LAPCMS#1 will use a modified block schedule to allow for longer periods of direct, hands-on math instruction. Incoming 6th graders will be assessed to determine their math level and placed in the appropriate class based upon their assessment score via the Assessment and Reporting Online math diagnostics. Intervention will be provided during the school day and beyond, in an expanded 7 to 7 program that includes after-school tutoring. We will also utilize Pearson’s Math Navigator to offer guided math intervention with blended learning support.

History/Social Studies
The History/Social Studies curriculum is based on a holistic, culturally relevant approach intended to provide an understanding of history as well as positively impact each student’s own identity. LAPCMS#1 intends to develop global learners who are culturally sensitive, civically-minded and who care about others and the world around them. The curriculum is intended to help students develop an understanding of social justice, as well as recognize their capacity to serve within their community. Thus, teachers will make every effort to connect the content standards to students’ personal context, fostering a real world connection to what they are learning in the classroom.

To help frame this approach, LAPCMS#1 will use the Pearson myWorld History and American History textbooks to provide a broad understanding of historical events. Teachers will supplement the main text with lessons and projects that connect historical accounts with contemporary reality in relevant and culturally sensitive ways.

LAPCMS#1 will also use Facing History and Ourselves as part of the curriculum. Rooted in social justice and understanding, students will examine issues of “racism, prejudice, and antisemitism in order to promote the development of a more humane and informed citizenry.”

Competencies will be developed in both a classroom setting and through project-based learning activities (e.g. service learning and community-based projects) that further the development of the whole student. LA’s Promise will connect 8th grade students to the surrounding community through service learning projects developed during their Advisory Period. Along with preparing for the regional High School Community Service requirement, students will play active roles in building a healthy environment to live, learn, and play.

The curriculum will be aligned to the Common Core and offered in a block format, providing opportunities to form cross disciplinary connections among the humanities strands: history, reading, writing, listening and speaking. Students will also have opportunities to practice literacy strategies

11 Facing History and Ourselves mission statement; https://www.facinghistory.org/.

113
from English Language Arts in History and infuse historical content into the English Language Arts lessons. The standards-aligned curriculum will include the following themes for each grade:

- Grade Six: World History and Geography: Ancient Civilizations
- Grade Seven: World History and Geography: Medieval and Early Modern Times
- Grade Eight: United States History and Geography: Growth and Conflict

Students will also participate in field trips to more directly experience the social science concepts they are learning about. These types of activities will provide them with an opportunity for learning both inside and outside of the classroom.

**Science**
The goal of the science curriculum is to provide a comprehensive instructional program that includes the essential skills and knowledge students will need to be scientifically literate. The implementation of our standards-based curriculum will be driven by the constructivist belief that students learn best in an inquiry-based, hands-on, investigative environment that builds upon the knowledge of previous grade levels. The Common Core standards for Language arts, specifically expository reading and writing, are critical components that will be incorporated into the science curriculum for each grade level. With the transition to the Next Generation Science Standards (NGSS), teachers will also infuse NGSS Practices into the curriculum to help students think critically and be prepared to address 21st century challenges on a global scale. The standards-aligned curriculum will include the following themes for each grade:

- Grade Six: Earth Science
- Grade Seven: Life Science
- Grade Eight: Physical Science

The above sequence will utilize the Pearson Interactive Science curriculum. Investigation and experimentation will be integrated with the lessons, and technology supported instruction will be integrated where appropriate. Projects, experiments, and supporting texts will help students conduct inquiry-based investigations and support implementation of both CCSS and NGSS standards. To this end, LAPCMS#1 teachers and faculty will develop engaging interdisciplinary projects for students at each grade level to complete and align assessments with a culminating portfolio presentation prior to promotion. This project-based approach will bring real world relevance to the science curriculum while enabling students to learn and model common workplace skills (e.g. planning, collaboration, project management, delegation, prioritization, strength based delegation of tasks, team teaching, etc.).

**Art**
The goal for the visual and performing arts curriculum is to expose students to different art forms, encourage them to appreciate art as a form of communication, and to express ideas with proficiency and aesthetic effectiveness. Art is not simply an elective course, but also an opportunity to build students’ social capital and expose them to valuable non-academic skills. The curriculum will allow students to channel emotions into creative forms, with the objective of instilling value and a lifelong pursuit of the arts. LAPCMA#1 will seek partnerships to offer a variety of visual arts, film, and drama instruction. We will also provide students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning in the arts.
Health and Physical Education
High-quality physical education instruction contributes to good health, develops fundamental and advanced motor skills, improves students’ self-confidence, and provides opportunities for increased levels of fitness that are associated with high academic achievement. All students will participate in PE, with instruction aligned to the California Content Standards for Physical Education. Instruction includes skill development that prepares students for individual and team sports, while also infusing a sense of discipline, respect for authority, teamwork, self-esteem, and fair play. Activities are designed to foster the development of motor skills and fitness.

Age-appropriate health education lessons will be incorporated into the academic curriculum during 6th grade (to align with state standards) and 7th grade (to augment the Life Science class, as well as align with standards). These lessons will be teacher created, and will align with the 2008 State Board of Education’s middle school level content standards for health. Lessons will expose students to current events in the field of health. As part of health education, students will learn about maintaining proper health by developing responsible lifelong habits in and out of the classroom. Additionally, programming will be provided through our Community School initiative to advance principles of good health. Past activities in this regard include mobile health clinics, an annual health and wellness themed fair at each LA’s Promise campus, onsite socio-emotional resources, physical fitness/healthy eating campaigns, and programs to ensure students move 60 minutes a day in PE and beyond.

The State Board of Education designated the FITNESSGRAM as the Physical Fitness Test (PFT) for students in California public schools. The FITNESSGRAM is a comprehensive, health-related physical fitness battery developed by The Cooper Institute. The primary goal of the FITNESSGRAM is to assist students in establishing lifetime habits of regular physical activity. LA’s Promise Charter Middle School shall annually administer the FITNESSGRAM for all students in the 7th grade.

Course Sequence
LA’s Promise Charter Middle School #1 will strive to ensure that all students in South LA receive the necessary support that they need to thrive academically. To accomplish this goal, the school will use a double block method for English and Math. This will guarantee access to English and Math learning opportunities every day of the week. The second block will be in direct support of the primary English or Math block. These Support courses will provide resources necessary to accelerate learning towards meeting or exceeding grade level standards. English students will receive intervention (or an accelerated lesson plan for thriving students) according to their Lexile level as determined by the Pearson GRADE assessment during Summer Bridge or at the start of the school year. Math students will likewise receive intervention based on proficiency level, as determined by the Assessment and Reporting Online math diagnostics during Summer Bridge or at the start of the beginning of the school year. The course will use the Math Navigator intervention suite to provide tailored math support.
## Class Matrix

Below is the proposed class matrix for fall semester of Year 1. The Principal shall reserve the right to alter this matrix to accommodate student placement needs as they enroll until classes commence on August 30, 2016.

### Teacher Lines

<table>
<thead>
<tr>
<th>Subject</th>
<th>Per 1</th>
<th>Per 2</th>
<th>Per 3</th>
<th>Per 4</th>
<th>Per 5</th>
<th>Per 6</th>
<th>Per 7</th>
<th>Per 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>ENG 6</td>
<td>CONF</td>
<td>ENG 6</td>
<td>Eng Sup</td>
<td>ENG 6</td>
<td>ENG 6</td>
<td>ENG 6</td>
<td>ENG 6</td>
</tr>
<tr>
<td>History</td>
<td>HIST 6</td>
<td>HIST 6</td>
<td>CONF</td>
<td>HIST 6</td>
<td>HIST 6</td>
<td>HIST 6</td>
<td>CONF</td>
<td>HIST 6</td>
</tr>
<tr>
<td>Math</td>
<td>Math Sup</td>
<td>MATH 6</td>
<td>MATH 6</td>
<td>CONF</td>
<td>MATH 6</td>
<td>MATH 6</td>
<td>MATH 6</td>
<td>MATH 6</td>
</tr>
<tr>
<td>SCI</td>
<td>SCI 6</td>
<td>SCI 6</td>
<td>SCI 6</td>
<td>SCI 6</td>
<td>SCI Sup</td>
<td>CONF</td>
<td>SCI 6</td>
<td>SCI 6</td>
</tr>
<tr>
<td>ELD/Eng Int</td>
<td>CONF</td>
<td>Eng Sup</td>
<td>Eng Sup</td>
<td>CONF</td>
<td>Eng Sup</td>
<td>Eng Sup</td>
<td>ELD</td>
<td>ELD 1/2</td>
</tr>
<tr>
<td>RSP/Math Int</td>
<td>RSP</td>
<td>Math Sup</td>
<td>Math Sup</td>
<td>Math Sup</td>
<td>Math Sup</td>
<td>Math Sup</td>
<td>Co-Teach</td>
<td>CONF</td>
</tr>
<tr>
<td>PE/Elective</td>
<td>Elec</td>
<td>Elec</td>
<td>Elec</td>
<td>PE</td>
<td>CONF</td>
<td>Elec</td>
<td>PE</td>
<td>PE</td>
</tr>
</tbody>
</table>

### Student Lines

<table>
<thead>
<tr>
<th>Grade</th>
<th>Per 1</th>
<th>Per 2</th>
<th>Per 3</th>
<th>Per 4</th>
<th>Per 5</th>
<th>Per 6</th>
<th>Per 7</th>
<th>Per 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reg ELA (26)</td>
<td>Math Sup</td>
<td>Elec</td>
<td>SCI 6</td>
<td>Eng Sup</td>
<td>HIST 6</td>
<td>MATH 6</td>
<td>ENG 6</td>
<td>PE</td>
</tr>
<tr>
<td>Reg ELA (26)</td>
<td>Elec</td>
<td>Eng Sup</td>
<td>Math Sup</td>
<td>SCI 6</td>
<td>MATH 6</td>
<td>ENG 6</td>
<td>PE</td>
<td>HIST 6</td>
</tr>
<tr>
<td>Reg ELA (26)</td>
<td>HIST 6</td>
<td>SCI 6</td>
<td>Eng Sup</td>
<td>Math Sup</td>
<td>Eng Sup</td>
<td>Math Sup</td>
<td>SCI 6</td>
<td>PE</td>
</tr>
<tr>
<td>Reg ELA (26)</td>
<td>ENG 6</td>
<td>MATH 6</td>
<td>Elec</td>
<td>HIST 6</td>
<td>Math Sup</td>
<td>Eng Sup</td>
<td>SCI 6</td>
<td>PE</td>
</tr>
<tr>
<td>RSP (22)</td>
<td>RSP</td>
<td>HIST 6</td>
<td>ENG 6</td>
<td>PE</td>
<td>Eng Sup</td>
<td>Math Sup</td>
<td>MATH 6</td>
<td>SCI 6</td>
</tr>
<tr>
<td>ELD 1/2 (2)</td>
<td>SCI 6</td>
<td>Math Sup</td>
<td>MATH 6</td>
<td>PE</td>
<td>Sci Sup</td>
<td>HIST 6</td>
<td>ELD</td>
<td>ELD 1/2</td>
</tr>
<tr>
<td>ELD 3/4-LT (16)</td>
<td>SCI 6</td>
<td>Math Sup</td>
<td>MATH 6</td>
<td>PE</td>
<td>Sci Sup</td>
<td>HIST 6</td>
<td>ELD</td>
<td>ENG 6</td>
</tr>
</tbody>
</table>
Innovative Components of the Educational Program

College-going Culture
A key component of the LAPCMS#1 instructional program is the implementation of strategies to ensure that every student is exposed to college and career pathways, and that they are ready to succeed at any path they choose. Early and frequent exposure to college and careers spark student and family interest in the opportunity of higher education. We will establish a college-going culture through annual field trips to surrounding colleges and universities, parent/guardian participation in Promise Parent College, organized College Thursday events and dress, assembly presentations from college representatives, and the overall visual décor of the campus. Additionally, mentorship programs and an annual Career Day event will help promote both college and career readiness. Strategies toward this end include:

- **Go for College Program**: LAPCMS#1 will implement the Go for College (GFC) program, which has proven successful in educating students on their post-secondary options and creating a college-going culture at current LA’s Promise schools. GFC is a strategic effort across an entire school year to promote maximum student and family awareness of post-secondary opportunities, exposure to college and universities nationwide, and access to extensive support services for completing college applications. Through GFC each year, hundreds of LA’s Promise students visit local and out of state colleges. At LAPCMS#1, the GFC experience will begin with college visits in the 6th grade and culminate in the 8th grade with students completing a "mock" college application. Students may also participate in an annual GFC College Fair, taking place on campus at both LA’s Promise high school campuses, featuring some of the most prestigious colleges nationwide.

- **Advisory class**: LAPCMS1’s Advisory class will utilize an augmented curriculum to promote early college awareness and college-ready learning skills. This will keep students focused on college, while helping them develop career and educational goals and build study skills. The program is intended to nurture a college-going culture, improve personalization, and increase college-going rates in student populations that traditionally do not reach college in high numbers.

- **School counseling staff**: By maintaining a student-to-counselor ration of 250:1, LAPCMS#1 will utilize counselors to increase the amount of service and support students receive. Additionally, although current counseling practice is not aligned to a college-going standard in many middle schools, LAPCMS#1 will ensure that counselors are trained and supported to align counseling practice to a college going expectation.

- **Linked Learning**: LA’s Promise has helped establish Linked Learning opportunities and pathways between high schools and post-secondary college and career opportunities. These include post-secondary partnerships with Los Angeles Trade Technical College and Cal State University Fullerton to ensure greater student awareness of college opportunities, seamless transitions, and significant supports to promote student graduation. LA’s Promise will work to develop middle-school appropriate activities that expose students to learning in career setting, especially in the areas of STEM, Business and Health- similar to the Manual Arts themed academies.
Community Building
To maintain students’ perseverance and love of learning, LAPCMS#1 works to foster a personalized environment and positive school culture through a variety of community building approaches.

- **Advisory class:** The advisory block provides a safe space to help students feel connected to school, experience a sense of belonging, and care about themselves and others. Activities are varied and may include addressing teenage-specific issues, reflecting on academic and social challenges, setting goals, participating in team building exercises, or discussing school-wide values, among others. Whatever the specific activities may be, they are intended to address students’ social-emotional needs and foster supportive, personal connections between teachers and students.

- **Positive Behavior:** Community building also occurs through our positive behavior intervention approach, which includes promoting respect, taking responsibility, and strengthening relationships. These practices acknowledge that relationships are central to building community and thus, misbehavior is addressed in a way that strengthens relationships and promotes collaborative problem solving. These practices are integral to school-wide management, discipline, and culture building and lead to reduced suspensions and expulsions. Examples may include Facing History and Ourselves, PBIS, and Restorative Practices.

English Language Development for All
As noted previously, LAPCMS#1 believes that English Language Development (ELD) should be a life-long pursuit for every student. The inclusion of a daily **Power Hour** for every student will be integrated into the curriculum, regardless of skill level or primary home language. This innovation is intended to highlight the importance of life-long learning as a core value for all students, while providing them with essential skills to prepare them for post-secondary life.

Curricular and Instructional Materials

Course List
The following table outlines the courses we intend to offer for each grade.

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>6th Grade</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Core Courses</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>English Language</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td>English/Reading 6AB</td>
<td>English 7AB</td>
<td>English 8AB</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Common Core Math 6AB</td>
<td>Common Core Math 7AB or Accelerated Common Core Math 7AB</td>
<td>Common Core Math 8AB or Accelerated Common Core Algebra 1AB</td>
</tr>
</tbody>
</table>
### History/Social Science
- World History and Geography: Ancient Civilizations 6AB
- World History and Geography: Medieval to Modern Times 7AB
- US History: Growth and Conflict 8AB

### Science
- Science/Health 6AB
- Science 7A & Health JH
- Science 8AB

**Core Interventions:** Language and Literacy, English Language Development, Math Lab

**Electives:** Art, Technology, etc.

---

**Meeting Common Core State Standards through Instructional Strategies**

The academic program will support implementation and ensure student mastery of the CA Common Core State Standards (CCSS), the Next Generation Science Standards, the English Language Development standards, and other state content standards. Our instructional framework will offer diverse opportunities for students to practice reading, writing and speaking as demanded by the new standards. Similarly, math instruction will help students move beyond computation to conceptual understanding.

LA’s Promise Charter Middle School #1 will employ various instructional strategies to improve student proficiency in grade level standards. These strategies include but are not limited to the Structured Engagement Strategies outlined in Kate Kinsella’s toolkit. Teachers will be trained on these strategies before the beginning of school and they will be able to see how they should be implemented throughout weekly professional development. The emphasis is on how to engage students in the learning process and as we know we need to teach them how to think, speak, read and write like a scholar. We have used several pieces of research to determine the various instructional strategies to be used by all of our teachers.

Instructional strategies teachers will utilize to help students master state standards for all core content areas in Year 1 include, but may not be limited to:

**PD Cycle One- Structured Engagement Strategies**

*Each one of these strategies are used to ensure each of the students regardless of the learning challenges EL or special needs to be prepared to answer a question the teacher asks. This will lower the anxiety of these students so they will all participate in the academic discourse.*

**Think Write Pair Share (Kinsella)** The teacher will ask and write the question on the board. The students will be given an opportunity to THINK about the question than they will be asked to WRITE their answer on their own. They will share their answer with a partner. Each partner (PAIR) will be given an opportunity to read their answer. After the completion of the steps the teacher will illicit answers from the entire class.

**Precious Partnering (Kinsella)** This is a process to ensure that all classroom are set up so that partnering occurs on a regular basis. It is important to not only arrange the physical space to maximize conversation but the teacher will need to teach and model the expectations of partnering in the
classroom. It is imperative to explicitly teach the 4Ls of Precision Partnering and here is a brief description of each one.

1) **Look** at your partner – without staring, turn and face your partner in a comfortable manner.
2) **Lean** in toward your partner – without invading their personal space, lean in so you can hear them.
3) **Low** or Library voice used so no single voice stands out over the class “buzz” during partner discussions.
4) **Listen** carefully – assign a clear “job” – visible evidence

**Wait Time (Lemov)** The teacher delays a few strategic seconds after they finish asking a question and before they ask a student to begin to answer it. This allows all of the students to synthesize the question and come up with an answer before an answer is given.

**PD Cycle 2 Checking for Understanding.** The importance of each of these strategies is to allow the teacher to determine who knows and who does not understand the material. The teacher needs to have students show that they know the material in various ways.

**No Opt Out (Lemov)** The teacher will ask a student a question and the sequence will begin with the student unwilling and unable to answer the question ends with that same student giving the right answer as often as possible even if they only repeat it.

**Right is Right (Lemov)** The teacher will only accept the right answer in their classroom. The teacher must set and defend a high standard of correctness in their classroom.

**Numbered heads (Kinsella)** Students will be sitting in groups on 2-4 and will be assigned a specific number. The teacher will pose a question and let the group know which number will be answer the question but the entire group will discuss the answer. Once the groups are given time to develop their answer the teacher will call on the “numbered head” to give the answer for the group.

**PD Cycle 3- Reading and Vocabulary Development**

**Seven Habits of Effective Readers** Reading effectively is not easy for struggling readers and writer, EL students and students with special needs so it is important to develop a set strategy for teaching students to learn to read effectively. The seven habits of effective readers include;

1. **Activate** background knowledge (schema)
2. **Visualize** (picture) in your mind what you are reading
3. **Make** connections. Text-self, text-text and text-world.
4. **Make** predictions
5. **Make** inferences
6. **Ask** questions
7. **Synthesize** what you have read.

**Academic Vocabulary Building (Kinsella)** Each teacher will be provided with the tools and strategies to teach vocabulary in the same systematic way. The importance of this is that students will become familiar with (routine) with the way new vocabulary is introduced in every classroom.

**Vocabulary Notecard (Kinsella)** Each teacher will use the same format for making vocabulary notecards in their classroom. The notecards will include the definition, the definition in their own words, synonym, antonym and a picture.
Cycle 4 - Academic Language Development

Sentence starters/Stems (Kinsella) The teacher provides students with the beginning of an academic response, especially in writing. This will increase both the quantity and quality of the student responses.

Academic Register Shift (Kinsella) This concept needs to be explicitly taught to every student. Students are used to speaking in a register that is familiar with them so the teacher will begin to shift their thinking to include that the classroom is an academic setting and they need to speak and engage in conversation in a way that honors that concept.

Teachers will use a flexible balance of formative and benchmark assessment to inform instruction, measure progress toward mastery of Common Core standards, and drive data-based differentiation. For more comprehensive activities, teachers will rely on CCSS-based rubrics that articulate criteria for content mastery. Informal assessments (e.g. student participation, journal writing, observations, student discussions) will assist teachers in understanding students’ progress and determining intervention needs when necessary.

Formal assessments will also play a significant role in measuring progress toward the standards. All students will be assessed approximately every six weeks to ensure that essential standards are mastered. As we learn more about how the new standards are assessed, tests will be vetted and adapted regularly to ensure alignment between the benchmarks and the summative exam. Teachers will use benchmark assessment results, reading levels, and ELD levels, where applicable, to differentiate instruction and provide intervention to those students in need.

Technology

The use of technology is crucial in developing a 21st century learning environment. Therefore, technology will be used by both students and teachers for a variety of learning tasks. Such an environment prepares students to be part of a technologically-based workforce. To this end, LAPCMS#1 will acquire student devices and provide technical support to guarantee student access to technology during a typical school day, eventually moving toward a 1:1 technology program to accelerate teaching and learning in the classroom.

Embedding technology into the instructional program will provide a personalized learning experience, help advance project-based learning opportunities, and promote active student engagement. Technology will be used on a daily basis, including the incorporation of blended learning and instructional/curricular applications. Students will use computers to engage in learning activities related to their current units of study, as well as access technology based interventions to support the development of foundation skills. This will enable students to develop skills and competencies required by the Common Core, build stamina and confidence in using technology for state standardized testing, as well as acquire skills used regularly in the career world (e.g. keyboarding, email, word processing, graphic design, social media, coding, etc.).

Technological platforms will be evaluated for a variety of applications, from formative classroom assessments to targeted interventions to credit recovery. Options for high quality education software may include – but are not limited to:

- Pearson Virtual and Blended Learning solutions
• Electronic data and assessments platforms (e.g. PowerSchool OnTrac)
  o Including student and parent portals for transparency and parent partnership
• Standards-based electronic gradebooks (e.g. ActiveGrade)
• Computer-adaptive reading comprehension and mathematics assessments (e.g. Pearson GRADE Assessment, Assessment and Reporting Online Math Diagnostics)
• Intervention Platforms (e.g. Pearson iLit, Scholastic English 3D)
• Online Credit Recovery coursework (Apex Learning, Edgenuity)
• Smarter Balance Assessments Consortium Interim Assessment Blocks

### Academic Calendar

<table>
<thead>
<tr>
<th>Classes Begin</th>
<th>Classes End</th>
<th>Holidays/Breaks</th>
<th>Holiday Dates</th>
<th>Minimum Days</th>
<th>Professional Development Days</th>
</tr>
</thead>
</table>
Daily Schedule
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.

LAPCMS#1 will utilize a modified A/B block schedule, enabling students to increase the amount of daily learning time in core courses. Our daily bell schedule is as follows:

<table>
<thead>
<tr>
<th></th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Minimum Day</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisory</td>
<td>8:00 - 8:30</td>
<td>8:00 - 8:30</td>
<td>8:00 - 9:10</td>
<td>8:00 - 9:10</td>
<td>8:00 - 8:45</td>
<td>8:00 - 8:30</td>
</tr>
<tr>
<td>Period 5</td>
<td>12:55 - 2:10</td>
<td>12:55 - 2:10</td>
<td>1:00 - 2:10</td>
<td>1:00 - 2:10</td>
<td>11:50 - 12:20</td>
<td>10:55 - 11:25</td>
</tr>
<tr>
<td>Period 7</td>
<td>2:15 - 3:30</td>
<td>2:15 - 3:30</td>
<td>2:25 - 3:30</td>
<td>2:25 - 3:30</td>
<td>12:25 - 1:10</td>
<td>11:30 - 12:00</td>
</tr>
<tr>
<td>Period 6</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 7</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Period 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

123
Recruitment

A teacher workforce that is effective and diverse is central to providing a high quality education. LAPCMS #1’s goal is to have a highly effective educator in every classroom who believes in and is deeply committed to our mission of graduating all students college and career ready. Teachers must be able and willing to plan and deliver meaningful, rigorous instruction, as well as be actively involved in a professional learning community. We will seek determined, collaborative, and resourceful instructional leaders, as well as caring and dedicated classified staff who are eager and able to foster a supportive, welcoming and caring school environment.

Each core subject teacher will have the necessary California teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. LAPCMS#1 reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, experience, and the demonstrated ability to work successfully in an instructional capacity.

All candidates will go through a hiring process led by the school administrators, supported by the LA’s Promise Operations Team. The hiring process will help ensure that the candidate and school are well-matched. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation.

We will seek teachers who have or are able to:

- Work collaboratively in teams, departments, grade-levels, and at times in whole-staff configurations.

Daily Minutes Table

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades Offered</th>
<th>Number of Regular Days</th>
<th>Number of Instr. Minutes Per Regular Day</th>
<th>Number of Early Dismissal Days</th>
<th>Number of Instr. Minutes Per Early Dismissal Day</th>
<th>Number of Minimum Days</th>
<th>Number of Instr. Minutes Per Minimum Day</th>
<th>Number of Late Start Days</th>
<th>Number of Instr. Minutes Per Late Start Day</th>
<th>Total Number of Instr. Days</th>
<th>Minutes Req’d Per State Law</th>
<th>Total Number of Instr. Minutes</th>
<th>Number of Instr. Minutes Above/Below State Req’t.</th>
</tr>
</thead>
<tbody>
<tr>
<td>TK/K</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>36000</td>
<td>0</td>
<td>-36000</td>
</tr>
<tr>
<td>1</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>2</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>3</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>4</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>5</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>50400</td>
<td>0</td>
<td>-50400</td>
</tr>
<tr>
<td>6</td>
<td>Yes</td>
<td>102</td>
<td>390</td>
<td>78</td>
<td>315</td>
<td>6</td>
<td>240</td>
<td></td>
<td>186</td>
<td>54000</td>
<td>65790</td>
<td>11790</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Yes</td>
<td>102</td>
<td>390</td>
<td>78</td>
<td>315</td>
<td>6</td>
<td>240</td>
<td></td>
<td>186</td>
<td>54000</td>
<td>65790</td>
<td>11790</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Yes</td>
<td>102</td>
<td>390</td>
<td>78</td>
<td>315</td>
<td>6</td>
<td>240</td>
<td></td>
<td>186</td>
<td>54000</td>
<td>65790</td>
<td>11790</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>0</td>
<td>-64800</td>
</tr>
<tr>
<td>10</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>0</td>
<td>-64800</td>
</tr>
<tr>
<td>11</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>0</td>
<td>-64800</td>
</tr>
<tr>
<td>12</td>
<td>No</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0</td>
<td>64800</td>
<td>0</td>
<td>-64800</td>
</tr>
</tbody>
</table>
• Work collaboratively with parents, administrators and other colleagues. Team teachers are expected to have a shared discipline strategy, common class rules, and to coordinate instruction whenever possible.

• Create powerfully engaging, project and career based curriculum designed to move students towards meeting the specific skills and content outlined by the Common Core State Standards and defined by clear, specific, written criteria, such as student/teacher generated rubrics, that will be provided to students before a new concept and/or skill is attempted or assessed.

• Passionate about film, television, and entertainment and willing to promote project and career based interdisciplinary and career learning opportunities.

• Keep detailed documentation of their efforts to create consistent and meaningful communication with parents and a wide variety of strategies designed to promote academic success for all students.

• Create a coherent plan for classroom discipline and to keep clear and specific documentation of all intervention taken to correct student behavior before referring a student out of class. Utilize Restorative Justice/PBIS to create a supportive culture of success.

• Maintain high quality records for attendance, coursework, and to submit completed report cards and school-wide assessment records on time.

• High expectations for all students to graduate college and career ready.

• Use data to reflect on student progress and their own work and be receptive to feedback from peers and administrators to promote continuous improvement.

• Believe and participate in a community school model that links essential supports to the school and student and family.

We will recruit by announcing and posting job openings and also encouraging candidates at various locations, such as: LA’s Promise website and current school sites, EdJoin website, California Charter School Association recruitment fair, Teach For America website, university schools of education/teacher development programs, local Teacher Recruiting Fairs, and word of mouth/inter office email.

The hiring process will include the following steps:

• Identify candidates: announce opening, recruit applicants, and request resume, references, and credentials (as applicable)
• Screen applicants: research and establish job qualifications and interview candidates
• Determine competency: review candidate demo lesson or job exam/exercise (as applicable) and check references
• Select top candidate and make offer
• Clearances: confirm proof of TB testing and results, fingerprinting and criminal background check, employment eligibility, and completion of mandated reporting training on child abuse.

Ongoing Professional Development
LAPCMS#1 is committed to building the capacity of all its faculty and staff by providing high quality professional development, along with the opportunity to belong to a professional learning community.
We believe that professional development time is sacred time, a time for educators to develop their craft and strengthen their competencies; it is not a time to “catch up.” Thus, professional development will be thoughtfully planned and carefully implemented to ensure the time is meaningful and productive, and is focused solely on educator growth and instructional improvement. In this way, professional development will foster a culture of continuous improvement.

In alignment with this belief, LAPCMS#1 will plan and deliver impactful weekly professional development. The typical cycle will last between 6-8 weeks and will focus on an identified topic of need. If additional time is required to master the subject matter, the topic will be carried over to subsequent cycles until proficiency is achieved. In this manner, professional development will truly be about achieving mastery and improving practice rather than simply moving on to the next topic on the list, regardless of whether the skill has been learned. The annual scope and sequence will be reviewed by the LA’s Promise Chief Academic Officer in consultation with the Director of Schools to ensure high levels of quality and alignment.

Teacher-directed learning opportunities will include a cycle of learning, reflection, and examination of student work and instructional practices. Research maintains that when teachers learn together in a collaborative culture, dramatic increases in student achievement are possible. “Creating collaborative culture is the single most important factor for successful school improvement initiatives and the first order of business for those seeking to enhance the quality of their schools” (DuFour and Eaker, 2004). In grade-level meetings, staff will review and discuss student progress through a process of collaborative problem-solving, data analysis, and dialogue.

The cycle and steps for school-based professional development sessions is as follows:

- **Learn**: The topic is introduced and the collective team learns together, such as through expert presentations and assigned readings.

- **Do**: Teachers will meet in professional learning communities (e.g. departments, grade levels) to discuss what has been learned and identify strategies for effective implementation in their respective groups.

- **Observe**: Each professional learning community participates in peer observations to assess each other’s practices in implementing the skill and provide feedback.

- **Evaluate**: Each professional learning community analyzes student data in conjunction with peer observations feedback to assess overall effectiveness and impact of skill acquisition on student learning. Modifications are made as needed.

---

School leadership, including lead teachers, will finalize a framework of strategic professional development topics to be rolled out over the course of the next school year. Feedback on the framework will be collected from staff and the professional development calendar will be finalized by late August for the school year. To facilitate this planning, and to establish a foundation for the framework, a reviewable professional development structure and design is set forth below:

<table>
<thead>
<tr>
<th>Who</th>
<th>At LA’s Promise Charter Middle School #1, the PD Committee will be composed of the Principal, Assistant Principal and 1-2 teachers. We will also involve more members (as the school grows) and other teachers in the delivery of PD and also in planning specific portions of the PD.</th>
</tr>
</thead>
</table>
| What & Why | The PD plan for 2016-17 is based on the metaphor: “Columns of Excellence” (the 3 major indicators in high level instruction and student engagement—Questioning, Group Structures and Academic Discourse), along with the major aspects of the Common Core for ELA—Speaking, Reading, and Writing. We will remind teachers that increasing literacy and purposeful academic discourse at all levels among our students will help us reach our overarching goal of becoming an excellent college-prep school in the inner city.
  - We are focusing on: **Questioning, Academic Discourse and Group Structures.**
  - Within Group Structures we are also looking at checking for understanding and providing productive feedback in a variety of forms to our students.
  - Within this framework, we are inserting a direct, explicit connection to Kinsella’s **Structured Engagement** strategies in order to address the needs of our EL students. We need to get our teachers to see that working on student-to-student academic discourse in a very structured way among our students is a direct link to meeting their ELD needs.
  - The greatest number of teachers would benefit from a hybrid structure of PD this year, which involves the didactic element of direct instruction and modeling for teachers, followed by inquiry groups, who will follow up and study each column in greater depth, specifically as it addresses the teachers’ goals and department/grade level needs.
  - We believe that improving student-to-student discourse and structured engagement will directly benefit our EL’s and serve as a strong foundation for **improved reading and writing** for all of our students, especially our EL students. |
| How (Plan) | We will start each **PD cycle** with two days of direct instruction presented by the PD committee members, which will include reading, discussion and modeling from teachers. **Within the column, the PD committee will explicitly insert an adaptation of the column to directly address EL students’ needs. We will also include a differentiation strategy for SPED students.**

This will be followed by several weeks of small group study in inquiry groups, where teachers will be given the opportunity to apply the column to their own practice and to assess their own practice.
  - **Within the inquiry group cycle in departments, we will include at**
<table>
<thead>
<tr>
<th>least 1 peer observation protocol (POP) and 1 student work analysis (SWA).</th>
</tr>
</thead>
<tbody>
<tr>
<td>o We will also include direct approaches to serve EL students, which the teachers can plan and then observe in each other’s classrooms.</td>
</tr>
<tr>
<td>• These POP lessons will be similar to a Lesson Study in nature.</td>
</tr>
</tbody>
</table>

**When**

The on-going work of planning and delivering PD will be completed by the committee on a weekly basis. During the school year, delivery will take place on Wednesday afternoons at 2:25pm, before the commencement of classes for the day. Planning will be scheduled for afternoon sessions, typically on Monday or Friday of each week as needed. In addition to the school year PD, the School has calendared 10 days of professional development, 5 days before the school year, 2 Saturdays during the school year, and 3 days after classes end. As funding allows, the School may offer additional PD days during the summer via stipend compensation.

**Communication**

- The PD plan with the entire staff during PD week.
- We will continue to review the overall objectives of PD each week. We will make necessary adjustments to the PD calendar as needed, based on teacher feedback and our own reflections.
- As we develop the content of each cycle of the PD plan during the year, we will share it with the staff.
- Through the ongoing communication with the staff we will insure strong communication occurs between the PD committee and all teachers.

**Next Steps**

- We will consider developing specific expertise among our teachers in the area of **English Language Development, grammar instruction, and literacy**.
- We will continue to dig deeper as teachers make stronger connections between speaking, reading, and writing for our EL students and for all of our students.
- We will work to develop the expertise of our **Facing History liaison** and other experts in Facing History, in order to develop that branch of our curriculum.

The school will prioritize PD topic rollout strategically to phase in programs. Acceptable student behavior is essential for the absorption of knowledge. As such, teachers must learn basic classroom management, Positive Behavior and Intervention Supports, and Restorative Practices to be better prepared to mitigate and handle behavioral incidents in the classroom. Further, students require buy-in for their own education, and Project Based Learning provides meaningful class to career connections. As such, behavior management and project based learning will frontload the year, along with an orientation to the school’s educational program, English Learner program, and Special Education program. Below is the proposed professional development plan for Year 1, which may be modified at the Principal’s discretion based upon staff feedback:
<table>
<thead>
<tr>
<th>Time Frame</th>
<th>Topic</th>
<th>Responsible Party</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to School (5 Days Stipend, 5 Days included in Contract)</td>
<td>Advisory (1 Day)</td>
<td>Principal + CAO + Facing History</td>
</tr>
<tr>
<td></td>
<td>Project Based Learning (3 days)</td>
<td>Buck Institute for Education</td>
</tr>
<tr>
<td></td>
<td>PBIS, Restorative Practice, Classroom/Behavioral Management (2 Days)</td>
<td>California Conference for Equality and Justice + Restorative Justice Practitioner</td>
</tr>
<tr>
<td></td>
<td>English Learner Program and SDAIE Strategies (7.5 Hours)</td>
<td>Principal + ELD Teacher</td>
</tr>
<tr>
<td></td>
<td>School Safety Training (30 min)</td>
<td>Principal</td>
</tr>
<tr>
<td></td>
<td>Special Education 101 (1/2 Day)</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td></td>
<td>Parent Engagement Training (2 Hours)</td>
<td>CPO + Director of Parent Engagement</td>
</tr>
<tr>
<td></td>
<td>CPR Training (6 Hours)</td>
<td>Certified CPR Instructor (Contractor)</td>
</tr>
<tr>
<td></td>
<td>IT: Google Classroom and CSS Alignment (1 Day)</td>
<td>Google (Contractor)</td>
</tr>
<tr>
<td></td>
<td>Mandated Reporter Training (2 hours)</td>
<td>Principal + CAO</td>
</tr>
<tr>
<td></td>
<td>Trauma Informed Care (1/2 Day)</td>
<td>Psychiatric Social Worker (Contractor)</td>
</tr>
<tr>
<td>First Cycle: Structured Engagement Strategies</td>
<td>Principal/Lead teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Think, Write Pair, Share</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Precision Partnering</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wait Time</td>
<td></td>
</tr>
<tr>
<td>Second Cycle: Checking for Understanding</td>
<td>Principal/Lead Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No Opt Out</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Right is Right</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Numbered Heads</td>
<td></td>
</tr>
<tr>
<td>Third Cycle: Reading/Vocabulary Development</td>
<td>Principal/Lead Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Seven habits of Effective Readers</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Vocabulary Building</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Vocabulary Notecard</td>
<td></td>
</tr>
<tr>
<td>Fourth Cycle: Academic Language Development</td>
<td>Principal/Lead Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sentence Starter/Frames</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic Register/Shift</td>
<td></td>
</tr>
<tr>
<td>Final Cycle: Review Of Data</td>
<td>Principal + Lead teacher + Director of Schools + Director of Data</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Outcomes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School Climate Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Planning for next year</td>
<td></td>
</tr>
</tbody>
</table>
Staff professional development will occur through a variety of other means as, such as peer coaching, mentoring, collaborative opportunities, classroom visits, conferences, and site-specific workshops that are aligned to student needs and school-wide goals. LAPCMS#1 will utilize a master schedule that includes common planning time for content teachers and release time may be built into the school’s budget. All school professionals will be exposed to best practices from high performing organizations and learn directly from the practitioners themselves. Finally, the Chief Academic Officer for LA’s Promise will work with school site administrators via weekly coaching, leadership development trainings, and site visits.

**Collaboration**

The Collaboration period at LA Promise Charter Middle School #1 is a time for teachers to come together for three distinct purposes:

1.) Cross curricular planning
2.) Meeting around student academics
3.) Meeting around student discipline/personal issues

In year one teachers will work together to ensure integration of writing, as well as cross-curricular planning. In years two and three Collaboration days will be split. One day will focus on cross-curricular planning and the next collaboration day would be spent in like subject matter (departments) in an effort to strengthen practice in the subject and continue to promote writing.

Collaboration will also be used for teachers to come together to discuss student issues and concerns, and to devise solutions of support for the students who are struggling either personally or academically. This time will not be utilized for student instruction, as classes will begin later on Collaboration days.

**Meeting the Needs of All Students**

**English Learners**

**Assurances**

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

Each year, Charter School shall provide to the Los Angeles County Office of Education Charter Schools Office (CSO) a report on its annual EL program assessment. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSO.
Charter School shall administer the CELDT/ELPAC annually in accordance with federal and state requirements.

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

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

**English Learner Program**

In 1972, the United States Supreme Court put forth that “…there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.”

Providing equity and access has always been a challenge within the context of public schooling, but has come to the fore since the passage of No Child Left Behind (NCLB), which positioned its beam on underperforming subgroups (specifically special education students and English Learners). LAPCMS#1 will be committed to providing equity for English Learners through access to academic English.

It is our goal that our English Learners develop oral, written, and reading language proficiency and ensure access to high-quality educational opportunities. The California Educational Code requires that English Learners continue to receive additional and appropriate educational services until they have demonstrated English language skills comparable to that of the district’s average native English-language speakers, and have recouped any academic deficits which may have been incurred in other areas of the core curriculum. Services must continue until EL’s meet objective reclassification criteria, which means that EL students must be provided with ELD classes and specially designed academic instruction in English (SDAIE) strategies in all core content classes, as needed, until they are Re-designated as Fluent English Proficient (RFEP).

RFEP students will be monitored for a minimum of 2 years through data reviews to ensure EL and RFEP students are successfully accessing the core curriculum. Measures will include students’ performance on standardized benchmark assessments, reading assessments, and course grades. Students who demonstrate an area of need will be provided the appropriate support classes or scaffolds in core instruction to ensure success.

LAPCMS#1 will promote a climate of inclusion that values students’ home languages and cultural backgrounds. We ensure that all communication goes home in both Spanish and English and provide translation at all school events and conferences. Additionally, parent workshops will share strategies that empower parents to support their child’s language development.

---

Identifying English Learners
The process for identifying and serving English Learners is as follows:

1. **Identification of English Learner Students**
   - The Home Language Survey (HLS) will be part of the standard enrollment process that all entering students must complete to officially enroll in LAPCMS#1.
   - Students whose parents answer yes to any of the first 3 questions of the HLS will be designated a potential English Learner, and will be assessed by the CELDT.
   - If a parent answers no to questions 1-3, LAPCMS#1 will rely on the findings of the Preliminary Evaluation of Student’s Academic History.
   - The parent has the right to amend the HLS at any time. However, if the student has already been administered the CELDT, any changes to the HLS will not affect the student’s official language classification.
   - *Identification of EL students must take place within 30 days of enrollment.*

2. **Preliminary Evaluation of Student’s Academic History**
   - Site administration conduct a thorough review including the following:
     - Academic records (within and/or outside the U.S.), such as CALPADS data, and an LAUSD Pupil Accounting Record
       - Prior enrollment in ELD courses may signal potential English Learner classification.
       - Course grades may indicate that lack of progress may be due to limited English language acquisition
     - Information on everyday classroom performance
     - Standardized reading assessment scores (i.e. state standardized test scores in Reading/English, Lexile level if available)
   - Poor academic performance shall be defined by any of the following:
     - 2 or more Ds or Fs (or equivalent marks) in English over the past 2 academic years. At least one D or F mark must have taken place in the year prior to the evaluation.
     - Ds or Fs (or equivalent) in 2 or more core classes in the academic year prior to evaluation, one of which is English.
       - If enrolling in spring semester, this criterion shall cover the prior academic year plus any completed terms in the current academic year
     - An absence of formal education (public or private) in the past academic year
     - Standardized reading assessment scores below grade level
   - *For students determined to speak a language other than English as their primary home language on the HLS, these records will inform placement in the Progressive Immersion Designated ELD program and either the Integrated ELD with Support or Integrated ELD core instructional*
   - *For students determined to speak English as their primary home language on the HLS, if the classroom teacher’s observations coupled with poor academic performance*
indicate there is a possible language barrier, the student shall be formally screened for Standard English Learner (SEL) designation.

- For students determined to speak English as their primary home language on the HLS, if the student’s academic performance is on par with grade level peers, and there are no indications that limited English proficiency has been a barrier to learning, the student is designated English Only - Standard English Proficient.
- For all students, administrators will use Preliminary Evaluation findings to determine appropriate interventions and supports in English Support block and/or Power Hour

3. Screen Evaluation for Instructional Placement

- The school administrator who oversees the school’s English Language Development program is charged with initial screening potential ELs and potential SELS.
- The administrator should review available student records to ascertain language classification and current ELD level, to inform proper program placement. (If the student is an English Learner and is new to California schools, that student must take the CELDT as soon as possible.)
- For potential ELs, the CELDT is used to assist in determining the student’s language classification and – if identified as an EL – their initial English Language Development level and class placement.
  - Students with an overall CELDT score of Beginning, Early Intermediate, or Intermediate OR with an overall score of Early Advanced or Advanced and a score of Beginning or Early Intermediate in any of the 4 domains is designated as an English Learner.\textsuperscript{14}
  - Students with an overall CELDT score of Early Advanced or Advanced and a score of Intermediate, Early Advanced, or Advanced in all four domains is designated Initially Fluent English Proficient.
- If the student is identified as an English Learner, this information is reported to the Office Manager, who enters the student into the student information system.
- For students identified as Newcomer ELs (18 months or less in US schools, CELDT 1 or 2), the LAS Links Español or BINL diagnostic assessments are used to determine primary language proficiency
  - Core teachers must be informed of primary language proficiency for Newcomers, and will be provided guidance on addressing basic literacy skills for students lacking primary language literacy.
- For potential SELs, the Lexile score – as determined by the Pearson GRADE assessment – will determine designation
  - Students with a grade level equivalent Lexile score that is more than 2 levels beneath the student’s grade is designated English Only - Standard English Learner.
  - Administrators will use Preliminary Evaluation findings to determine appropriate level interventions in English Support class and/or Power Hour

\textsuperscript{14} Upon release of ELPAC aligned classification criteria by CDE, the School will adjust its EL designation procedure accordingly.

133
4. Placement in Designated English Language Development Program
   • Once identified, EL placements decisions are based on several factors:
     - CELDT scores
     - Date of arrival in the United States
     - Examination of academic records
       • A newly enrolled EL from another US school should continue their ELD progression based upon their most recent placement in an equivalent state ELD/ESL course. This student must take the CELDT as soon as possible.
       • A newly enrolled EL from a non-US school will be placed in ELD 1, and must take the CELDT within 30 days of enrollment
     - Parent input

5. Required Notification
   • EL placement decisions are communicated to parents in a timely and standardized manner:
     - Parents are notified within no more than 30 days after the school year starts.
     - Parents of students who are identified as English Learners after the start of the school year must be notified within two weeks.
     - LAPCMS#1 will attempt to schedule individual meetings with parents and will also mail a letter informing parents of the placement.

6. Ongoing Assessment
   • All students classified as English Learners must:
     - Take the CELDT each year.
     - Be assessed on the English Language Development standards via Inside curriculum benchmarks throughout the year until they meet the re-designation criteria outlined by the State of California.

Targeted Instruction for English Learners
In order to achieve our instructional vision and meet state requirements, we focus teacher professional development and collaborative work around instructional strategies that work for English Language Learners. Students are grouped and taught at their assessed ELD proficiency level. These Designated ELD classes are separate from core content to ensure a focus on language development. LAPCMS#1 ELD lessons shall include:
   o Clearly stated language objective based on a scope and sequence of language skills, and focus on the language form and function
   o Language patterns and vocabulary
   o Structured language practice, or student talk, at least 50% of the time
   o Engaging topics and instructional practices
Teachers in ELD classes will be fully credentialed and most will have a CLAD or BCLAD credential. Teachers will receive extensive professional development in the stages of language acquisition, structures to practice language to ensure quality implementation of the instructional model and the Inside, English 3D, and Great Source curricula.

We recognize that Long Term English Learners (LTELs) may require additional supports. These students are entering middle school still with a language level classification. Research from LAUSD highlights that LTELs are at increased risk of dropping out or not graduating college ready due to the limitations of their language. Therefore, all English Learners will be carefully monitored and supported towards reclassification. Students will be empowered to understand the reclassification criteria and track their own progress in all four areas. In addition to targeted ELD classes and core content, Long Term English Learners or newcomer students at LAPCMS #1 may be supported with an online language practice program. These students will receive explicit, strategic domain-targeted instruction to prepare them for the summative assessment.

Additionally, teachers will strive to integrate research-based SDAIE strategies and language scaffolds throughout the instructional day. Based on consultation with Camino Nuevo Charter Academy (given their sustained, proven success with this student population), LAPCMS #1 will incorporate the following best practices to support English Learners.

- **Student Engagement:** Students at LAPCMS#1 are engaged in learning when they have goals for schooling; they participate and ask questions; they actively incorporate new information with prior knowledge; they are held accountable.

- **High Quality, Student-to-Student Interaction:** A critical element of language development is providing time and space for students to use language in writing, reading, listening, and speaking. As a school we commit to providing opportunities throughout each lesson for students to discuss ideas and process information. Teachers will spend time explicitly teaching “partner talk” – what it looks, sounds, and feels like.

- **Non-Linguistic Representation:** Non-linguistic representations help English Learners associate meaning with academic language through sensory and mental images. These include real objects, pictures, pictographs, diagrams, physical models, video clips, recorded sounds, gestures, and movement.

- **Informal Assessment and Immediate Feedback:** English Learners require immediate, realistic feedback in order to know how they are doing in the classroom and whether they are using language correctly. Timely feedback gives students information about how well they are doing relative to a particular learning goal so that they can improve as needed. Informal assessments and feedback support learners in actively engaging in the lesson and self-assessing their understanding. It also informs instruction so that the teacher can adjust “on the spot” as necessary.°

15 Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.
• **Formal Assessment to Measure Program Effectiveness:** Students will take regular benchmark assessments to help make recommendations for class placement; and teachers will use the data to drive ELD instruction. Students are expected to increase at least one ELD level each year (e.g. Intermediate to Early Advanced). As an organization, we will assess the effectiveness of our English Language Development instruction and supports by monitoring the percentage of students who move up a level each year.

Implementing these systematic, focused and targeted approaches to meeting the needs of English Learners indicates our commitment to effectively serving EL’s. Aligned with our mission and instructional vision, it is our goal that English Learners achieve a strong command of academic English in order to have access to high quality educational opportunities.

**English Language Development Programs**

**Intensive Newcomer Program**
Recognizing that demographics within the LAPCMS#1 community indicate a growing number of Newcomer students – i.e. English Learners that arrived in United States schools within 18 months of enrollment with an overall CELDT score of Beginning or Early Intermediate– the School will offer a program track dedicated to serving these recently arrived pupils lacking basic English fluency skills: the Intensive Newcomer program. (Recently arrived students with an overall CELDT score of Intermediate, Early Advanced, or Advanced will be placed in the Progressive Immersion program.)

Newcomer students attending their first year in United States schools (Year 1) will begin with 2 blocks of Designated ELD 1A/B. ELD 1 will feature survival English and basic academic language skills. The course will use the Inside Fundamentals Volumes 1 and 2 textbooks and materials to frame class lessons, provide an assessment framework, and measure ELD level progress. A Newcomer student may advance into ELD 2 early by demonstrating proficiency on oral, reading and writing domain assessments in Inside Fundamentals; else, students will progress through one year of ELD 1, and advance to ELD 2 upon demonstrating domain proficiency. A student that does not illustrate proficiency on all three domain assessments will repeat ELD 1.

Designated ELD 2A/B will advance students beyond survival English and rudimentary academic language with the goal of allowing students to access core content classes in English. The course will utilize the Inside A curriculum, grade level texts to gauge progress toward proficiency, and Lexile-based reading intervention through iLit.

Newcomer students will take double blocks of ELD 1 or ELD 2 in place of English. As such, these classes infuse English Language Support Lessons for EL students from the grade level myPerspectives textbook to ensure access to grade level ELA standards and content, as well as standards aligned grade level ELA assessments to measure student progress toward meeting and mastering ELA standards. Newcomer students in Year 1 of attending United States schools will receive **Intensive Primary Language Support (PL)** in their core academic classes: English, math, science, and social science. Intensive primary language support will include any of the following:

- Bilingual paraprofessionals – individuals will be fully bilingual and biliterate in English and the target language. Paraprofessionals may not deliver direct
instruction, but will clarify the assignment or assist students with tasks during independent practice.

- Resource materials such as bilingual dictionaries, textbooks, or other supports
- Conversational use of native language peers and staff to promote higher level thinking skills
- Parent volunteers for language support and cultural validation
- Bilingual community volunteers

These supports will assist in progress toward content mastery while consuming English content materials, augmenting personalized sheltered instruction using SDAIE strategies and grade level content.

Core teachers instructing Newcomer students in intensive primary language support classes will be briefed on each student’s primary language proficiency by the administrator overseeing ELD, and will be offered guidance on providing basic literacy skills for students with low primary language skills by the EL teacher. Students with low literacy in their primary language will receive basic English literacy intervention using Pearson iLit ELL. ELD 1 and 2 students must also have access to grade appropriate texts and assessments to measure progress toward ELD and Common Core ELA standards.

Students that advance to Designated ELD 3 will enter the Integrated ELD with Support (WS) model for core classes – i.e. sheltered personalized instruction in English using SDAIE strategies with grade level content and assessments, and which may include occasional primary language supports as appropriate at the discretion of the teacher— in each core class.

A Newcomer student that enrolls at LAPCMS#1 during Year 2 in United States schools will be placed according to the student’s course ELD/ESL progression in their academic record. Such a student must take the CELDT as soon as possible.

After 2 years in US schools, Newcomer students will exit the Intensive Newcomer Instruction and Support program and enter the Progressive Immersion program.

Sample Schedules:

<table>
<thead>
<tr>
<th>Core Configuration</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intensive Primary Language Support</td>
<td>PL</td>
</tr>
<tr>
<td>Integrated ELD with Support</td>
<td>WS</td>
</tr>
<tr>
<td>Integrated ELD</td>
<td>IE</td>
</tr>
</tbody>
</table>
Progressive Immersion Program

Students that have been in United States schools for more than 18 months but less than 5 years will begin in the Progressive Immersion program. Students will be initially placed according to their CELDT level as follows:

<table>
<thead>
<tr>
<th>CELDT Score</th>
<th>Initial ELD Placement</th>
<th>English</th>
<th>Core Progression</th>
<th>Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td>CELDT Score 1</td>
<td>ELD 1 x2</td>
<td>None</td>
<td>PL =&gt; WS -&gt; IE</td>
<td>Inside Fundamentals</td>
</tr>
<tr>
<td>CELDT Score 2</td>
<td>ELD 2 x2</td>
<td>None</td>
<td>PL -&gt; WS -&gt; IE</td>
<td>Inside Level A</td>
</tr>
<tr>
<td>CELDT Score 3</td>
<td>ELD 3</td>
<td>English IE</td>
<td>WS -&gt; IE</td>
<td>Inside Level B</td>
</tr>
<tr>
<td>CELDT Score 4</td>
<td>ELD 4</td>
<td>English IE</td>
<td>IE</td>
<td>Inside Level C</td>
</tr>
<tr>
<td>CELDT Score 5</td>
<td>Advanced ELD</td>
<td>English IE</td>
<td>IE</td>
<td>English 3D/Great Source</td>
</tr>
</tbody>
</table>

English Language Development courses will consist of the following:

**ELD 1** – Survival English and basic academic language skills. Course materials include Inside Fundamentals, grade appropriate English text, and the grade level ELA textbook myPerspectives, and may also include Lexile-based intensive reading intervention using Pearson iLit ELL. Students will receive primary language support.

**ELD 2** – Students advance beyond survival English and rudimentary academic language with the goal of allowing students to access core content classes in English (Integrated ELD) and to meet grade level standards. Course materials include Inside Level A, grade appropriate English text, and the grade level
ELA myPerspectives textbook, and may also include Lexile-based intensive reading intervention using Pearson iLit ELL. Students will receive primary language support.

**ELD 3** – Students gain a deeper knowledge of grade level appropriate academic English with the goal of accessing regular core content in English and meeting grade level standards. Course materials include Inside Level B and grade English appropriate text. Primary language support may be occasionally provided, as needed for clarification, at the discretion of the teacher.

**ELD 4** – Students work toward full English proficiency with the goal of passing the CELDT and reclassifying, as well as meeting grade level standards. Course materials include Inside Level C and grade appropriate English text.

**Advanced ELD Middle School** – Students undergo accelerated language development at the upper levels of the ELD standards for middle school, with a domain focused emphasis on oral language development, listening skills, academic vocabulary, and expository writing. The goal is to prepare students with the essential knowledge and skills necessary to reclassify. Course materials will include Great Source Reader’s Handbook and Write Source textbook, grade appropriate text, and if necessary, Pearson iLit reading intervention.

Students initially placed in either Designated ELD 1 or Designated ELD 2 will have a double block of ELD in place of English Language Arts. As such, these classes infuse English Language Support Lessons for EL students from the grade level myPerspectives textbook to ensure access to grade level ELA standards, as well as standards aligned ELA assessments to measure student skills in grade level English. For these students, the remaining core academic courses will be taught as Intensive Primary Language Support classes – sheltered English instruction using SDAIE strategies with grade level content, which will offer primary language support as needed to clarify the lesson or task.

Students initially placed in Designated ELD 3 will have a single block of ELD, and a double block of English Language Arts. ELA classes for students concurrently enrolled in Designated ELD 3 will be taught using the Integrated ELD (IE) model – i.e. sheltered personalized instruction in English using SDAIE strategies and grade level content, which will not include primary language support. Students will be placed in Integrated ELD with Support (WS) classes in math, science and history. WS core classes feature sheltered English instruction using SDAIE strategies with grade level content, and may offer occasional primary language support at the discretion of core the teacher as need to clarify the lesson or task. Students will take ELD 3 as their English Support class.

Students initially placed in ELD 4 will have a single block of ELD, and a double block of English Language Arts. All core classes, including ELA, using the Integrated ELD model. Students will take ELD 4 as their English Support class.

Students that initially score Advanced on the CELDT will have a single block of Advanced ELD Middle School, and a double block of English Language Arts. All core classes will be taught using the Integrated ELD model. Students will take Advanced ELD MS as their English Support class.

Sample Schedules:
### Progressive Immersion Program

**Scenario 3**

<table>
<thead>
<tr>
<th>Conditions</th>
<th>CELDT Score</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
<th>Block 5</th>
<th>Block 6</th>
<th>Block 7</th>
<th>Block 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrived in Grade 6 with more than 18 months but fewer than 5 years in US schools</td>
<td>CELDT 1</td>
<td>ELD 1</td>
<td>ELD 1</td>
<td>Math 6 PL</td>
<td>Math 6 Support 6 PL</td>
<td>Science 6 PL</td>
<td>History 6 PL</td>
<td>PE</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>CELDT 2</td>
<td>ELD 2</td>
<td>ELD 2</td>
<td>Math 6 PL</td>
<td>Math 6 Support 6 PL</td>
<td>Science 6 PL</td>
<td>History 6 PL</td>
<td>PE</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>CELDT 3</td>
<td>English 6 IE</td>
<td>Elective</td>
<td>Math 6 WS</td>
<td>Math 6 Support WS</td>
<td>Science 6 WS</td>
<td>History 6 WS</td>
<td>PE</td>
<td>ELD 3</td>
</tr>
<tr>
<td></td>
<td>CELDT 4</td>
<td>English 6 IE</td>
<td>Elective</td>
<td>Math 6 IE</td>
<td>Math 6 Support IE</td>
<td>Science 6 IE</td>
<td>History 6 IE</td>
<td>PE</td>
<td>ELD 4</td>
</tr>
<tr>
<td></td>
<td>CELDT 5</td>
<td>English 6 IE</td>
<td>Elective</td>
<td>Math 6 IE</td>
<td>Math 6 Support IE</td>
<td>Science 6 IE</td>
<td>History 6 IE</td>
<td>PE</td>
<td>Advanced ELD MS</td>
</tr>
</tbody>
</table>

Any English Learner that arrives later than 6 months into the academic year may repeat their initial ELD course in the following fall semester. The new course mark shall replace the initial mark in the student’s transcript.

Students will be expected to advance at minimum one ELD level per academic year. Students will advance to the next ELD level in the sequence once they show domain proficiency on the oral, reading, and writing assessments in their Inside program. A record of student performance on required Inside assessments and tasks will be kept in the ELD portfolio for every English Learner. Should a student not satisfy all program level requirements, that student will repeat the ELD course. Such a student may retake their ELD course during summer school to help ensure progress toward English proficiency within a reasonable time frame. A student that retakes ELD the following school year will be concurrently enrolled in a literacy support program during their elective block. Literacy support will provide skills-based interventions to accelerate student progress toward achieving proficiency. Any student that remains at the same level for more than two consecutive years will be referred to the Language Appraisal Team (described below).
Long Term English Learner Program

Students that have been in United States schools for 5 years or more will be placed in the Long Term English Learner (LTEL) program. This program will feature a two track progression based upon student reading levels, as measured by the Pearson GRADE assessment.

### Long Term English Learners

<table>
<thead>
<tr>
<th>Overall CELDT Score</th>
<th>Initial Placement</th>
<th>English</th>
<th>Core Progression</th>
</tr>
</thead>
<tbody>
<tr>
<td>MS Lexile at or below Grade 3</td>
<td>LTEL Support</td>
<td>English WS/IE</td>
<td>WS -&gt; IE</td>
</tr>
<tr>
<td>MS Lexile above Grade 3</td>
<td>Advanced ELD MS</td>
<td>English IE</td>
<td>IE</td>
</tr>
</tbody>
</table>

LAPCMS#1 students with reading level at or below Grade 3 will be placed in the LTEL Support class. The **LTEL Support** class will be designed to improve literacy skills, while offering daily practice for oral and writing skills through projects and activities. The class will feature the English 3D Course B intervention program to allow for personalized instruction in English literacy, and if necessary the Pearson iLit ELL reading intervention. Primary language support may be occasionally provided at the discretion of the teacher, if the student has an overall CELDT score of 3 or below. At the end of the course the students will have their reading levels reassessed. Students that have achieved a reading level below Grade 4 will and have not reclassified will repeat the course. Students that achieve a reading level of Grade 4 or higher and have not reclassified will advance to Advanced ELD.

The LTEL support class will be double blocked with Integrated ELD English. Math, science, and history will also be Integrated ELD.

The **Advanced ELD Middle School** class will offer domain-focused lessons that emphasize oral language development, listening skills, academic vocabulary, and expository writing. The goal to prepare students with the essential knowledge and skills necessary to reclassify. Course materials will include Great Source Reader’s Handbook and the Write Source textbook, grade appropriate text, and if necessary, Pearson iLit ELL reading intervention. Students that complete the course but have not reclassified will retake the course.

Students will take Advanced ELD MS as their English Support class. In Math, Science, and Social Science, students will be placed in Integrated ELD classes.

### Scenario 4

<table>
<thead>
<tr>
<th>Conditions</th>
<th>Reading Level</th>
<th>Block 1</th>
<th>Block 2</th>
<th>Block 3</th>
<th>Block 4</th>
<th>Block 5</th>
<th>Block 6</th>
<th>Block 7</th>
<th>Block 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arrived in Grade 6 with more than 4 years in US Schools</td>
<td>At or Below Gr3</td>
<td>English 6 IE</td>
<td>LTEL Support IE</td>
<td>Math 6 WS</td>
<td>Math 6 Support WS</td>
<td>Science 6 WS</td>
<td>History 6 WS</td>
<td>PE</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>Gr 4 or Above</td>
<td>English 6 IE</td>
<td>Elective</td>
<td>Math 6 IE</td>
<td>Math 6 Support IE</td>
<td>Science 6 IE</td>
<td>History 6 IE</td>
<td>PE</td>
<td>Advanced ELD MS</td>
</tr>
</tbody>
</table>
ELD Portfolio
The ELD portfolio is the collection of documentation relevant to the student’s progression through the LAPCMS#1 ELD program. This includes (1) a comprehensive profile of the student’s proficiency on curricular requirements, including domain assessments (2) initial English proficiency assessment results (CELDT), (3) initial primary language assessment results (LAS Links/BINL), (4) Annual CELDT Student Proficiency Level Reports for each year, (5) writing samples. The portfolio will also include a checklist and profile, which summarize student progress towards English proficiency in the above 4 items, tracked over time. The ELD portfolio should be maintained by the school as part of the student’s cumulative record file.

Parent Waivers
A parent of a student placed in one or more Intensive Primary Language Support or Integrated ELD with Support core classes may request to have their child placed in a Regular Integrated core class. The parent shall submit to the School in writing their desire to remove the child from a particular PL or WS core class or set of classes and place them in regular Integrated ELD. Parents will have 60 days from the start of the semester to submit such a request.

Reclassification Criteria
Given the importance of monitoring and supporting students’ English language development and preparing students to re-designate as fluent in English (Reclassified Fluent English Proficient or RFEP), LAPCMS#1 will implement a systematic process for tracking EL’s and their progress towards meeting the criteria for re-designation. The California State Board of Education has established guidelines, based on EC 313(d), for school districts to use in reclassifying students from EL to fluent English proficient. Our criteria reflect the same criteria set forth by the state. LAPCMS#1 will use the CELDT exam and current RFEP criteria that will include:

- CELDT overall score of 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- Grade in English of C, or 2 (out of 4), or better
- Parent approval
- A grade level equivalent Lexile score of no greater than two grade levels below current grade level on the Pearson GRADE assessment

Due to AB 484 and the suspension of the California Standards Test beginning in 2014, the CDE has encouraged schools to choose their own criteria as the fourth measure for reclassification. Given the intimate connection between language acquisition and literacy development, we will use students’ reading level as the final measure to assess readiness for reclassification. This aligns with our instructional foci on literacy and language.

Language Appraisal Team
The Language Appraisal Team (LAT) will be formed by the Principal, and will consist of the EL Coordinator, the ELD Teacher Chair and the administrator over ELD, with the Head Counselor and Special Education Teacher consulting. The team shall appoint an LAT Chair. The LAT will meet monthly to review referrals and monitor progress for ELs, LTELs, and RFEPs (within two years of their reclassification date).
LAT Referrals
If an EL or RFEP student is not meeting minimal progress expectations in ELD and/or grade level content standards, a teacher must refer the student to the LAT. Teachers will be responsible for submitting, in writing:

- Teacher Name
- Date of Referral
- Student Name
- ID Number
- Grade Level
- Primary Language
- Primary Language Supports received
- Current Language Classification
- Years in Current Language Classification
- ELD Program
- ELD Level
- CELDT Score
- Academic Evidence of Failing to meet progress expectations or grade level standards

Any student that is identified at the same ELD Level (1-4, LTEL) for the third consecutive year must be referred to the Language Appraisal Team for review. The teacher shall submit the above documentation to the LAT Chair. Upon verifying that the documentation is complete, the LAT Chair will schedule an Initial LAT Meeting.

Initial Individual LAT Meeting and Follow Up Meetings
The LAT will meet with the referring teacher and the parent (if available) to discuss specific concerns about the referred student, and determine accommodations and strategies to assist progress toward standards mastery. Discussion topics may include concerns regarding language, potential instructional strategies, and non-academic factors such as health, attitude, and attendance. Determination of the most appropriate accommodations and strategies is based upon a review of student records and class work. The LAT will draft an Action Plan detailing the specific recommendations and supports that the student should receive. The Action Plan will also establish a timeline for follow up meetings (typically within 6 – 8 weeks).

During each Follow Up Meeting, the LAT will review the effectiveness of the Action Plan provisions with the referring teacher and the parent (if available). If the LAT determines that the provisions have had the desired outcome, the LAT Meeting process shall conclude, and no additional meetings need take place. In the event that the provisions have not had the desired outcome, the LAT will reevaluate accommodation and strategy options, and develop a new Action Plan, which will include a new timeline for the next Follow Up meeting, and the cycle continues.

LAT Action Plans should be kept in the student’s ELD Portfolio, and are thus also part of their cumulative record.

Progress Monitoring
The LAT shall monitor academic progress for ELs, LTEls, and RFEPs (for two years minimum after their reclassification date). Progress monitoring will entail an examination of student progress toward proficiency in their core classes, at the individual and subgroup levels, with the goal of identifying those students who may be falling behind or identifying concerning patterns in subgroup outcomes. The LAT should compare students of equivalent proficiency (i.e. CELDT Score, ELD Level, Language Classification), grade level, course placement, and background (e.g. ELD Program, interrupted formal education, low primary language literacy) to control for subgroup variables. This is to ensure that struggling individuals can be accurately identified, and also to identify suboptimal outcomes for the examined student subgroups. Through this analysis, the LAT can determine whether an individual student requires escalated intervention, or if core instruction must adjust to better meet the needs of a subgroup with suboptimal outcomes.

The LAT will also monitor annual CELDT scores, end of course SRI scores, and English grades to review student progress toward meeting reclassification criteria. At their regular monthly meetings, the LAT will identify students with opportunities for reclassification and determine whether a student requires specific supports to meet the criteria. Students must meet all 3 academic requirements for reclassification:

- CELDT overall score of 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- Grade in English of C or better
- A grade level equivalent Lexile score of no greater than two grade levels below current grade level on the Pearson GRADE assessment

Reclassification Procedures
Once the LAT has determined that a student has met the reclassification requirements, the LAT Chair will submit evidence establishing that each requirement has been made to the administrator overseeing ELD. Upon verification that the student has met all 3 academic requirements, the ELD administrator will issue a Notification of Reclassification letter that indicates the specific academic criteria that have been met, and requests a parent signature acknowledging that their child has met these criteria and will be reclassified as fluent English proficient (RFEP).

Upon return of a signed Notification of Reclassification letter, the Office Manager shall make a copy of the letter, place the original in the ELD Portfolio, and place the copy in the student’s cumulative record. A second copy may also be issued to the parent. The Office Manager will record the Parent Notification date in the school’s SIS.

RFEP Monitoring
Per Title III accountability, students that are reclassified fluent English proficient are considered English Learners until having demonstrated proficiency on the California Assessment of Student Performance and Progress (CAASPP) Summative Assessment in ELA for 2 years after their reclassification date. The LAT shall review the performance of recently re-designated RFEP students at least once a year. For this review, the LAT shall produce a roster of students that have failed to meet or exceed the ELA standard on the summative CAASPP ELA assessment. The LAT Chair shall forward this roster to the administrator overseeing intervention, the students’ counselors, and other
supplemental service providers (e.g. School Psychologist, Special Education Teacher). The EL Coordinator will maintain this roster on file for at least 5 years. This process shall be repeated in the following RFEP Monitoring review meeting.

Parents of RFEP students that have reclassified within the past 2 years must be informed of their child’s academic progress at least once per year. To meet this requirement, the administrator overseeing ELD will send the Notification of Student Progress letter to parents of all RFEP reclassified in the past 2 years. This letter shall include, at minimum:

- Course marks from the most recent term
- Most recent CAASPP ELA achievement level
- Indication whether the student is or is not making adequate academic progress
- If applicable, interventions that are being provided or recommended at this time
- Principal signature
- Space for parent signature

The Principal must review and sign any Notification of Student Progress letters and the Office Manager must make 1 copy of each letter for school records before they are forwarded to parents. Parents will be given two weeks to return the letter. If a signed letter is returned, the letter will be placed in the student’s ELD Portfolio. If a signed letter is not returned, the school must issue a second letter. If the second letter is not returned after two weeks, the school will telephone the parent. If the school still cannot obtain a parent signature, the Office Manager will note attempts to contact the parent on the school’s copy and place the copy in the student’s ELD Portfolio.

RFEPs Performing Below Grade Level

An RFEP that is not making adequate academic progress should first receive in-class accommodations to meet the students linguistic and academic needs. Teachers are encouraged to use sheltered personalized instruction with SDAIE strategies, as RFEPs will have become familiar with these strategies during their time in the ELD program. Teachers may utilize paraprofessionals, tutors, and volunteers to offer individualized assistance. Students that are non-responsive to in-class intervention may be referred to the Coordination of Services Team for additional recommendations.

Annual Program Evaluation

LA’s Promise Charter Middle School #1 will conduct an annual review of its English Learner program to monitor program implementation, to determine program effectiveness, to provide timely feedback and identify needed modifications to educators and stakeholders, to support continuous improvement, and to foster accountability.

In its review, the School shall utilize the following goals, evaluation questions, and measures:

I. GOAL: Implement the English Learner program fully and consistently
   a. QUESTION: Are English Learner instructional programs fully and consistently implemented in ways that meet the needs of ELs?
      i. MEASURES:
         1. Classroom Observations that Evaluate Designated and Integrated ELD classes for effective teaching
         2. Review of B/CLAD and subject matter credential roster
         3. Teacher assignment monitoring by school administration
4. LAT EL placement monitoring

II. GOAL: Ensure students meet timeframe expectations for Title III Annual Measurable Achievement Objectives.
   a. QUESTION: Are ELs progressing a minimum of 1 level per year? (AMAO1)
      i. MEASURE: % of ELs and LTEs that increase their overall annual CELDT score by 1 level per year
   b. QUESTION: Are the ELs and LTEs attaining grade level proficiency at increasing rates?
      i. MEASURE: % of ELs and LTEs with an Overall CELDT score of Early Advance or Advanced, and at least Intermediate in all 4 domains

III. GOAL: Ensure students meet progress toward and attainment of grade level standard proficiency within expected timeframe
   a. QUESTION: Are EL students progressing at least one performance band per year on the CAASPP Summative Assessments in ELA and Math?
      i. MEASURE: % change of students moving from:
         1. Standard not Met to Standard Nearly Met
         2. Standard Nearly Met to Standard Met
         3. Standard Met to Standard Exceeded
   b. QUESTION: Are EL students achieving academic proficiency?
      i. MEASURE: % of students scoring Standard Met and Standard Exceeded

IV. GOAL: Decrease risk of linguistic and academic failure, low English language proficiency, grade retention, and dropping out
   a. QUESTION: Are the risk indicator measures [below] for ELs decreasing annually?
      i. MEASURES:
         1. Absences
         2. Suspensions
         3. Strategic and intensive intervention participation rates
         4. Failing grades (D or F)
         5. Grade retention
         6. Dropout rates
         7. Special education services and participation rates
         8. CAASPP Summative Assessment scores
   b. QUESTION: Are appropriate interventions being offered to ELs performing below grade level expectations?
      i. MEASURES:
         1. Placement in strategic or intensive interventions
         2. Failing grades (D or F)
         3. Responses to Annual Stakeholder Survey

V. GOAL: Strengthen parent/guardian participation and engagement in students’ academic development
   a. QUESTION: What types of orientation and training opportunities are offered to parents?
i. MEASURE: Comprehensive list orientation and training opportunities for parents regarding the school’s EL program
ii. QUESTION: To what extent are parents participating and engaging in students’ academic development?
iii. MEASURES
   1. Annual Stakeholder Survey response rates and positive ratings
   2. Attendance at parent/teacher conferences
   3. Participation in the Promise Parent College program
   4. Logins into the school’s Parent Portal

VI. GOAL: Mitigate disproportional referral to and identification of ELs for special education services.
   a. QUESTION: Are a disproportionate number of ELs receiving special education services?
      i. MEASURE: Examination of % of students receiving special education services, disaggregated by language classification, by special education program, and by qualifying condition
   b. QUESTION: Are ELs being referred to and placed in special education appropriately:
      i. MEASURE: Random audit of IEPs for ELs to ensure access to all appropriate linguistic services
   c. QUESTION: How long have students been at that ELD proficiency level at the time of referral?
      i. MEASURE: Student CEDLT scores over time.

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

LAPCMS#1 will utilize several approaches to continually challenge accelerated learners. Students who are so identified will be provided with targeted classroom instruction and enrichment opportunities intended to meet their specific learning needs, such as project-based learning and supplementing the curriculum with more sophisticated materials and activities.

Differentiated instruction will be utilized to enable students to receive individualized or small group instruction that enriches and extends the grade level content. For instance, in English Language Arts, strong readers may be supported to read and respond to more challenging texts. In math, advanced students may be given extension activities that require them to use math skills to solve real-world problems, or offer higher level math classes. Students that quickly master content in history and science might engage in online research to make connections across subjects. Honors classes may be offered for students performing at or above their grade level, allowing them to prepare for AP courses in high school; and electives will provide further enrichment. The 1:1 technology program will also be used to provide advanced learning opportunities such as writing blogs, designing presentations, creating animations, or developing websites.

Accelerated students will have further opportunities for engagement beyond the classroom. Enrichment opportunities outside of the core instructional program could include participation in activities such as photography, yoga, dance, or media studies through our 7 to 7 program.
High-achieving students will be identified through a variety of means including scores on benchmark assessments, reading one or more years above grade level on reading assessments, and achieving mastery in all core courses on their report card. To ensure that high performing students are provided enrichment, teachers will regularly analyze student and performance data to inform their instructional practice and identify opportunities for individualization. If a high performing student comes to their attention that has not been previously identified as GATE, a team will be assembled to assess the student’s performance; as needed, LAPCMS#1 will work with the district or an outside provider to test the student for gifted identification.

**Students Achieving Below Grade Level**

While the core academic program will raise the level of teaching and learning, we acknowledge that many students may not be achieving at grade level and will require additional support to become academically proficient. We will implement a tiered system of support to ensure all students have their academic, social, emotional, physical and mental health needs met. This personalized and holistic support structure is based on practices highlighted in *Whatever It Takes* (DuFour, DuFour, Eaker and Karhanek) and utilizes a methodology similar to the RTI2 model.

**Intervention Programs**

In order for students to come and stay in school, a system of interventions must be in place so that each student's individual needs are met and no student "falls through the cracks." A centerpiece of LAPCMS#1 is our holistic, data-driven system of supports that meet the social and emotional needs of students. Students can self-refer, be referred by one or more of their teachers or be referred by their parent. Their counselor will act as the “keeper” of information when it comes to intervention. This structure of positive behavior interventions is comprised of:

- **Tier 1:** The Advisory class is the first line of intervention for students struggling with some aspect of their schooling or adolescence. It is also a regular setting where teachers can work with their students to build habits for academic success. The advisory teacher is the first person responsible for identifying the specific needs of his/her students. Their primary role is to advocate for the student, monitor their progress toward standards mastery via grade checks, help the student create and achieve personal and academic goals, and consistently communicate with parents and guardians. Interventions will include weekly grade checks and monitoring, parent and advisor meetings with the teacher, monitoring of tutoring attendance, and parent conferences to discuss particular study skills they can enforce at home. The advisory teacher will act as a conduit between the student and the classes he is struggling in. The advisory teacher will maintain communication with the student’s other teachers to convey student needs and discuss progress toward overcoming deficits.

- **Tier 2:** At Tier 2, the advisory teacher will elevate the case to the school counseling staff. Counselors will work directly with advisory teachers (as well as with students on more traditional course scheduling duties) to monitor students’ progress, and discuss and identify intervention opportunities and supports. Once a case has been elevated to a counselor, a parent or guardian will become involved. The counselor will monitor the student’s weekly progress with a grade check and interface with the parent to ensure the information is getting home.
Additionally, the student will be required to attend tutoring sessions with either their teacher or a similar content teacher to provide supplemental instruction and support. This will be monitored by a weekly tutoring sign-in sheet to be signed by a parent and returned to the counselor. We intentionally lower the student/counselor load to enable counselors to support a cohort of advisory teachers and meet with each of them weekly. Early Warning Indicators – chronic absenteeism, behavior incidents, unsatisfactory course performance, and below proficiency assessment results – will be used to determine which students will require additional interventions. Assessment results may include standards aligned tests, Pearson GRADE assessment results, and Assessment and Reporting Online math diagnostic results. All assessment resources should measure academic progress and improvement toward meeting grade level standards. If there is no improvement, the student will be referred to the Coordination of Services Team (COST) to determine if other interventions are required for the student.

The COST team shall consist of teachers, counselors, and mental health providers. COST is the learning support umbrella structure that brings together all support service providers at a school site. COST develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success. COST focuses on referred students, and coordinate respective programs and services to promote their academic success. The baseline numbers for the referral to COST will be: more than 5 full day absences in a quarter, three or more behavior referrals in a given month or multiple suspensions in a quarter, failure in three or more of their course in a quarter, standards aligned assessment score of 1 (out of 4) for three consecutive tests, or any 4 tests during a single term in a core class.

If COST determines that a student may require special education, the student shall be referred, an IEP will be formed and qualified individuals shall administer a standardized diagnostic assessment, cognitive assessment, socioemotional assessment, and nurse assessment to determine special education eligibility.

- **Tier 3:** For students with social, academic, or physical intervention needs that go beyond the ordinary capacity of the school, external partners will bring additional resources to ensure student needs are met. LA’s Promise plays a central role in bringing high-quality external partners to its schools and has created relationships with dozens of partner organizations to provide services to students. Some of those partner agencies will be St. John’s Wellness, GRID, DCSF/DPSS, LA Guidance Center, The Children’s Institute, Kedren Mental Health Center and OTTP.

LAPCMS#1 will implement PBIS and Restorative Justice principles in their classroom management plan. Students will be given behavioral expectations for each of their classroom and for common areas on the school campus. The school leaders and teachers will collaborate and develop behavioral expectations for each of these areas. The School’s behavior approach will call for the development of a teacher created classroom management plan that includes rules, procedures, routines, and expectations while describing encouragement procedures and correction procedures. The plan may be supplemented with posters that act as visual aids to inform students of behavioral norms. Such posters would be posted both inside the classroom and throughout the campus so students are aware of the behavioral expectations. Teachers will employ a 3:1 ratio of positive to negative when addressing their students.
These interactions will lead to building better and stronger relationships between the adults and students on campus so that there will be less misbehavior. Students will be given three warnings and a redirection for each misbehavior in hopes of correcting behavior. Any behavior that persists may require a teacher/stUDENT conference with another adult to address and change unwanted behavior. In the area of willful defiance, students will be first redirected by the teacher followed by a conference with the principal or another adult to correct the misbehavior. Parents will be notified of the conference and will be included in further conferences if the behavior persist.

As the school learns and grows with the implementation of Restorative practices, RJ Circles will be employed to address behavior and the redemption of the student to the school or classroom. In the early stages of PBIS and Restorative Practice it is important to train teachers, students, and parents so that each person begins to employ the essential components of this program on a daily basis.

If it is determined that a student should be pre-screened for a possible learning disability, then a meeting will be held to review all information regarding Tier 1 and 2 interventions and outcomes and obtain parent consent to evaluate whether a child meets the criteria for receiving additional support from the Resource Specialist or for a Section 504 evaluation.

**Socioeconomically Disadvantaged/Low Income Students**

We expect that more than 80% of our student population will qualify for free and reduced lunch and will need additional academic supports. All incoming 6th graders will be tested using a tool such as Pearson GRADE assessment and the Assessment and Reporting Online math diagnostic to determine their achievement level and make instructional decisions regarding placement. We will utilize many of the same interventions and strategies that we are using for our English Language Learners, as we believe there will be a significant amount of crossover.

To support students’ academic areas of need, core instruction will be differentiated and scaffolded based on students’ reading comprehension levels. This ensures that all students have access to core curriculum. Elective classes can offer academic support in areas of need, such as reading, math, or ELD. Performance data will drive these placements. Additionally, we will utilize a “Learning at Grade Level” strategy that entails grouping students by ability rather than grade level alone, a practice effectively used in reading and math interventions, such as a schoolwide “Power Hour” for English Language Development.

We will draw on our community school model and the many partnerships we have established with community organizations to ensure these students are supported in a holistic manner with wraparound services. LA’s Promise Charter Middle School #1 will build upon the success of the “school as hub” model already established at John Muir Middle School, Manual Arts Senior High School, and West Adams Preparatory High School to provide resources in the areas of socioemotional development, health and wellness, academic enrichment, and college/career readiness. Past successes include hosting mobile health clinics, an annual health and wellness-themed fair at each LA’s Promise network school, onsite socioemotional resources, physical fitness/healthy eating campaigns, and programs to ensure students move 60 minutes a day in PE and beyond.

The progress of socioeconomically disadvantaged students will be tracked alongside our general performance monitoring of all students.
Students with Disabilities
Federal Law Compliance
Charter School shall adhere to all provisions of federal law related to students with disabilities including, but not limited to, section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, and the Individuals with Disabilities Education Improvement Act of 2004.

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

Prior to Los Angeles County Board of Education approval, Charter School will execute a Memorandum of Understanding (“MOU”) by and between LACOE and Charter School that includes requirements for joining Special Education Local Plan Area.

LAPCMS#1 will implement a full inclusion model for our special education students, allowing all students to interact and learn from each other. Support will be provided in a co-teaching model that will include daily high-quality, differentiated instruction in the general education setting. We will also offer intensive general education support available for students through an elective Learning Center course section. All students will have maximized access to the general education curriculum and setting, with varying levels of support as needed. Data from regular progress monitoring will be used to constantly adapt to the changing needs of students with and without identified special needs.

The LAPCMS#1 special education teacher and/or Principal will provide professional development to general education teachers outlining the special education program and prior to the start of the school year. It will be imperative that teachers are aware of the school’s policies and procedures for the referral process as they are usually the first to notice that a student is struggling and may have a suspected disability.

General education teachers will be provided with a “passport” for each student with an IEP in their class at the start of the school year. This passport will provide a snapshot of each of the student’s IEP goals, accommodations/modifications, impact of the disability and services. General education teachers will also be aware of students who have behavior support plans and/or transition plans as they will be responsible for supporting the implementation of the plans. Training on implementing the IEP in general education will be provided to staff.

In secondary education, it is extremely important to have on-going communication and collaboration between the special education and general education teachers. Teachers and staff can use weekly collaboration time to co-plan instruction, discuss specific student cases and make any adaptations (accommodations and/or modifications) to the environment or instruction that may be needed.

A key component to having a strong special education program is great first teaching in the general education classroom. LAPCMS#1 will ensure all students are working toward meeting
common core standards. We are aware that many of the students who will enroll will have academic deficits. Therefore, we plan to have intervention programs for language arts and math that will be open to all students. These interventions (i.e. iLit, Math Navigator) will allow students with disabilities to receive remediation and instruction at their instructional level. LAPCMS#1 plans to apply a blended learning model for intervention.

We do realize that some students will need more support than the Tier 1 intervention programs. We plan to implement an RTI model that uses data to inform our staff of which students are not responding to our basic interventions and identify those who need additional instructional time to close educational gaps. For these students, we will increase the amount of time and scope of programs utilized in the intervention programs. For some of our students with special needs they will require even more time and support in our intervention programs along with the support of special education services to achieve academically.

An individual assessment plan will be generated once it has been determined that a student will be evaluated for special education. After parent consent has been obtained, the evaluation process will begin. A comprehensive evaluation that addresses all areas of suspected disability will be conducted and may include:

- Health
- General ability
- Academic performance
- Language development
- Motor abilities, and
- Socioemotional status

The special education teacher will be responsible for conducting formal and informal academic achievement assessments such as the Woodcock-Johnson IV Test of Achievement, record reviews, observations, reading/math diagnostics, etc. The school will contract with a Non-Public Agency (NPA) for nursing services that will conduct all health assessments (including vision and hearing screenings). The NPA selected will be knowledgeable about educational health assessments and requirements under IDEA. The school will also contract with a NPA to conduct Psycho-educational, Speech/Language, and Motor abilities assessments. All staff, hired or contracted, will possess the appropriate credential and/or license to administer a variety of assessments.

The assessment tools to be used may include, but are not limited to the following:

- Cognitive Assessment System (CAS)
- Woodcock-Johnson IV Test of Cognitive Ability (JW-IV)
- Test of Auditory Processing Skills: 3rd Edition (TAPS-3)
- Developmental Test of Visual Motor Integration (VMI)
- Sentence Completion
- Piers-Harris 2
- BASC-2
- BRIEF
- Goldman Fristoe Test of Articulation (GFTA) Language
- Clinical Evaluation of Language Fundamentals (CELF-4), Language Sample
Aside from the evaluation results, all factors must be considered that would exclude a student from being eligible for special education services. Those special factors include: lack of math and reading instruction due to poor school attendance, limited English proficiency, and environmental, cultural, or economic factors. It is imperative to rule these factors out when determining eligibility.

Meeting timelines is essential when conducting special education evaluations. All evaluations must be completed and ready for discussion during the initial IEP, no later than 60 days from receiving a signed assessment plan. During the evaluation process, the special education staff will interface with the appropriate personnel to ensure timely completion of evaluations.

With the responsibility of becoming an LEA for the purposes of special education comes the obligation of being able to provide a continuum of services and supports that meet the needs of a diverse group of student at all ability levels. In accordance with Section 504 of the Americans with Disabilities Act, LAPCMS#1 has a non-discrimination policy that ensures the rights of all students, regardless of disability status, to have an equal chance to be accepted into our school. Students who may be coming from a traditional special education placement, which is different from our model, are welcomed and educated alongside their peers.

We anticipate our population of students with special needs to range from those with mild disabilities who are able to be successful with minimal adaptations and support from general education and special education teachers, to those with more significant disabilities that require significant instructional adaptations, small group, and individualized instruction to target deficits not easily addressed solely in the general education setting.

LAPCMS#1 will consider the least restrictive environment for each student. Supports and services will be based on the IEP and will vary depending on the specific needs of the student. The intent of our model is to provide the majority of special education supports and services within the general education setting. We anticipate some students will require only accommodations while others may need modifications and/or a greater level of support from the special education staff. We also offer pullout services during which intensive instruction that encompasses pre-teaching, re-teaching and remediation is provided to meet the unique needs of students.

**Resource Specialist Services - Specialized Academic Instruction (SAI).**

LAPCMS#1 is in the process of hiring a full time special education teacher who will carry an anticipated caseload of approximately 17 students in year 1 (caseload is estimated at 15% of total school population of 110 students for the 2016-2017 school year). At the point when the caseload exceeds 28, students LAPCMS#1 will either hire an additional teacher or contract a part-time special education teacher depending on the total number of students with disabilities needing SAI. All students with special needs will have access to all programs and activities as
their typical peers. They are taken on field trips, attend dances, participate in assemblies, share lunch and participate in sports, etc.

Our inclusive model will offer a continuum of supports in the least restrictive environment. Depending on the students’ needs, we will determine where and how services will be provided.

• General education classes – Collaboration and monitoring only
• General education classes – Collaboration, monitoring, co-planning and/or co-teaching
• General education classes – Collaboration, monitoring, co-planning, co-teaching and/or pull-out for non-intensive support

When students require increased levels of support from a Resource Specialist, they also have the ability to attend the Learning Center elective class as one of their scheduled intervention courses. In this class, they receive training in academic and study skills such as note-taking, focusing, using graphic organizers, and asking questions in class, as well as support with their core class assignments in accordance with their IEPs. In Year 1, the RSP teacher will co-plan and co-teach with the math teacher – and in subsequent years, with the math and ELA teachers – to assist students within general education classes. The co-teaching model benefits both students with and without IEPs. The RSP teacher will co-teach 1 section of math in the first year of operation. However, the School may alter the class matrix during spring semester should the need arise for a section of co-teaching in ELA.

Special Education teaching assistants and intervention teachers will be hired as necessary to ensure adequate support for all struggling students, with or without disabilities. General education teachers and RSP teachers will co-plan and co-teach on a regular basis.

In addition to our academic supports and services, LA’s Promise will utilize our Wellness Centers and community-based partnerships to offer a variety of related services, such as speech and language therapy, occupational therapy, physical therapy, counseling and guidance, and visual impairment and deaf and hard of hearing itinerant services on a fee-for-service basis.

**Designated Instruction and Services** - Speech and Language Therapy, Adaptive Physical Education, Occupational/Physical Therapy, Counseling, Sign Language Interpreting, Vision & Hearing Specialists, etc.

LAPCMS#1 plans to contract with a Non-Public Agency (NPA) certified with the state of California for all related services. Currently LAPCMS#1 administration is exploring agencies and reviewing master contracts of potential partners. LAPCMS#1 is also open to looking into any agencies the LAC Charter SELPA may recommend.

We plan to provide all related services (i.e., speech, OT, APE, counseling, HOH, etc.) at the frequency and duration stated in students’ IEPs. All related services will be provided outside of the general education setting, unless otherwise specified. Recent trends are moving toward providing these supports inside the general education setting as well thus, LAPCMS#1 is not opposed to exploring other delivery methods.
Non-severe Special Day Class - SDC for students with learning disabilities requiring greater than 50% SAI.

LAPCMS#1 will have an inclusive model for all students with disabilities where students will be included in the general education setting to the maximum extent possible. LAPCMS#1 does understand that students may have SDC services upon enrollment. LAPCMS#1 will hold an IEP and offer comparable services. Services will be provided by the special education teacher that is hired. Services may be provided in the general education class, in a small group/individual pullout setting or a combination of these delivery options to meet the individual needs of each student.

Severe Special Day Class - SDC for students with severe physical, medical, emotional disturbance and/or significant developmental delays requiring intensive services requiring greater than 50%.

LAPCMS#1 will commence SDC services by following the same process as stated above for non-severe students. However, if a student has a higher level of need and/or requires specialized services above what the existing special education staff can provide, LAPCMS#1 will contract with a NPA to provide services at the school so that the student may receive educational benefit. If a student does not show adequate progress and/or there is not educational benefit evident then LAPCMS#1 will implore the assistance of the SELPA in identifying a program that can meet the student’s needs. This may be another LEA program, LACOE class, Non-Public School or Residential Treatment Center.

Inclusion Services - Supported full-time placement in general education classes for students with severe disabilities.

As mentioned above, a full time special education teacher will be hired. Based on the needs of the student population, LAPCMS#1 will hire an aide to assist in providing services within the general education classroom to ensure the needs of students are met and that adequate support is provided to general education teachers. Based on a student’s need, we will hire an additional adult assistant to provide more targeted one-to-one support in general education classrooms. If the student requires specialized support such as a behavior or healthcare aide, LAPCMS#1 will contract with a NPA to provide the service. Since students may be coming from a traditional special education program where these supports are “built in”, we plan to have the IEP team assess such students to determine the need for specialized aide services. If the student currently has the service in their IEP, we will hire/contract the appropriate staff to provide the service.

Placement in a nonpublic school/agency (NPS/NPA) or residential facility and financial implications associated with these placements.

LAPCMS#1 understands its commitment to serve all students. The staff is also aware that there may be students who require a higher level of service. All decisions about placement will be discussed and determined by the Individualized Education Program (IEP) team based on current data. If the IEP team determines that a NPS/NPA or Residential Treatment Center
(RTC) is the least restrictive environment, LAPCMS#1 will seek placement (or services) as appropriate by contracting with the NPS/NPA or RTC. LAPCMS#1 staff is open to consulting with SELPA staff to identify possible placement options to explore. LAPCMS#1 will consider the possibility of such placements when developing the budget and plan accordingly.

**Transportation for students with special needs in order to access special education services.**

When a student has transportation as a service in their IEP, LAPCMS#1 recognizes its responsibility to provide the service. The administrative staff will explore and identify transportation companies to determine the most effective method of transportation. Transportation options may include, but are not limited to, bus service, taxi or parent reimbursement. As with any service, an assessment will be conducted to determine the initial provision of service, as well as the continued need for the service over time.

**Section 504**

A student may qualify for a 504 Plan if there is a "physical or mental impairment which substantially limits one or more major life activities." LAPCMS#1 will conduct an evaluation to determine if a student qualifies for supports and services under section 504. The team will consider: 1) If the impairment “significantly” limits one or more of the major life functions (caring for one’s self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning, and working, etc.), 2) There is documentation of the impairment (medical report/diagnosis, psycho-educational assessment, independent evaluation, etc.), 3) The impairment is not temporary, and 4) the impairment negatively impacts the student’s access to school and/or the general education curriculum. In considering eligibility, multiple measures should be used that may include teacher and parent observations and the student’s educational history. Students who do not qualify for an IEP may be evaluated for a 504 Plan.

A 504 Plan details the adaptations a student needs to provide access. These adaptations could include but are not limited to: additional time on assignments/tests, reduced assignment load, note-taking support, wheelchair ramps, blood sugar monitoring, special diet, etc. LAPCMS#1 will have a 504 Plan team that will be comprised of an administrator, parent, general education teacher(s) and special education staff or other experts, and the student, as applicable. The administrator will be the case carrier for 504 Plan students and will ensure accommodations are provided. The team will conduct reviews annually and monitor the student’s progress or lack thereof to determine the effectiveness of the plan and make any revisions needed. Although a student with a 504 Plan is a general education student, in special circumstances special education-related services may be offered if assessment data supports and the student requires for access. In this case parent consent to such services would be obtained.

**Anticipated special education population:**

General Education Total ADA: 145  
Special Education Total ADA: 22 (15%)
Types of Disabilities served: Based on data analysis of the surrounding neighborhood demographics, 13 students may have an eligibility of SLD (Specific Learning Disability) or SLI (Speech and Language Impairment), 4 may have an eligibility of OHI (Other Health Impairment), 3 of AUT (Autism), 1 of ED (Emotional Disturbance), and 1 of ID (Intellectual Disability). However, since LAPCMS#1 is a new school there will be the possibility of students enrolling with any of the 13 eligibilities.

Oversight
The Principal will be the administrator who will oversee the special education program and staff. LA’s Promise home office also has a Director of Schools and the Chief Academic Officer who will be support the administrative duties of overseeing special education. We are currently in the process of hiring a Principal. One of the preferred requirements is that the candidate has some special education experience. We also plan to contract with a NPA for case management services to assist the administrative staff with the oversight of special education at the school site. In year 3 of operation, LA’s Promise plans to hire a Special Education Director to support schools. This position would be directly funded by the LA’s Promise network, having duties that extend to several sites, and will not impact the school personnel budget for LA’s Promise Charter Middle School #1. All administrative staff will attend administrative Designee training at the start of the school year prior to attending any IEP meeting.

Administrative responsibilities will include, but are not limited to:
- Management of all special education programs, services and staff
- Order and maintain resources and materials to support service delivery
- Prepare and monitor the special education budget
- Facilitate professional development/training, and meetings pertaining to special education
- Ensure compliance with federal and state laws (IDEA and ADA)
- Prepare school for Special Education Self-Review by the state
- Act as a liaison between the school, authorizer and/or SELPA for issues related to special education
- Attend meetings at the SELPA and/or County Office
- Assist in retaining NPAs and/or community-based organizations to provide services
- Meet with parents to resolve any disputes or complaints
- Schedule/coordinate/attend all IEP meetings
- Ensure and monitor delivery of services to students
- Attend special education trainings/workshops to stay abreast of current trends/issues/best practices in special education

Professional Development (PD) Plan for Staff
There will be approximately 20 hours of PD dedicated to special education per year. 1-2 days of training will be completed prior to the start of the school year. The balance will be conducted throughout the year on scheduled PD days and during monthly staff meeting time. We will also offer opportunities for our team to work as part of a professional learning community (PLC) to take deep dives into examining effective strategies and pedagogy for
working with students with special needs. We believe that by offering a variety of avenues that will engage our teachers in learning and allow them to receive professional support, our teachers will have the training and resources needed to be successful in implementing an inclusive model for special education. Professional development topics will include:

- Special Education 101 – An overview of special education basics
- Special Education 102 – Accommodations and modifications and grading
- Teaching all Learners/Universal Design for Learning (UDL) – Including and engaging students with special needs
- Responding to Behavior in the classroom
- Co-Teaching in inclusive settings – collaboration between general and special education teachers
- IEP writing (specifically for special education teacher)
- IEP system training-SEIS (specifically for special education teacher and administrator)

*Additional trainings for the special education teacher will be arranged based on knowledge level of candidate hired and needs of students in their caseload

Professional Development for Parents:
All parents of students with special needs are invited to attend an orientation meeting where they are provided specific information regarding their parental rights, how to be best prepared for IEP meetings, and how to monitor their student’s progress throughout the school year. LAPCMS#1 will have a Promise Parent College workshop series on Saturdays. This series will include topics for parents of students with special needs. There will be a Parent Center on campus that will hold trainings and informational meetings during the school week that will address various areas related to special education. Parents of students with special needs are encouraged to participate in trainings at the school level, as well as those provided by the SELPA (i.e. Community Advisory Committee). Parents will also be invited to participate during the school’s Special Education Self-Review.

Students in Other Subgroups

Foster Youth
We expect to have a sizeable student population of foster youth given the large percentage of youth in our target area who do not live with their own parents. To address these potential needs, we plan to have a psychiatric social worker onsite during the week at least on a part time basis, and preferably full time. In the past, LA’s Promise has made concerted efforts to extend supports to students in foster care, kin care, or other forms of out-of-home care. Manual Arts High School has partnered with the Children Youth and Family Collaborative to provide foster youth outreach and case management for its foster population. With the implementation of the Local Control Funding Formula, the state will join LA’s Promise in recognizing the importance of providing foster youth with a supportive education environment that they can call home.

In response to their needs, LA’s Promise Charter Middle School #1 will seek to work closely with Los Angeles County agencies in identifying and monitoring foster youth that enroll. LAPCMS#1 will seek to leverage the County’s Enterprise Linkages Project, managed under the Chief Executive Office's Service Integration Branch (CEO-SIB), and to coordinate with the Department of Children and Family
Services to account for the school’s foster population. Throughout campus, LAPCMS#1 will cultivate a respectful school culture, in which foster youth can feel secure in approaching adults on campus regarding difficulties in accessing resources, or for general counseling and guidance. Foster youth with specific needs that cannot be met on campus will be referred to local partner resources that are gratis to the student whenever possible. Additionally, these youths will have full access to all college-focused efforts such as our Go For College program and enrichment activities in our 7 to 7 program.

Standard English Learner Students
Site administration will be primarily responsible for the initial identification of Standard English Learners (SELS). Administrators should use a combination of formative and summative assessment results, standardized test results, and course grades, relevant to the student’s English Language skills, to determine possible SEL cases, and refer their findings to site administration. A teacher may also request that school leadership evaluate a student for SEL status, upon reasonable suspicion. If the findings of the evaluation of student skill levels indicate that an English-only student lacks grade level competence in English Language, school administration should officially identify the student as SEL, record the classification in the school’s student information system, and notify the student’s teachers. The student’s English teacher will then create and implement an instructional plan that includes fitting intervention resources to bring the student up to grade-level competence in English Language skills.

A Typical Day
As a visitor approaching LAPCMS#1, I see a clean campus—grounds and building. There is an Assistant Principal in front of the school speaking with a mother who seemed to be expressing a concern about students’ safety up the street. I overhear her saying that she was coming to the school for a healthy eating and cooking class for parents, when she ran into some problems at the corner. I witnessed the Assistant Principal walk up the street with the parent to gather more information. Upon entering the school, I see a clean campus with an impressive display of artwork in hallways and classrooms that conveys school pride, encourages good attendance and college awareness. I am immediately greeted by a campus aide that welcomes me, asks me to sign in and points me in the right direction.

In meeting and touring the school with the Principal, I learn that school begins at 8:00 a.m., though students may arrive earlier to participate in our extended school day program, 7 to 7. Students, who are residents of the surrounding neighborhoods and reflect the diversity of the community, are greeted by parent volunteers, the Principal and teachers as they arrive.

Students are seated in their Advisory period by 7:50 a.m. and happily engage with their Advisory teacher and cohort of approximately 20 students. This Advisory group is their support structure for all three years and they welcome each other like family. The Advisory focuses on their personal, academic, and socioemotional development with activities like team building and goal setting. The Advisory teacher closely monitors each student’s progress and meets regularly with the school counselor to ensure that students’ needs are met.

After Advisory, students move to the first of several block periods. In these classes, students learn in small groups to facilitate individualized attention. Teachers begin by taking attendance and reporting it to the office; parents of students who are absent or tardy are called. Instruction is rigorous and aligned to Common Core standards, with students supported to meet high expectations. Standards are clearly
evident as the focus of instruction through whiteboard configuration, in student inquiries to each other, and as teachers engage students in understanding what students must know and be able to do to achieve proficiency. Students are actively engaged in their learning through 1:1 pairings, small group discussion, and whole class interaction.

As I visit classrooms, I see differentiated instruction based on each student’s needs, with a variety of instructional materials and resources utilized, including digital content and traditional textbooks. Integrated technology and project-based learning are used to support and enrich learning by making real life connections to what is being taught; they also allow for students to learn at their individual levels. In fact, I visit an English class that is hosting a doctor as guest instructor and who assists students in developing an online video medical project that infuses science, English, history and technology skills. The Principal informs me the school started at a rate of 3 students per device and eventually moved to 1:1

At lunch, I speak with some students that have retrieved their healthy lunch, and they inform me they also eat Breakfast in the Classroom. I ask them about what type of electives they are taking and they let me know it depends on their performance in classes. Academic electives are offered to provide intervention for students performing below grade level, and as enrichment for students performing at or above grade level. Courses also include Pre-Advanced Placement. Additionally, they tell me that everyone participates in Power Hour, which focuses on English Language Development – regardless of what reading level they are at. When I ask the Principal about these interventions she informs me these are key instructional components at LAPCMS#1 to underscore the focus on ensuring that all students become life-long learners and gain proficiency in English as a foundation for success in high school and beyond.

Following nutrition, students begin their second instructional 90-minute block period. The intentionally small size of our school enables them to move quickly to their next period. As students move through hallways, which feature examples of quality work from their peers, they are self-directed and respectful to each other and their school. Instruction follows a similar pattern to the first block, with students grouped heterogeneously in classrooms and teachers differentiating according to need. English learners are supported in developing English proficiency and special education students are included in general education classes through a full inclusion model and co-teaching.

At the conclusion of school, students may receive after school tutoring and/or participate in a variety of enrichment activities such as yoga, photography, or dance. As a community hub, the campus is buzzing with activities that support students and their families beyond the school day, including a host of services through our community partners. Overall, the school was safe and welcoming, offering a personalized instructional environment where students are actively engaged in learning and teachers are using a variety of instructional approaches to address each student’s needs. I was impressed.
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).)

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

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

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

Measurable Goals and the Local Control Accountability Plan
In a concerted effort to simplify goal-oriented activities of LA’s Promise Charter Middle School #1, the school will align its measurable pupil outcomes with the growth goals articulated in the school’s Local Control Accountability Plan (LCAP). Each measurable pupil outcome is explicated in the following section entitled “Measurable Pupil Outcomes of the Educational Program”. Given that the Board-approved LCAP was developed for a 3 year term, this petition includes goals, methods, and targets for Year 4 and Year 5 in order to extend the growth trajectory to the end of the petition’s 5 year term. The LCAP is subject to an annual review process, during which the School may marginally adjust the LCAP goals to respond to developments on the ground. As such, the measurable pupil outcomes may be marginally altered accordingly as the needs of the school evolve over time.
Measurable Pupil Outcomes of the Educational Program

Annual targets and associated actions and services are specified in the Local Control Accountability Plan in Element 1 under State Priority 1: Basic Services.

*Appropriately Qualified Teachers* – Highly qualified teachers are essential to the success of any classroom instruction. This relationship is especially pivotal in the South LA community, where evidence presented in the Reed v. State of California et al settlement established that high teacher turnover negatively impacts teacher quality and student outcomes. LA’s Promise Charter Middle School #1 shall abide by EC 47605(I) and EC 44258.9 and all applicable Williams legislation to ensure that all core teachers are appropriately credentialed, authorized, and assigned.

*Standards-aligned Instructional Materials* – Access to state standards is another essential component of a quality education program. As such, and in compliance with EC 60119 and all applicable Williams legislative, all students will have access to standards-aligned textbooks and course materials in their core classes. This shall be measured by way of the School’s textbook assignment list.

*Facilities Maintenance* – A student’s learning environment can influence learning outcomes. To ensure a safe and functional learning space, and to comply with EC 17002, LAPCMS#1 will maintain facilities in clean condition and in good repair. The School will accomplish this through daily spot checks, monthly safety inspections by our custodial staff, ongoing maintenance/repair logs, and annual LACOE facilities inspections. Success shall be measured with over 90% of items in compliance or good repair, and 100% of items in disrepair fixed by the next inspection.

Annual targets and associated actions and services are specified in the Local Control Accountability Plan in Element 1 under State Priority 2: State Standards.

*Implementation of State Content and Performance Standards* – In addition to standards-aligned curricula, teachers must be competent in teaching to the state standards. To assist in this arena, the School will offer professional development regarding the implementation of state standards in the classroom. All new teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal. School administrators will evaluate the effectiveness of implementation through classroom observations, quantified by using a 4 point observation tool rubric. Success will be measured by teachers achieving a 3 out of 4 by way of the observation tool.

Annual targets and associated actions and services are specified in the Local Control Accountability Plan in Element 1 under State Priority 3: Parent Involvement.

*Parent Involvement* – Parent investment and involvement in their child’s education is a key asset to student success. Further, an involved parent will have the best knowledge of their child’s educational progress and needs, and may provide valuable input to students, teachers, and school leaders. To facilitate an inclusive and active parent community, LA’s Promise Charter Middle School #1 will provide structured opportunities for parent engagement, including workshops, activities, and governance opportunities. The School will monitor parent participation through event attendance records, with the goal of having 4 out of 5 parents attending at least 2 events each year. The annual goals of having parents attending at least 2 events are as follows: Year 1 –
80%, Year 2 – 81%, Year 3 – 82%, Year 4 – 83%, Year 5 – 84%. The annual goals of having eligible parents (in spring, the parents of students with a 2.0 GPA or below) are as follows: Year 1 – 72%, Year 2 – 77%, Year 3 – 80%, Year 4 – 82%, Year 5 – 84%. To help ensure quality, the School will administer the Annual School Climate Survey to parents requesting their level of satisfaction with aspects of the school, including parent activities. Year 1 will establish a baseline satisfaction level, where upon the Year 2 goal will be to realize 3% increase, Year 3 a 3% increase over Year 2, Year 4 a 2.5% increase over Year 3, and Year 5 a 2.5% increase over Year 4.

Annual targets and associated actions and services are specified in the Local Control Accountability Plan in Element 1 under State Priority 4: Student Achievement.

California Assessment of Student Performance and Progress (CAASPP) in Mathematics and English Language Arts, Grades 6-8 – LA’s Promise Charter Middle School #1 students are expected to attain proficiency in grade level standards as measured by the CAASPP summative assessments. Year 1 will establish baseline performance performance regarding the % of students achieving “Standard Met” or “Standard Exceeded” on the Math and ELA summative assessments. The goal for Year 2 will be a 2% increase in the % of students achieving “Standard Met” or “Standard Exceeded” over the baseline. The goal for Year 3 shall be a 2% increase over Year 2. The goal for Year 4 shall be a 2% increase over Year 3. The goal for Year 5, shall be a 2% increase over Year 4.

Academic Performance Index (API; or successor measure) – Historically the API has been based on statewide assessment results. LAPCMS#1 anticipates that the new state accountability system will also be based on state assessments. The School will do everything to ensure that students and significant student subgroups meet or exceed performance growth targets prescribed by the state. The LCAP included in Element 1 of this petition anticipates API scores in Year 2 or Year 3. Regardless, The School will meet state-prescribed growth targets schoolwide and for all significant subgroups as annual measurable outcomes in each available year.

English Learner Adequate Progress Rate – CELDT, and in the coming years ELPAC, will determine English Language proficiency for English Learners attending LAPCMS#1. Students are expected to progress 1 ELD level per academic year. Year 1 will establish the school performance baseline for its EL population. Subsequent LCAP revisions will establish growth targets derived from the Year 1 baseline. In the LCAP included in Element 1, the anticipated drop in the growth margin in Year 3 accommodates the new ELPAC assessment, the unfamiliar test environment effects and potential associated anxiety when students use a new assessment instrument. Success will be measured by the % of English Learners achieving CELDT/ELPAC proficiency. Year 1 will establish baseline CELDT proficiency, whereupon the goal for Year 2 will be to realize a 4% increase in ELPAC proficiency over the baseline, the goal for Year 3 will be a 3% increase over Year 2, the goal for Year 4 will be a 3% increase over Year 3, and the goal for Year 5 will be a 2% increase over Year 4.

English Learner Reclassification Rate – The school reclassification rate is determined in part by assessment data in the form of CELDLT/ELPAC outcomes as well as Pearson Group Reading Assessment and Diagnostic Evaluation (GRADE) outcomes. For English Learners with the possibility of reclassifying, the GRADE will be administered as a summative determination of grade level equivalent reading level in English. The CELDT/ELPAC is administered annually,
and serves both a formative function for continuing English Learners, and a summative function for students with the potential of reclassifying. The resulting reclassification rate is included as measurable outcome in the LCAP in Element 1 of this petition. The rate targets are based upon historical performance by the LA’s Promise partner schools: Year 1 – 14%, Year 2 – 15%, Year 3 – 16%, Year 4 – 17%, Year 5 – 18%.

Annual targets and associated actions and services for the goals below are specified in the Local Control Accountability Plan in Element 1 under State Priority 5: Student Engagement.

Cumulative Attendance Rate – As a student must be in class for the education program to have any impact on learning, LA’s Promise Charter Middle School #1 students will maintain a high Cumulative Attendance Rate. This rate will be calculated from the quotient of the number of days a student has attended school over the total number of days the student has been enrolled. Cumulative attendance will be monitored on a monthly basis at the individual, subgroup, and school levels. The annual cumulative attendance rate goals are: Year 1 – 92%, Year 2 – 93%, Year 3 – 94%, Year 4 – 95%, Year 5 – 95%.

Chronic Absenteeism – The State of California defines chronic absenteeism as 90% cumulative attendance or less. Therefore it is necessary to monitor each student’s individual cumulative attendance rate, in order to derive the school’s chronic absenteeism rate. While the School’s cumulative attendance targets are all higher than 95%, the School will monitor students and subgroups for chronic absenteeism in order to target resources toward severe attendance issues. The annual chronic absenteeism rate goals are: Year 1 – 12%, Year 2 – 11%, Year 3 – 10%, Year 4 – 10%, Year 5 – 10%.

Middle School Dropout Rate – LA’s Promise Charter Middle School #1 acknowledges that grade 8-10 are a crucial window for dropout prevention. As such, the School will provide Advisory teachers with dropout prevention training and support. To monitor the effectiveness of the school’s prevention programming, the school will calculate the Middle School Dropout Rate, which is equal to the number of grade eight academic year dropouts. Year 3 will be the first school year in which the Middle School Dropout Rate shall be available. The goal for Year 3 is the Middle School Dropout Rate shall not exceed 10%. The Year 4 goal is the Middle School Dropout Rate shall not exceed 9.5%. The goal for Year 5 is the Middle School Dropout Rate shall not exceed 9%.

Annual targets and associated actions and services for the goals below are specified in the Local Control Accountability Plan in Element 1 under State Priority 6: School Climate.

Suspension Rate – As with attendance, the education program will only be impactful if students are attending class. In recognition of this reality, the School will use suspensions sparingly, only for the most egregious offenses, or when other means of corrective action have failed to effect the desired behavioral change. The School will monitor suspensions by calculating the suspension rate – defined as the quotient of the unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year – schoolwide and for student subgroups. A new rate will be calculated after every suspension incident and after the first day of every month, and School leadership will
monitor suspension data for subgroup disparities on a monthly basis. The annual suspension rate goal is to not exceed 2%.

*Expulsion Rate* – LA’s Promise Charter Middle School #1 is committed to serving all students interested in attending our school. As such, expulsion will only be used for the utmost egregious offenses. The Expulsion Rate will be defined as the quotient of the unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30), divided by the unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30). Because of the anticipated infrequency of expulsions, the Expulsion rate will be calculated after each incident. The annual expulsion rate goal is to not exceed 1%.

*Student Satisfaction* – The Annual School Climate Survey will measure the degree to which students are satisfied with their education at LA’s Promise Charter Middle School #1. Student investment in their own education is paramount toward reaching their full academic potential, and students are more prone to invest when they are satisfied. Success will be measured by the % of positive student responses on the Annual School Climate Survey. Year 1 will establish the baseline, whereupon the goal for Year 2 will be to realize a 4% increase from the baseline, the goal for Year 3 will be a 3% increase from Year 3, the goal for Year 4 will be a 3% increase from Year 3, and the goal for Year 5 shall be a 3% increase from Year 4.

Annual targets and associated actions and services for the goal below are specified in the Local Control Accountability Plan in Element 1 under State Priority 7: Course Access.

*Broad Course of Study* – All students will have access to a broad course of study in English, Math, Social Studies, Science, Health/PE, and visual/performing arts, and extended learning opportunities as outlined in the School’s charter petition. School leadership will ensure a full and appropriate master schedule, and ensure that all students receive a full schedule of classes at all times. As a certification of this access (and of the School’s quality in general), the school will pursue WASC accreditation in Year 3. Success will be measured by all students having access to the course sequence outlined in the School’s charter petition, and the pursuit of WASC accreditation in Year 3 per submission of copies of application documentation to LACOE.

Annual targets and associated actions and services for the goal below are specified in the Local Control Accountability Plan in Element 1 under State Priority 8: Other Pupil Outcomes.

*English Literacy* – The capacity for life-long learning hinges on literacy. Further, in the California public education system, mastery of English is requisite for student success. Therefore, LA’s Promise Charter Middle School #1 will prioritize proficiency in English Literacy as a goal for all students. The School will measure proficiency through the Pearson GRADE assessment, defined as a grade level equivalent lexile of no more than 2 grades below their current grade level. The annual English literacy goals are: Year 1 – 60%, Year 2 – 65%, Year 3 – 69%, Year 4 – 73%, Year 5 – 76%.
Method for Measuring Pupil Progress Toward Outcomes: Formative and Benchmark Assessment

Assessments
A comprehensive assessment program is an essential foundation for building each student's pathway to graduation. Academic success in middle school is largely dependent on personal and psychological growth. Because each student comes to the classroom with different strengths and needs, assessments will be central to designing curriculum that meets each student where they are and pushes them up to higher levels of achievement.

LAPCMS#1 will utilize a cyclical assessment program that provides a stream of relevant student proficiency data, which will allow for strategic decision-making regarding interventions, instructional design, and professional development. Academic progress and student mastery of standards will be measured through a variety of instruments.

LAPCMS#1 will use diagnostic, formative, benchmark, and summative assessments to monitor student progress towards reading comprehension and Common Core standards and provide timely feedback. In addition, portfolio assessments will be used to measure a student’s overall academic achievement and mastery of the curriculum. Students will present their portfolios to a committee of grade level teachers, parents, and community stakeholders each semester to demonstrate the extent of their acquired knowledge and further hone real world verbal, written, and presentation skills. Eighth grade students will showcase their best work from the previous three years as proof of their readiness for high school.

Since our primary goal is to prepare students to be successful in high school and beyond, we will carefully track whether students are meeting grade level proficiency standards; and if not, we will utilize assessment data to develop the appropriate interventions.

Student Assessment Plan
The following is the proposed assessment plan and its various components for Year 1 at LAPCMS#1. The plan presents a comprehensive approach to monitoring and providing tailored services to our students, thereby preparing them for the rigor of a college preparatory curriculum in high school. In the “Type” column, Diagnostic assessments are administered at the beginning of the year to establish a proficiency baseline; Summative assessments are issued at the end of the year to measure student proficiency and establish performance growth; Formative and benchmark assessments are administered in the interim, both to measure progress toward standard proficiency and to enlighten teachers regarding the particular instructional needs of each of their students.

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Type</th>
<th>Grade Levels</th>
<th>Timing/Schedule</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pearson GRADE Assessment</td>
<td>Diagnostic, Summative</td>
<td>All</td>
<td>First/last week of school</td>
<td>Assign grade-level reading scores</td>
</tr>
<tr>
<td>Assessments and Reporting Online Math Diagnostics</td>
<td>Diagnostic</td>
<td>All</td>
<td>First week of school</td>
<td>Gauge basic skill knowledge in mathematics</td>
</tr>
<tr>
<td>Teacher Created Standards-Aligned Writing Prompts</td>
<td>Diagnostic, Benchmark, summative</td>
<td>All</td>
<td>Three times per year</td>
<td>Assess writing abilities: 1) upon entering the grade; 2) progress toward standard mastery; and 3) summative performance</td>
</tr>
<tr>
<td>Standards Based Curricular Unit Assessments</td>
<td>Benchmark</td>
<td>All</td>
<td>Weekly, Biweekly</td>
<td>Determine progress; design in-class interventions and differentiated instruction</td>
</tr>
<tr>
<td>Smarter Balance Interim Comprehensive Assessments</td>
<td>Diagnostic, Benchmark</td>
<td>All</td>
<td>Once per Semester</td>
<td>Determine progress toward grade level standard proficiency</td>
</tr>
<tr>
<td>Smarter Balanced Interim Assessment Blocks</td>
<td>Formative</td>
<td>All</td>
<td>One or More per Semester in Math and ELA</td>
<td>Determine progress toward grade level standard proficiency in specific claims</td>
</tr>
<tr>
<td>Mini-Portfolio</td>
<td>Summative</td>
<td>All</td>
<td>Once per Semester</td>
<td>Demonstrate project-based achievement in core classes</td>
</tr>
<tr>
<td>Integrated Project</td>
<td>Summative</td>
<td>8th</td>
<td>Annually</td>
<td>Capstone community project required for culmination (requires integration of CCSS standards)</td>
</tr>
<tr>
<td>California Assessment of Student Performance and Progress (CAASPP)</td>
<td>Summative</td>
<td>All</td>
<td>Annually</td>
<td>Identify areas for strengthening instructional program and plan for following year</td>
</tr>
<tr>
<td>FITNESSGRAM&lt;sup&gt;®&lt;/sup&gt; Physical Fitness Test</td>
<td>Diagnostic</td>
<td>7th grade</td>
<td>Annually</td>
<td>Determine student fitness level</td>
</tr>
</tbody>
</table>
LA’s Promise Charter Middle School #1 will administer the CAASPP Interim Common Assessments in ELA and Math once per semester. The first administration will be a diagnostic of student skills in grade level standards. This will help prioritize classroom instruction by identifying class-wide growth areas, as well as student skill groups to support differentiated instruction. The second administration will benchmark progress toward meeting grade level standards.

The Smarter Balance Interim Assessment Blocks (IABs) necessitate a grade level rollout plan. LAPCMS#1 proposes to utilize the following assessment schedule for IABs as of Year 1.

**ELA**

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>November</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Read Literary Texts</td>
<td>Argument Performance Task</td>
</tr>
<tr>
<td>Grade 7</td>
<td>Read Informational Texts</td>
<td>Edit/Revise, Brief Writes</td>
</tr>
<tr>
<td>Grade 8</td>
<td>Listen/Interpret, Research</td>
<td>Explanatory Performance Task</td>
</tr>
</tbody>
</table>

**Math**

<table>
<thead>
<tr>
<th>Grade 6</th>
<th>November</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 7</td>
<td>1. Ratio and Proportional Relationships; 2. Number System</td>
<td>1. Expressions and Equations; 2. Grade 7 Performance Task</td>
</tr>
<tr>
<td>Grade 8</td>
<td>1. Expressions &amp; Equations, with Proportionality, Statistics &amp; Probability; 2. Functions</td>
<td>1. Geometry; 2. Grade 8 Performance Task</td>
</tr>
</tbody>
</table>

After Year 1, and upon receiving claim-level student performance data on the CAASPP Summative Assessments, school leadership, including lead teachers and the testing coordinator, shall convene to analyze claim performance. Through this analysis, school leadership may review and move to alter the IAB assessment plan to prioritize growth on claim areas with the lowest proficiency. If feasible, claim data should be disaggregated by language classification, whether the student has an IEP, gender, and racial subgroup to identify areas for subgroup growth. The Principal may alter the IAB assessment plan at any time to reflect shifting school priorities based upon data driven analysis of claim performance. However, the School must administer at minimum one IAB in English and Math per grade level semester.

Upon request, LAPCMS#1 shall submit to LACOE benchmark assessment data that demonstrates progress toward standard proficiency from assessments administered throughout
the year. Although typically utilized to inform adjustments to classroom instruction or the education program, benchmark data may also be utilized to establish a positive growth trajectory throughout the year that may not be fully reflected in summative outcomes.

**Data Analysis and Reporting Data Measures**
To measure success, LAPCMS#1 will track progress in the overarching areas of high school readiness and school retention, both school-wide and for subgroups (as available). Data measures may include, but are not limited to, the following:

- **High School Readiness**
  - SBAC Assessment English Language Arts proficiency rate
  - SBAC Assessment Mathematics proficiency rate
  - Rate of students passing English with a “C” or better
  - Rate of students passing Math with a “C” or better
  - Middle school dropout rate
  - English Learner reclassification rate
  - Rate of English Learners who have not reclassified in 5 years
  - Rate of English Learners making annual progress on CELDT
  - Final course marks

- **School Retention**
  - 95% attendance rate
  - Chronic absenteeism rate
  - School and single student suspension rate
  - Instructional days lost to suspension
  - Expulsion rate
  - Tardies

- **Other**
  - Parent participation in workshops
  - Student participation in expanded learning opportunities
  - Stakeholder satisfaction survey results

**Role and Use of Data**
LA’s Promise Charter Middle School #1 will seek to implement a sophisticated data-driven culture schoolwide. Teachers and instructional staff will engage in a continuous cycle of analysis, examining meaningful and timely performance data collected at the individual level and aggregated to subgroup and schoolwide levels. Additionally, school leadership – led by the Principal and including lead teachers – will meet during the summer to review and identify trends in schoolwide and subgroup performance, and plan accordingly for the upcoming school year. The cycle includes the following two components:

- **Collective inquiry**: DuFour and Eaker describe effective professional learning communities as ones that consistently challenge the status quo to improve student learning.\(^{17}\) A cycle of

---

Continuous improvement begins with inquiry, as staff members look critically at the success of their efforts. LAPCMS#1 will support the process of collective inquiry through data dashboards, training, and common planning time. Time will be allocated for professional learning communities to review academic and operational data monthly. Similarly, counselors will work with Advisory teachers to review student progress and classified staff may focus on student behavior, attendance and the like.

- **Continuous improvement**: A cycle of data-driven analysis and adjustment will be embedded in our school culture. LAPCMS#1’s school leadership team will review monthly and quarterly dashboards for empirical evidence to inform school-wide planning efforts, including for subgroups. School site administrators will review school-level data with faculty during PD sessions to problem-solve and strategically plan for necessary improvements. Teachers will utilize assessment data at least once per mark reporting period to adjust instruction based on student comprehension levels; and administrators will design professional developments and systems of support for teachers based on needs identified through data. Additionally, counselors will be able to intervene with high need and "at-risk" students earlier by seeing the academic and social picture of their experience at school. Through these approaches, data will be used to drive a continuous cycle of improvement.

The overarching goal of these cycles is to ensure that students are making adequate progress toward standard proficiency and content mastery. The expectation is that students will increase one proficiency level each year on the annual summative CAASPP assessments in ELA and Math. The specific expectations are as follows:

- Students at “Standard Not Met” will improve to “Standard Nearly Met”
- Students at “Standard Nearly Met” will improve to “Standard Met”
- Students at “Standard Met” will improve to “Standard Exceeded”

LA’s Promise currently employs a data analyst to support schools in the tracking of critical data and trends, and in the creation of timely data reports. The analyst will also support LAPCMS#1 through professional development planning and delivery as needed. This support will expedite the cycle by alleviating the burden of data dis/aggregation for school leadership, and improving data literacy among school employees, allowing more time and effort to focus on analysis and strategy.

**Informing Stakeholders**
LAPCMS#1 is committed to making data readily available to its broader community through a variety of means, including the School Accountability Report Card and LAUSD School Report Card. The LA’s Promise communications director also releases quarterly newsletters, occasional press releases (as needed), and other communiques to inform parents and the community about school achievement. Information conveyed may include graduation, suspension, expulsion, attendance, schoolwide standardized assessment, and course marks data. In this way, LA’s Promise will seek to keep parents and other stakeholders readily informed of the latest data findings at LAPCMS#1.
**Grading Policy**

Letter grades will be calculated and assigned based on student learning in relation to Common Core State standards. Benchmark and summative assessments, quizzes, standards-based projects, and essential classwork activities may be included in grade calculations. The final mark will reflect an overall rating that demonstrates the level of mastery the student has achieved over the duration of the course. The following table outlines our grading scale:

<table>
<thead>
<tr>
<th>Achievement Level</th>
<th>Mark</th>
<th>% Range</th>
<th>Standard Level/Grade Points</th>
<th>Standards Based Rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Grading</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Markedly superior work</td>
<td>A</td>
<td>90% and up</td>
<td>4</td>
<td>The student demonstrates an in depth understanding of the material by completing advanced applications</td>
</tr>
<tr>
<td>Satisfactory work</td>
<td>B</td>
<td>80% - 89%</td>
<td>3</td>
<td>The student has mastered the complex, targeted knowledge and skills for the class</td>
</tr>
<tr>
<td>Nearly Satisfactory work</td>
<td>C</td>
<td>70% - 79%</td>
<td>2</td>
<td>The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for the class</td>
</tr>
<tr>
<td>Needs improvement</td>
<td>D</td>
<td>60% - 69%</td>
<td>1</td>
<td>The student is able to demonstrate an understanding of the foundational material for the class with help from the teacher, but still struggles when working independently</td>
</tr>
<tr>
<td>No progress</td>
<td>F</td>
<td>59% and below</td>
<td>0</td>
<td>Even with assistance from the teacher, the student shows no understanding of the material. A zero will not be given for missing work until the end of the semester</td>
</tr>
</tbody>
</table>

171
Table: Work Habits & Cooperation

<table>
<thead>
<tr>
<th>Excellent</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Exceeds Expectations)</td>
<td></td>
</tr>
<tr>
<td>Satisfactory</td>
<td>S</td>
</tr>
<tr>
<td>(Meets Expectations)</td>
<td></td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>U</td>
</tr>
<tr>
<td>(Does not Meet Expectations)</td>
<td></td>
</tr>
</tbody>
</table>

Portfolio assessments will be used to measure a student’s overall academic achievement and mastery of the curriculum. Students will present their portfolios to a committee of grade level teachers, parents, and community stakeholders each semester to demonstrate the extent of their acquired knowledge and further hone real world verbal, written, and presentation skills. Eighth grade students will showcase their best work from the previous three years as proof of their readiness for high school.

As stated in Element 1, the school will encourage teachers to utilize standards based grading practices. This includes reporting student skill levels by standard, according to a 4 point scale (see below). In Year 1, LA’s Promise Charter Middle School #1 will not require teachers to utilize standards based grading. Instead the School will implement a pilot year during which teachers familiarize themselves with standards based grading strategies and procedures while assigning official overall course marks that conform to the A-F table identified above.

To facilitate both familiarity with standards based grading and course marks, teachers will leverage traditional to standards based grade conversion by utilizing the grade point scale correlations to the 4 point standard achievement levels in the above table. Intermediate scores of 0.5, 1.5, 2.5, and 3.5 may be used to show that a student has shown partial mastery of the next level of learning. In particular, a score of 0.5 shows that a student has mastered some but not all of the foundational 2.0 material, a score of 1.5 shows that a student has mastered all of the foundational material with help but only some of it without help, and a score of 2.5 shows that a student has mastered all of the foundational material at the 2.0 level but has only shown partial mastery of the complex, targeted learning at the 3.0 level.

**Progress Reporting**

Report cards will be issued twice a year, at the end of each semester. Half way through each semester (at approximately the ten-week mark), progress reports will be issued to indicate whether students have demonstrated proficiency on Common Core standards in that grading period. The marks will indicate if students meet, exceed, or are in progress towards meeting grade level expectations. Progress reports and report cards will be sent home. Additionally, parent-teacher conferences will be held to discuss student progress and rationale for each grade, and as well as ways parents can support their child at home. Formal conferences will take place twice a year, once per semester. Parents may request informal conferences at any time, but must provide notification to the teacher and the main office of their desired conference date at least one school day in advance. Advisory teachers will review their students’ progress toward
meetings grade level standards by maintaining communication with core teachers and discussing Early Warning Indicator flags: failing a class or receiving a standards aligned assessment score of 1 or 0.

LAPCMS#1 will use Power School for their student information system, which includes functionality for Report Cards and Progress Reports. This program would enable parents and students to check assignments and progress online, and parents would also have the ability to send e-mail messages to teachers. Teachers will be expected to update their assignment marks by Friday of each week to ensure timely feedback is available to parents. In addition, any parent may request an informal conference with their child’s teacher at any time throughout the year, provided 24 hours notice with the teacher and school office.

**Promotion/Retention**
The formal preparation for students to be career and college ready begins in middle school, as it is foundational to success with the A-G curriculum in high school. To ensure LAPCMS#1 students are on track and prepared to succeed in high school and beyond, promotion and retention standards have been developed. Students must meet or exceed the criteria outlined below in order to advance to the next grade.

**Promotion**
To culminate from middle school, students will be expected to achieve proficient levels of English Language Arts and Math comprehension; a smaller subset of special needs or advanced learning students asked to reach personalized learning goals. Additionally, eighth grade students will showcase their best portfolio work from the previous three years as proof of their readiness for high school.

The Advisory Period will be utilized to ensure that students are making progress in meeting all graduation requirements. Upon culmination, students will establish college and career expectations in collaboration with their families, which they will work toward in high school and beyond. A network of services and resources will be made available to them, empowering them to advocate on behalf of their own education.

**Retention**
LAPCMS #1 will utilize a robust, tiered intervention model to identify and address the needs of at-risk students early in the school year, in order to avoid retention. The following supports are envisioned to assist students in mastering grade level standards:

- Differentiated, small-group, and individual standards-based instruction
- Supplemental academic support programs, such as before or after school to give students additional academic support
- Technology-based intervention and credit recovery

Parents will be notified of academic concerns throughout the school year, particularly when a student is at risk of not meeting grade level standards for promotion. Concerns will be communicated through parent-teacher conferences, progress reports and official correspondence. If retention is a consideration, school administrators will conduct individual meetings with the parents to discuss the rationale and recommendation for retention, and to seek parental support.
Retention decisions are ultimately up to the parent, however; their consent must be given before a student will be held back.
ELEMENT 4. Governance Structure
The governance structure of the school, including, but not limited to, the process to be followed by the school to ensure parental involvement. Ed Code 47605 (b)(5)(D)

Public Operating Principles
LA’s Promise Charter Middle School #1 (LAPCMS#1) will be an independent charter and affirms that it will be operated by LA’s Promise, a nonprofit public benefit corporation. LA’s Promise is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School. As a nonprofit public benefit corporation, LA’s Promise, and thereby LAPCMS#1, will be governed by a corporate Board of Directors (“Board” or “Board of Directors”) in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this charter. Ultimate responsibility for the governance of LA’s Promise Charter Middle School #1 will rest with LA’s Promise’s Board of Directors.

LAPCMS#1 shall ensure that, at all times throughout the term of the Charter, the bylaws of LA’s Promise and its Board are and remain consistent with the provisions of this Charter. In the event that LA’s Promise amends the bylaws, the Charter School shall provide a copy of the amended bylaws to CSO within 30 days of adoption.

LAPCMS #1 will be nonsectarian in its programs, admission policies, employment practices, and all other operations.

LAPCMS #1 shall not charge tuition.

LAPCMS #1 shall not discriminate against any student 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.

LAPCMS #1 will comply with the Brown Act.

Members of LAPCMS #1’s board, any administrators, managers or employees, and any other committees of the Charter School shall comply with applicable federal and state laws, nonprofit integrity standards and policies and regulations regarding ethics and conflicts of interest.

Articles of Incorporation and Bylaws of the corporation or controlling corporation, in addition to the resumes and questionnaires of board members, can be found in the appendices to this document.

LA’s Promise Board of Directors
Potential members of the LA’s Promise Board of Directors are typically nominated by an existing board member. In order to be confirmed, the nominee’s professional background, community involvement, and commitment to the LA’s Promise mission is assessed.

LACOE reserves the right to appoint a single representative to the charter school board pursuant to Education Code section 47604(b).
The Board of Directors will be responsible for major strategic and policy decisions related to the school and will also need to ensure LA’s Promise Charter Middle School #1’s financial sustainability. The Board will also help ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and safety, use and maintenance of facilities, financial condition and fundraising, and overseeing that school resources are managed effectively. To assure that these goals are carried out, the Board will delegate to its Schools Committee, to consist of at least three (3) members of the Board (appointed to the Schools Committee in accordance with the LA’s Promise bylaws), all relevant powers and authority to manage and oversee charter school operations and activities, including without limitation, as to financial and accounting matters, academic standards, legal requirements, insurance and general compliance with charter school petition requirements. Some examples of the Schools Committee involvement in ensuring the successful operation of the charter school include:

- Approving the charter schools’ fiscal policies and procedures and delegates administration of the policies and procedures to the CEO
- Approving the schools’ annual financial audit
- Reviewing and approving the schools’ annual budget
- Reviewing annual and monthly financial statements.
- Approving the opening and closing of bank accounts and the list of authorized signers
- Approving all third-party loans and the opening of business credit cards.
- Approving inter school borrowing
- Commissioning the annual financial audit by an independent third party auditor
- When the Principal suspends a student, an appeal will be heard by the Schools Committee
- Approving/Denying the expulsion of a student
- Participating in Employee’s Due Process when a grievance has been filed.
- Approving the LCAP

The Board and its Schools Committee expect that the goals specified here will be accomplished primarily through a Chief Executive Officer who would be appointed and reviewed by the Board.

All management powers not specifically designated to the Board and/or the Schools Committee are delegated to the Chief Executive Officer, who will answer directly to the Board. The Los Angeles County Office of Education (LACOE, and where legally applicable, “The District”) representative appointed to the Board, if any, will facilitate communications and mutual understanding between LA’s Promise Charter Middle School #1 and LACOE.

The Board meets at minimum once every quarter. The Schools Committee will meet as often as necessary, but more frequently than once per calendar quarter.

In accordance with the Brown Act, all board meetings to the extent pertaining to Los Angeles County Office of Education business and school operations (including those of charter schools) are open to the public, with meeting notice posted 72 hours in advance of the meeting. LAPCMS#1 shall send to the CSO copies of all governing board meeting agendas pertaining to Los Angeles County Office of Education business and school operations (including those of
Charter schools) at the same time that they are posted in accordance with the Brown Act. Charter School shall also send to the CSO copies of all relevant 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. Such Board meeting agendas and minutes will be posted in the main office of the school. When known, future Board meeting dates will be listed in the minutes and included in the school’s calendar of events. All Board meeting agendas pertaining to Los Angeles County Office of Education business and school operations (including those of charter schools) will include meeting location and time of meeting.

LA’s Promise will comply with the Brown Act with regards to all issues related to the governance and operations of LAPCMS#1, including, but not limited to meetings regarding policies, education, and fiscal issues. LA’s Promise and its board will also comply with the requirements of the Political Reform Act and Government Code section 1090.

The LA’s Promise bylaws had provided for a 17 member board. LA’s Promise has recently amended its bylaws to permit the board to be expanded to 30 members. A copy of the amended bylaws is attached hereto.

The current members of the LA’s Promise board are:

**LA’s Promise Board of Directors**

*Christopher Brearton, Deputy Office Managing Partner, Latham & Watkins*

Christopher Brearton is the deputy office managing partner of Latham’s Century City office and a member of the Entertainment, Sports and Media Practice.

Christopher primarily advises motion picture studios, independent producers, financial institutions and investment funds, television networks, and sports organizations. He has counseled clients in transactions ranging from the creation of strategic alliances, complex commercial licensing arrangements, project financing, and industry-specific mergers and acquisitions.

Prior to joining Latham, Christopher spent several years as a Certified Public Accountant (CPA) with KPMG in Los Angeles.

Christopher has been recognized as a leading lawyer in both the entertainment and sports fields. He was named to the Sports Business Journal's annual "Forty Under 40" list of the most promising young executives in the sports business. He was also featured in Variety's annual "Dealmakers Impact Report" on influential individuals in the entertainment business, as well as Variety's annual "Legal Impact Report" on the top 50 game-changing entertainment attorneys. Christopher was profiled as one of the top 40 entertainment lawyers as part of the Los Angeles Business Journal's "Who's Who in L.A. Law" Special Report. He was also named a leading lawyer by Chambers in Media and Entertainment Transactional Law and named a Legal500 recommended Lawyer in the categories of Media, Technology and Telecoms and Film, Music & Television.

Christopher is on the Board of Directors for LA's Promise, Academy of Television Arts & Sciences, Beverly Hills Bar Association, Pacific Council on International Policy and the Sports Lawyers Association. He received a Bachelor’s of Business Administration from the University
of Georgia and earned a Juris Doctorate from University of Virginia, graduating with honors and Order of the Coif.

**Megan Chernin, CEO, The Los Angeles Fund for Public Education**
Megan Chernin is the Chief Executive Officer of The Los Angeles Fund for Public Education, a fund launched by Superintendent John Deasy to boost private philanthropic support for the financially strapped Los Angeles Unified School District. A strong advocate for the welfare and education of children, Megan has served on a variety of non-profit boards as well as having served as a mentor to high school students through the Fulfillment Fund. Megan serves on the Advisory Board of the Harvard School of Public Health's National Mentoring Project. She served as chair of the Los Angeles Mentoring Partnership (LAMP), a coalition of mentoring agencies serving greater Los Angeles. There Megan created programs such as Go for College, Power Lunch and Career Day to address some of the difficult challenges high school students face. She produced national public service announcements to promote the broad social and academic impacts of effective mentoring programs. Megan served as chair of the board of LA's Promise from 2006–2011.
Megan worked in the California Office of the Attorney General, as well as the Los Angeles District Attorney's Office. She has a B.A. in English from Manhattanville College and a Juris Doctor from Southwestern University School of Law.

**Stephanie Christie, Division Lending Executive, Citibank**
Stephanie is the Division Lending Executive for Citibank in Los Angeles. Stephanie has worked in the banking and financial services industry for over 25 years. She started her career in banking as a loan officer for Citibank in the South Bay area of Los Angeles. She joined Wells Fargo in 1999 as Senior Vice President of Home Equity Lending for the bank nationally. She moved over to the mortgage group in 2001 to develop Alternative Lending Programs with an emphasis on improving homeownership rates, focused on Responsible Lending Principles.

Stephanie is on the Board of Directors for LA's Promise. She is a graduate of the Consumer Bankers Association Graduate School of Bank Management at the University of Virginia.

**Erik Feig, President of Production, Lionsgate**
Erik Feig is the President of Production at Lionsgate. In that capacity Feig oversees all aspects of development and production on a slate of between 10-12 movies a year for Lionsgate and Summit Entertainment. Films originated, supervised, or produced by him have earned nearly $4 billion at the global box office and have won multiple awards including an Academy Award for Best Picture. Upcoming and past titles include the entire TWILIGHT SAGA, the next installment in the hit THE HUNGER GAMES series, CATCHING FIRE, the eagerly anticipated adaptation of ENDER'S GAME, and past films such as HURT LOCKER, RED, KNOWING, the STEP UP series, 50/50, MR. & MRS. SMITH, SOURCE CODE, and LETTERS TO JULIET.

Feig’s involvement with LA’s Promise dates back to 1998, when he became a mentor for students at an underprivileged high school in Los Angeles, under the auspices of Fulfillment Fund's College Pathways, which later grew into Center for Innovative Education, then Mentor LA, and now LA's Promise.

Inspired by the organization’s greater mission to provide life-changing opportunities for students, teachers, and parents in Los Angeles, Feig joined the Board of Directors in 2003. He and his fellow board members played a key role in the development and design of the West Adams
Preparatory High School which launched in 2007 and are actively involved with the supervision of John Muir Middle School and Manual Arts High School. Feig remains dedicated to community outreach and development in LA and is grateful to be a part of an organization which began as a mentorship program for a cohort of 30 students and now serves over 8,000 students.

**Andrea Foggy-Paxton, Senior Director, Broad Center**

Andrea Foggy-Paxton supports career development of senior leaders in the Broad Center network. Andrea previously was executive vice president at Reasoning Mind, a nonprofit organization dedicated to providing first-rate math instruction for all students. She also has developed and managed innovative professional development, high-school transformation, college completion and personalized-learning grants for the Bill & Melinda Gates Foundation. Earlier in her career, she served in roles with Annie E. Casey Foundation, Tavis Smiley Foundation, L.A. Youth at Work, Rock the Vote and Freedom Schools. Andrea has a bachelor’s degree in political science from the University of California at Berkeley and a master’s degree in public administration from Baruch College in New York.

**Dean Hallett, Executive Vice President, Operations and Strategy and CFO, Fox Filmed Entertainment**

Dean Hallett is Executive Vice President, Operations and Strategy and Chief Financial Officer (CFO) for Fox Filmed Entertainment (FFE), where he is a key member of the executive team and is instrumental in shaping the overall strategy of the studio. In his current role, Hallett provides strategic direction and operational guidance to all FFE divisions including theatrical production, worldwide theatrical marketing and distribution, worldwide home entertainment, television distribution, digital exhibition and digital media. He aligns and optimizes resources while providing guidance to each of the studio divisions as they integrate digital product offerings into day-to-day operations. Hallett also oversees strategic planning and business development, technology research and engineering, studio and post-production operations, information technology and finance.

Hallett has overseen several key studio initiatives including new digital sell-through home entertainment strategies, the company-wide content management strategy, the digital cinema strategy and rollout, and the business process/cost revolution effort that resulted in establishing the new Enterprise Operations unit.

Prior to joining Fox, Hallett was Executive Vice President and Chief Financial Officer for The Walt Disney Studios (TWDS), a position he had held since January 2000. Prior to his CFO role, he was Senior Vice President, Planning and Control for TWDS, where he drove international theatrical and home entertainment integration initiatives, served as executive sponsor for shared services of The Walt Disney Company and helped spearhead strategic sourcing and ERP initiatives for the corporation.

A native of Los Angeles, California, Hallett received his degree in business administration from the University of Southern California (USC) in 1980. He is currently Vice-Chairman of Marshall Partners (the premiere academic support group for USC’s Marshall School of Business), and is a member of USC’s Board of Governors and USC Marshall’s Corporate Advisory Board. Hallett previously served on the Board of Directors of Partners Federal Credit Union, is a member of several Fox company boards of directors and he serves on the board of LA’s Promise.
**Rick Hess, Founder and Co-Managing Partner, Evolution Media Capital**

Rick is a founder and Co-Managing Partner of Evolution Media Capital (“EMC”), a joint venture with Creative Artists Agency (“CAA”), focusing on the media, entertainment, and sports industries.

At EMC, Rick has raised and advised in excess of $6 billion for his clients and has worked on a number of transactions including the Texas Rangers, Lotus F-1 Race Team, Strike Force, and Participant Media.

Prior to founding EMC, Rick lead the Film Finance group at Creative Artists Agency (CAA), a talent and literary agency based in Los Angeles, California. He joined CAA in January 2002, and focused on the packaging and financing of feature films, as well as the structuring of film production and film finance companies. During his time at the agency he and his group packaged, arranged financing for or sold over 125 films, including Academy Award-winning BROKEBACK MOUNTAIN, SYRIANA, and CRASH, as well as GOOD NIGHT AND GOOD LUCK, LORD OF WAR, THE NEW WORLD, NORTH COUNTRY, MICHAEL CLAYTON and IN THE VALLEY OF ELAH.

Prior to his position at CAA, Rick held executive and management positions at TriStar Pictures, William Morris Agency, Phoenix Pictures, and Propaganda Films. He serves on the Board of Directors for LA’s Promise, a nonprofit organization working to improve schools and empower neighborhoods in some of the most disenfranchised communities in Los Angeles. Rick is also on the board of Chrysalis, a non-profit organization dedicating itself to creating pathways to self-sufficiency for homeless and low-income individuals and families by providing them with the resources to help find and maintain employment. Rick is also a member of the Academy of Motion Picture Arts and Sciences. He lives with his wife and two daughters in Monte Nido, CA.

**John Kissick, Founding Partner, Ares Management**

John H. Kissick is a founding partner of Ares Management, an independent Los Angeles based investment management firm with over $40.0 billion of committed capital under management in both the private equity and leveraged finance markets.

Mr. Kissick is on the board of directors of numerous corporations. He also serves on the Board of Directors of LA’s Promise, the Executive Committee of the Cedars-Sinai Sports Spectacular and Stanford University's Improving K-12 Initiative. Mr. Kissick graduated from Yale University and with highest honors from the Stanford Business School.

**Robin Kurtzman, Independent College Counselor/Volunteer at West Adams Prep High School**

Robin Kurtzman graduated from UCLA in 1983 with a Bachelor’s Degree in Mass Communications. She has 3 grown daughters who are 30, 27, and 22 and who all attended Oakwood School in North Hollywood. For the 20 years that her daughters attended Oakwood, Robin was involved in a variety of school activities like serving as a member of the Board of Trustees and its Development Committee, as well as serving as the volunteer President of the Parent Organization.

Once her eldest daughter began college, Robin went back to school through UCLA extension to obtain her credential in college counseling. She finished the program 10 years ago and worked for several years as an independent college counselor. A friend introduced Robin to LA’s
Promise, who met with Jamila Salisberry and began volunteering at West Adams Preparatory High School. Robin has worked there for the last 3 years, and now has a firm grasp of the students, school and how she best can support student college going. For example, this year Robin and Jamila has introduced a program for the most dedicated students educating them on the benefits of private schools and having them work on their Common Application earlier than in prior years with the hope that West Adams Prep High School will have more students applying to private institutions. Robin has also volunteered with College Match and the Posse Foundation and has helped to bring both of these organizations on to the West Adams Prep campus.

**Elizabeth Mann, Partner, Mayer Brown**

Elizabeth Mann is a partner in Mayer Brown's Los Angeles office. She has extensive experience litigating cases in several areas including entertainment, defamation, health care, antitrust, real estate, investment finance, environmental, regulatory and class actions. Ms. Mann has handled cases involving motion picture finance and screen credit issues, biologic marketing strategies, financial advisory services, fiduciary duty claims involving banks and trusts, government investigations, long-distance telephone services, toxic torts and RICO claims.

Ms. Mann's major clients include Amgen, American Specialty Health, Diageo North America, EON A.G., Extended Stay America, and Santa Fe Christian Schools.

Ms. Mann has had a long term commitment to serving Los Angeles' underprivileged children. Ms. Mann serves on the Board of Directors for LA's Promise. She spearheaded major litigation that established fair housing rights for low income families. She aided a number of Hurricane Katrina refugees who were transferred to Los Angeles in obtaining housing, health and education services. She is also very active in the Los Angeles legal community, serving as the Chair-Elect of the Executive Committee of the Litigation Section of the Los Angeles County Bar Association.

She received an undergraduate degree from Pomona College and a JD from the University of California - Los Angeles School of Law.

**Frank Marshall, Co-Founder, Kennedy/Marshall Company**

With a career spanning more than 40 years and over 75 films, Frank Marshall has helped shape American cinema, producing some of the most successful and enduring films of all time. Starting as a location manager on Peter Bogdanovich’s The Last Picture Show, by 1981 Marshall was working as a producer on Raiders of the Lost Ark with Steven Spielberg and future wife Kathleen Kennedy. Shortly thereafter, the trio formed industry powerhouse Amblin Entertainment, and together produced movies such as Gremlins, the Back to the Future trilogy, Who Framed Roger Rabbit?, Hook, and Empire of the Sun.

In 1991, Marshall and Kennedy left Amblin to form their own production company, The Kennedy/Marshall Company, where they produced The Sixth Sense, Signs, Seabiscuit, The Curious Case of Benjamin Button, War Horse, and all four films in the Bourne series. In 2012, Marshall took over as sole principal of the company when partner Kathleen Kennedy became Chairman of Lucasfilm, Ltd.
Marshall has 5 Academy Award nominations for Best Picture, including Raiders of the Lost Ark, The Color Purple, The Sixth Sense, Seabiscuit, and The Curious Case of Benjamin Button. In addition to his prolific producing career, Marshall is also an acclaimed director, having helmed Arachnophobia, Eight Below, Alive, Congo, an episode from the HBO miniseries “From the Earth to the Moon,” and the award-winning ESPN documentary Right to Play.

Marshall’s interests also extend beyond film. For over a decade, Marshall was a vice president of the US Olympic Committee; in 2005, he was awarded the Olympic Shield and was inducted into the U.S. Olympic Hall of Fame in 2008 for his service to the Olympic movement. He serves on the Board of Athletes for Hope, USA Track & Field Foundation, and USA Gymnastics. He is also involved in the educational arena through the UCLA School of Theatre, Film and Television, The Archer School for Girls and serves as Co-Chair of the Board of LA's Promise. He is a recipient of UCLA’s Alumni Professional Achievement Award, the 2008 Producers Guild of America’s David O. Selznick Award for Career Achievement, as well as the 2009 Visual Effects Society’s Lifetime Achievement Award.

**Brian McNamee, Executive Vice President, Full Potential Initiatives, Amgen**

Brian McNamee joined Amgen as senior vice president, Human Resources in June 2001. In 2013, Brian was promoted to be the Executive Vice President, Full Potential Initiatives. Before joining Amgen, McNamee was vice president of Human Resources at Dell Computers in Austin, Texas. He has held a variety of international executive positions at General Electric over a 12-year period, and he also served as senior vice president for the West Coast division of NBC in Burbank, California. McNamee received his bachelor's degree in journalism from St. Bonaventure University and received his master's degree in industrial and labor relations from Cornell University in 1987.

McNamee serves on the Board of Directors for LA's Promise.

**Simon Osborn, Managing Director, Goldman Sachs**

Simon Osborn, is a Managing Director in the Investment Management Division at Goldman Sachs. Simon was brought to our attention by our great friend Gene Sykes. Simon originally joined Goldman Sachs in London, United Kingdom in 1996 and recently transferred to the Los Angeles office. Simon created and led one of the largest international banking teams for the company. His primary duties here will be the same, to act as an investment manager and advisor to high net worth individuals, family offices, charities and foundations. He has previously worked at Legal & General Investment Management and for seven years in journalism and marketing in his native New Zealand. Simon earned an Executive MBA in Finance from the Cass Business School at City University, London. Simon recently joined the board of Positive Coaching Alliance.

**Stephen Prough, Founder, Salem Partners and Salem Partners Wealth Management**

Mr. Prough is a Founder of Salem Partners and Salem Partners Wealth Management. In addition to his management responsibilities for Salem Partners' two main businesses, Mr. Prough oversees the firm's media and entertainment investment banking practice, focusing primarily on mergers and acquisitions advisory services. Mr. Prough serves on the investment committees of Salem Partners Wealth Management and SW Contego, a fund of hedge funds established by Salem Partners Wealth Management in 2008. Prior to founding Salem Partners, Mr. Prough was a Vice President in the Media and Communications Investment Banking Group of Furman Selz.
Mr. Prough is a graduate of Harvard College, where he majored in Government and was a Harvard Scholar. Mr. Prough serves as the Co-Chair of the LA's Promise Board of Directors. Mr. Prough is also on the Professional Advisory Counsel of the Motion Picture and Television Fund.

**Alison Temple, Managing Partner, 3AM/Wild Card**
Alison Temple is the Managing Partner at 3AM/Wild Card Media. She formerly served as the Senior Vice President of Creative Content in the Theatrical Marketing Department at Twentieth Century Fox, overseeing original content for broadcast, digital and mobile outlets as well as brand integration with media and retail partners. Under Alison's creative direction, her team created innovative marketing campaigns for such films Avatar, X-Men, Alvin and the Chipmunks and the Ice Age franchise.

Before joining Twentieth Century Fox, Alison was Executive Producer at Trailer Park Inc., an entertainment marketing company producing trailers, teasers and promos for television, feature films and national commercials. Alison serves on the Board of Directors for LA's Promise.

**Ken Vils, Vice President and Area Sales Manager, Wells Fargo & Co.**
Ken Vils is a Vice President and Area Sales Manager with Wells Fargo & Co. He is responsible for leading Private Mortgage Banking in Los Angeles. Ken leads 80 mortgage professionals across 5 teams in Greater LA area. He has an annual budget to lend over $2 billion to customers in Los Angeles and throughout the nation. He’s been with Wells Fargo for over 15 years in several leadership positions.

Under Ken’s leadership, more than 500 loan officers and managers have joined Wells Fargo & Co. in Los Angeles. His success is demonstrated by growing a business in a healthy/balanced fashion. His current team began as 15 loan officers 5 years ago, grew to over 100 in 3 years and after two spin offs continues to lead the Nation in many categories with 80 current employees. 2013 finishing #1 in his role by scorecard in the Nation. Ken’s leadership style is defined by his Zenger Folkman leadership competencies; Command, Activator, Individualization, Ideation & Communication. He spends a couple weeks a year with different self-development programs sponsored by Wells Fargo & Co.

Ken has contributed to the lives of his family, friends, community and employees. Although he has not been formally involved with a Non Profit, he has been a cabinet leader 4 years running for the Wells Fargo Community Support Campaign. Through Wells Fargo & Co. he has worked with United Way, Habitat for Humanity, Operation Hope, Laurel Foundation, Jackie Robinson Foundation, Provident Hospital Foundation and many others.

**Legal and Policy Compliance**
Charter School shall comply with all applicable federal, state, and local laws and regulations, its MOU with LACOE and with LACOE’s policies as it relates to charter schools, as they may be amended from time to time.
Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act, the Public Records Act, and the Political Reform Act and Government Code section 1090.
All employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees or councils, Charter School administrators, and managers, shall comply with applicable federal and state laws, nonprofit integrity standards, and LACOE’s charter school policies, regarding ethics and conflicts of interest.

**LA’s Promise Governance Structure**

**Business and Operations Management**

LA’s Promise’s management team will be responsible for the material policy setting and decisions including the following: general policies of the School; recommending and monitoring the school's annual budget; ensuring operation of the school in accordance with the charter and the law; and hiring the school's principal. The LA’s Promise management team will meet on a weekly basis to focus on key issues dealing with LAPCMS#1.

Some of the business and operational processes of LAPCMS#1 may also be outsourced to a 501(c) (3) tax-exempt, California Nonprofit Public-Benefit Corporation or other provider (on arm’s length terms) that provides business and operations services. This enables school site staff to focus on instructional and curricular issues, while also allowing the LA’s Promise management team to focus on strategic issues. The business services provided to LAPCMS#1 may include assistance in fiscal planning, vendor management, accounts payable & receivables; providing attendance tracking systems; supporting completion and submission of compliance reports; monitoring adherence to applicable laws; and serving as a liaison with the District. The contracted organization will employ generally accepted accounting principles.

**School Principal**

The Principal is responsible for the daily administrative operation of the school and is accountable first to LA’s Promise’s CEO and ultimately to the LA’s Promise Board. Additionally a School Site Council (SSC) made up of the Principal, teachers, classified staff, parents, students and community members will be set up in order to provide suggestions and recommendations to the site Principal and/or to the LA’s Promise Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of LAPCMS#1.

**School Site Council**

LA’s Promise is proud of its track record with parent engagement. Its successful Promise Parent College program has allowed LA’s Promise to build strong ties with the parents of the youth it serves. This same rigor to parent engagement will be applied with establishing our school site council. Parents, students and school staff will be seen as thought partners in ensuring the success of LAPCMS#1. The School Site Council (SSC), to be comprised in accordance to Ed Code 52852, will serve as a medium for stakeholders to engage the Principal, staff and other parents. Students will also be encouraged to participate so that they may help shape school policy.

The SSC will review and approve the school’s single plan for student achievement, monitor its implementation throughout the year recommend it to the Board for approval, and in addition, provide numerous opportunities for students and parents to contribute to the school’s operations
The SSC may also recommend modifications to the strategic plan to reflect changing needs and/or priorities. Also, the SSC may provide input on: LCAP, curricula and instructional strategies, staff professional development, the school budget, parent involvement, staff stipends, and the school calendar. The SSC will meet monthly during the academic year. Ultimately, the goal is to ensure that there is two way communication between the school, parents and management.

Below is a diagram of the LA’s Promise Governance Structure:

The above chart provides an overview of the day to day supervisory roles for the team. Nonetheless, the CEO – as the highest ranking officer – is ultimately responsible for overall guidance, managerial decisions and acting as the main point of contact between board members and the organization. Another key component to the success of the organization is the management team comprised of the Chief Academic Officer, the Chief Operations Officer, the Director of Operations, the Chief Program Officer and the Director of Parent Engagement.

Below is a diagram of the LA’s Promise Charter School Organizational Chart:
Although the above charter school organizational chart represents a fully staffed school, a Principal may reorganize his or her staff and reporting structures as needed due to staffing levels, skill sets and or financial resources in order to ensure the maximum success of the school.

**Grievance Procedure for Parents and Students**

LA’s Promise Charter Middle School #1 will 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 LAPCMS#1 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. LAPCMS#1 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LAPCMS#1 shall adopt and publish complaint procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

LAPCMS#1 will implement specific and continuing steps to notify 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 the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity 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
LAPCMS#1 and/or LA’s Promise shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. LAPCMS#1 and/or LA’s Promise acknowledges that it is subject to audit by LACOE including, without limitation, audit by the District Office of the Inspector General. Charter School shall provide the District with current and accurate contact information for Charter School, Charter School administrators, and Board members.

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

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

Process for Amendments to Charter
Charter Amendment requests will be provided to LACOE as applicable.

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

Parent Engagement
Charter School shall not require a parent or legal guardian of a prospective or enrolled student to perform volunteer service hours, or make payment of fees or other monies, goods, or services in lieu of performing volunteer service, as a condition of his/her child’s admission, continued enrollment, attendance, or participation in the school’s educational activities, or otherwise discriminate against a student in any manner because his/her parent cannot, has not, or will not provide volunteer service to Charter School.
ELEMENT 5. Employee Qualifications

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

Equal Employment Opportunity

LA’s Promise Charter Middle School #1 acknowledges and agrees that all persons are entitled to equal employment opportunity. Charter School shall not discriminate against qualified applicants or employees on the basis of race, color, religion, sex, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status or any other characteristic protected by California or federal law. Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, including recruitment, selection, hiring, upgrading, training, promotion, transfer, discipline, layoff, recall, and dismissal from employment.

Equal employment opportunity shall be extended to all aspects of the employer-employee relationship, as required by California or federal law. Moreover, LAPCMS#1 will conform to the legal requirement that all charter school teachers shall hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. LAPCMS#1 affirms that the school will maintain copies of all teacher credentials and that they will be readily available for inspection and procedure for monitoring credentials. The school will also comply with NCLB requirements for teachers and paraprofessionals.

Personnel

LAPCMS#1 will maintain a professional staff that share in the educational philosophy of the school and are committed to the education of all children. Regardless of their role in the school, every person hired by LAPCMS#1 will actively help to promote the mission, instructional program and the organizational core values.

Hiring/Selection Process

The key positions at LAPCMS#1 include but are not limited to, the principal, teachers, office personnel, certificated and non-certificated staff. LAPCMS#1 and/or LA’s Promise will recruit through announcing openings and encouraging candidates at various locations, such as:

- Teach For America website
- Edjoin website
- California Charter School Association recruitment fair
- University job sites (e.g. USC, LMU, Cal States, etc.)
- Word of mouth/inter office emails

Individuals that wish to apply for a position will be required to submit a resume and a LAPCMS#1 employment application. LAPCMS#1 and/or LA’s Promise will review all submissions and determine which candidates are best suited for open positions at the school based on their qualifications. Candidates that are selected will go through an extensive interview process which may include, phone interviews, panel interviews, lesson/unit design, demonstration lessons, situational interviews and data analysis action plans. LAPCMS#1 and/or LA’s Promise staff will conduct interviews with the candidates and notify each person of their status once a decision is made. Candidates that are offered employment will receive a written
notice from LAPCMS#1 and/or LA’s Promise. Compensation will be competitive and comparable to other school districts.

The hiring of the school’s Principal will be the first step in establishing the staff at LAPCMS#1. The Principal will then be heavily involved in the recruitment and selection of not only the credentialed staff but also the classified personnel.

All employees must furnish or be able to provide:
· Medical clearance that demonstrates proof of a medical exam for tuberculosis (TB)
· Fingerprinting and LiveScan from the Department of Justice for criminal record check. Applicants will be required to provide a full disclosure statement regarding prior criminal record
· Documents establishing legal status
· Annually complete mandated reporting training on child abuse awareness

Employees’ job descriptions and work schedules will be reviewed and modified as necessary to meet the needs of the school and its students.

**Employee Qualifications for Key Employees and Minimal Responsibilities**

<table>
<thead>
<tr>
<th>ROLE</th>
<th>MINIMAL RESPONSIBILITIES</th>
<th>MINIMUM QUALIFICATIONS</th>
<th>MINIMAL PERFORMANCE MEASURES</th>
<th>WHO EVALUATES &amp; HOW OFTEN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Provides instructional leadership for the ultimate academic success of the school</td>
<td>Hold a Bachelor’s degree Hold an advanced degree or actively pursuing one (administrative credential preferred as outlined in the California Code of Regulations, 5 CCR Section 80054)</td>
<td>Ability to achieve educational outcomes as prescribed by the management team and/or Board Ability to complete minimal responsibilities as outlined in this description. Ability to manage fiscal responsibilities in accordance to set budget.</td>
<td>Chief Academic Officer Twice a year</td>
</tr>
</tbody>
</table>

<p>|                  | Embody, advocate and operationalize the mission, vision and strategic direction of the school Create, monitor and be held accountable to sustaining a school culture of academic rigor through clear expectations of students, families, faculty, and administrators Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school Achieve the academic goals outlined by the management team Develop school systems and structures that will maximize student learning Evaluate academic |
|                  | Create, monitor and be held accountable to sustaining a school culture of academic rigor through clear expectations of students, families, faculty, and administrators Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school Achieve the academic goals outlined by the management team Develop school systems and structures that will maximize student learning Evaluate academic |
|                  | Have demonstrated educational leadership and vision Have worked successfully with students of diverse backgrounds and socioeconomic status Teaching career should include at least three years of |
|                  | Ability to manage educational outcomes as prescribed by the management team and/or Board Ability to complete minimal responsibilities as outlined in this description. Ability to manage fiscal responsibilities in accordance to set budget. |</p>
<table>
<thead>
<tr>
<th>Role</th>
<th>Responsibilities</th>
<th>Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Collaborate with the Principal in establishing the school’s mission and provides instructional leadership for the ultimate academic success of the school. Embody, advocate and operationalize the mission, vision and strategic direction of the school. Help create, monitor and sustain a school culture of academic rigor through clear expectations of students, families, faculty, and administrators. Advocate on behalf of the students, families, and faculty in a way that is consistent with the mission of the school. Support the development of school systems and structures that will maximize student learning.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hold a Bachelor’s degree. Hold an advanced degree or actively pursuing one (administrative credential preferred but not required). Have demonstrated educational leadership and vision. Have worked with students of diverse backgrounds and socioeconomic status. Teaching career should include at least three years of teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages.</td>
</tr>
<tr>
<td>Principal</td>
<td>Ability to achieve educational outcomes as prescribed by the Principal. Ability to complete minimal responsibilities as outlined in this description.</td>
<td>Bilingual (English/Spanish) highly desirable. Proven ability to work collaboratively with a diverse team of teachers. Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges.</td>
</tr>
</tbody>
</table>

Twice a year
<table>
<thead>
<tr>
<th>Position</th>
<th>Responsibilities</th>
<th>Skills</th>
<th>Evaluations</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Manager</td>
<td>Developing and implementing clerical and administrative procedures for smooth daily school operations. Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned. Make follow-up calls with families when needed. Bilingual translation and communication with parents and community. Ordering and purchasing office and classroom supplies and vendor management. Maintain school calendar</td>
<td>Believe in the school mission that all students should be prepared to graduate college. Exhibit strong reception skills and interpersonal skills. Have some experience with office technical procedures or willingness to learn. Be organized. Able to communicate effectively with various stakeholders (Board members, parents, students, teachers, school leadership). College degree preferred. Bilingual in Spanish and English Oral and Written Proficiency.</td>
<td>Evaluations will be based upon adequate completion of assigned job Duties, achievement of yearly goals and regular &amp; punctual attendance as determined by the school site administrative team.</td>
<td>Principal Twice a year</td>
</tr>
<tr>
<td>Role</td>
<td>Required</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor</td>
<td>Promote student development and achievement in addition to advocating and leading in advancing the concerns of students while representing the mission and core values of the organization. Facilitate transitions and counsel students toward the realization of their full potential. Develop, collect, analyze and interpret data to determine student’s best educational options and support a cycle of continuous improvement. Organize and integrate the pre-college guidance and counseling component into the school, with activities such as developing a visible, year-round college awareness campaign, including collateral, slogans, and the promotion of events and activities and also promoting A – G awareness not only among students but also families. Recognize, appreciate, and serve cultural differences and the special needs of students and families. Demonstration of appropriate ethical behavior and professional conduct in the fulfillment of the role and responsibilities to promote a culture of growth and collaboration. Collaborate with the Principal in establishing the school’s mission and provide leadership for the ultimate academic success of the school. Maintain work hours extending beyond school hours for other</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Demonstration of exemplary counseling and communication skills. Bachelor’s Degree; Master’s degree or higher preferred but not required. PPS credential required. Experience counseling in an urban school district with students of diverse backgrounds and socioeconomic statuses preferred. Experience with project management highly desired.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Ability to achieve educational outcomes as prescribed by the Principal. Ability to complete minimal responsibilities as outlined in this description.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Principal Twice a year</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td>LA’s Promise teachers will work tirelessly to see student academic growth. Will be committed to continuously improving their skills as an effective educator. Work closely with the Principal to develop and implement strategies for all students success. Reinforce school-wide rules and expectations in the classroom and lesson plans. Communicate effectively and maintain strong relationships with students, families and colleagues. Assist in the design and implementation of research-based curriculum. Complete lesson plans and submit to Principal in a timely manner. Planning and delivering thorough, challenging, standards-based lesson that ensure all students master required content. Assessing students daily through informal measures including but not limited to formal tests and quizzes. Assist in student arrival and departure, transitions between class periods, and lunch periods.</td>
<td>Passionate about improving public education to help all children reach their potential. Must hold a single subject credential. Candidates for Grade 6 positions may hold a multisubject credential. Must hold a CLAD/BLCAD, SB1969, and or equivalent credential. Out of State candidates must acquire a CLAD. Special Education candidates must have an Education Specialist Instruction Credential. Bachelor’s Degree plus successful completion of applicable state mandated examinations. Solid knowledge of subject matter. Excellent verbal and written communication.</td>
<td>Teachers will be evaluated using a framework that is consistent with the best practices as outlined by the LA’s Promise Employee Handbook. Principal Twice a year.</td>
<td></td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>Serve as primary external face of the organization, representing LA’s Promise among policy makers, thought leaders, community groups, corporate audiences, foundations, donors, and the media, ensuring the organization is well known, deeply respected and responsive</td>
<td>Demonstrated success leading and managing an education reform agenda, successfully meeting or exceeding mission targets, achieving ambitious goals and driving significant policy change results</td>
<td>Ability to achieve educational and organization outcomes as prescribed by the LA's Promise Board of Directors</td>
<td>LA’s Promise Board of Directors</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td>Conceptualize innovative strategies for working in a bipartisan and non-partisan way with lawmakers and</td>
<td>Ability to bring targeted stakeholders together through the</td>
<td>Ability to attract, grow and lead premier team that achieves desired</td>
<td>Twice a year</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
leaders across the state

Cultivate and manage relationships with high-level, high impact partners and target partners, building a base of grassroots support and a network of champions for the work of the organization

Collaborate with the organization’s Board and senior leadership to set vision and strategy, developing annual operating plans that support LA’s Promise’s strategic goals and objectives

Oversee fundraising planning and implementation, generating a revenue base that ensures the ongoing financial sustainability of the organization

Coach and manage senior leadership team and drive organizational effectiveness, while developing future leadership within the organization

Give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives

leverage of relevant networks, contacts and communication skills

Facilitative and collaborative work style, with the ability to build bridges across divergent and competing interests, successfully driving consensus

Demonstrated success leading and managing a high-impact, fast growth national organization in the public, nonprofit, or private sector as a C-level team member.

Successful management of campaigns, mobilization, and/or outreach, ideally on a national stage

Track record of successfully meeting or exceeding organizational targets, achieving ambitious goals and driving significant impact

Experience with project management highly desired

Ability to raise funds to sustain and grow the organization.

Ability to complete minimal responsibilities as outlined in this description.
<table>
<thead>
<tr>
<th>Role</th>
<th>Key Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Operations Officer</td>
<td>Develop monthly financial reports for the organization and each department</td>
</tr>
<tr>
<td></td>
<td>The successful candidate will have a minimum of five years’ experience in the non-profit or educational sector, experience working with schools in an</td>
</tr>
<tr>
<td></td>
<td>Ability to achieve outcomes as prescribed by the Chief Executive Officer</td>
</tr>
</tbody>
</table>

- Driving organizational culture change and instilling a relentless focus on student achievement, operational efficiency and excellence
- Exceptional organization management skills, with the ability to work hands-on to develop and execute a variety of activities ranging from the highly creative, external and visible to the operational and day-to-day; this person will be organized, strategic, financially aware and politically astute, with the wisdom to develop and maintain a sense of team spirit and common purpose; ability to oversee and excel at a wide range of areas of responsibility (research, government affairs, development, communications, and HR/operations)
- Partnering with other high performing schools and education organizations to share and promote best practices
- Bachelor’s Degree; Master’s degree or higher preferred

Chief Executive Officer

- Twice a year
Develop and manage short and long term financial and operational goals and cash flow to ensure sound organizational operations, growth and financial transparency

A proven track record of exceeding goals and a bottom-line orientation; evidence of the ability to consistently make good decisions through a combination of analysis and expertise; high level of business acumen including successful profit and loss management; the ability to balance the delivery of programs against the realities of a budget; and problem solving, project management, and creative resourcefulness

Ensure the organization stays within budget and fiscally solvent by working with Board and staff.

Ensure organization has smooth and effective operations.

Develop budgets and financial reports for funders

BA/BS required; MBA, CPA and/or similar advanced degree required

Ability to complete minimal responsibilities as outlined in this description.

Interact with board of directors, contractors, and auditors on financial matters

Strong finance skills, preparing monthly financial statements, forecasting and budget development

Establish and maintain a solid Strategic Vision and
<table>
<thead>
<tr>
<th><strong>financial model for the organization’s operation</strong></th>
<th><strong>Agility—ability to think strategically, anticipate future consequences and trends, and incorporate them into the organizational plan</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Manage an effective human resource system for LA’s Promise</strong></td>
<td><strong>Capacity Building—ability to effectively build organization and staff capacity, developing a top-notch workforce and the processes that ensure the organization runs smoothly</strong></td>
</tr>
<tr>
<td><strong>Coordinate professional growth of LA’s Promise team members</strong></td>
<td><strong>Leadership and Organization—exceptional capacity for managing and leading people; a team builder who has experience in scaling up organizations; ability to connect staff both on an individual level and in large groups; capacity to enforce accountability, develop and empower top-notch leaders from the bottom up, lead from the top down, cultivate entrepreneurship, and learn the strengths and weaknesses of the team so as to put people in a position to succeed</strong></td>
</tr>
<tr>
<td>Review and oversee the implementation of an effective annual evaluation process for LA’s Promise team members</td>
<td>Knowledge of State laws governing the operation of schools specifically those impacting Human Resources.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Oversee department’s efforts to support efficient school site HR</td>
<td>A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan that is successfully executed</td>
</tr>
<tr>
<td>Foster a healthy, safe, clean LA’s Promise facility that supports team members’ productivity and well-being</td>
<td>General Management—thorough understanding of finance, systems, and HR; broad experience with the full range of business functions and systems, including strategic development and planning, budgeting, business analysis, finance, information systems, human resources, and marketing</td>
</tr>
<tr>
<td>Ensure that operational systems preserve and grow a healthy and efficient LA’s Promise culture, propel it towards its mission, and ensure corporate integrity</td>
<td>Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment</td>
</tr>
<tr>
<td>Position</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chief Academic Officer</td>
<td>Oversee department’s efforts related to schools’ effective operational systems and day-to-day management to ensure that schools operate according to all procedures and laws, that they are healthy, modern, functional, and safe campuses, and that they operate at maximum efficiency.</td>
</tr>
<tr>
<td></td>
<td>Cultivate a shared vision and culture of high expectations, accountability and innovation across the network and within each school that moves all stakeholders toward outstanding educational opportunities and outcomes for every student.</td>
</tr>
<tr>
<td></td>
<td>Maintain the high quality leadership characteristic of LA’s Promise school Principals.</td>
</tr>
<tr>
<td></td>
<td>Supervise, inspire, challenge, align, and develop Academic Team members by demonstrating best practices and providing high-quality instructional leadership, constructive evaluations, coaching and mentorship.</td>
</tr>
<tr>
<td></td>
<td>Develop academic goals and objectives in the areas of curriculum, professional development and assessment. Ensure goals are aligned to resources, are measurable for accountability and regular reports, and are pursued through research-based best strategies for success.</td>
</tr>
<tr>
<td>Chief Executive Officer</td>
<td>A track record of success driving student achievement in secondary education as a principal and/or administrator;</td>
</tr>
<tr>
<td></td>
<td>Successful experience turning around troubled schools;</td>
</tr>
<tr>
<td></td>
<td>Successful experience working in a large, urban school system with high populations of culturally and linguistically diverse students;</td>
</tr>
<tr>
<td></td>
<td>Successful experience with coaching, mentoring and growing the capacity of school leaders and effectiveness of teaching across a campus and at the individual teacher level;</td>
</tr>
<tr>
<td></td>
<td>Ability to achieve educational outcomes as prescribed by the Chief Executive Officer;</td>
</tr>
<tr>
<td></td>
<td>Ability to grow a network of strong and effective school leaders;</td>
</tr>
<tr>
<td></td>
<td>Ability to complete minimal responsibilities.</td>
</tr>
</tbody>
</table>
Ensure schools provide all students high quality instruction and supports so that all students are prepared for college and career.

Guide school leaders and the Academic Team in the development of school curriculum, facilitate collaboration among school sites, and supervise the work of curriculum consultants and team members.

Provide school leaders the tools, support and training they need to refine and articulate the overall and content-specific instructional strategies for their schools, including attention to different leadership styles, diverse student cultural backgrounds, and English and Standard Language Learners.

Support innovative learning opportunities such as blended learning and Linked Learning to accelerate student learning.

Work with the Academic Team to set school specific as well as network academic goals, with appropriate benchmarks, data collection, reporting, and reflection.

Significant expertise in managing school performance, including setting academic goals, developing and/or implementing assessment systems, using data to drive student achievement, and adjusting mid-year as needed;

Demonstrated knowledge of best and innovative practices in curriculum, instruction, assessment, performance management and learning technology;

A strong understanding of K-12 curriculum and programming;

Excellent communication and team building skills;

Ability to think strategically and systemically and participate in long-term strategic planning;
<p>| Foster a culture of data-based decision making that is predicated on formative and summative data, progressive data systems, and ongoing use of data at all levels of school and organizational decision-making. | Superb management and interpersonal skills and the ability to work collaboratively with all stakeholders; |
| Support schools in selection/development of assessments and software systems for collecting and analyzing data. | Demonstrated ability to effectively manage limited resources to reach an organization’s desired goals; |
| Manage a best in class teacher and administrator professional development program for teachers and principals that includes an evaluation process aligned with District efforts. | Experience working in a community school that coordinates essential health and enrichment opportunities for school, student, family and faculty benefit; |
| Create and implement a plan for developing or delivering content specific coaching, assessments, and network sharing of supports and best practices among faculty. | Experience working with or for a not-for-profit; |
| Build a principal development and pipeline program. | Graduate degree in education or related field; doctorate degree preferred; |
| Interface with key education leaders across all sectors and stay abreast of critical education policy issues and innovations. | A valid California Administrative Credential; |
| Serve as a member of the LA’s Promise Executive Team, participating in key strategic decision making for the | Minimum of 10 years of instructional leadership and |</p>
<table>
<thead>
<tr>
<th>Chief Program Officer</th>
<th>In conjunction with LAP and school-site partners, define a visionary and far-reaching multi-year strategy with goals and performance metrics for all non-academic/non-instructional programs, with the emphasis on creating maximum impact, diversity, reach, and public value.</th>
<th>The successful candidate will have a minimum of five years experience in the community, wrap-around services, health, parent engagement or educational sector. Experience working with schools in an underserved community desirable.</th>
<th>Ability to achieve enrichment, college going, parent engagement and health outcomes as prescribed by the Chief Executive Officer</th>
<th>Twice a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluate all existing strategies and implement most impactful programs in support of mission and strategic plan.</td>
<td>Strong organizational, administrative, presentation, verbal and written communication skills.</td>
<td>Strong project management skills and background.</td>
<td>Ability to attract, grow, and lead a team of effective school and community program providers and partners.</td>
<td></td>
</tr>
</tbody>
</table>
and individual goals aligned to mission and are supported to achieve them.

Establish and cultivate relationships with leaders in the community, area institutions and politicians and other organizations, using collaboration as a key engagement tool.

Revamp the existing 7 to 7 program with more strategically needed course offerings, implementing a system for student recruitment and tracking impact.

Develop new initiatives such as Promise Parent College.

Develop a strategic plan for the effective implementation of parent and community engagement initiatives across all school sites.

Ensure effective operation of Parent Centers & Parent Programming for maximum engagement & student benefit.

initiatives that incorporate inspired ideas and innovative solutions.

BA/BS required; Advanced degree preferred.

Resourceful, creative, able to multitask, prioritize and manage time effectively.

A strong collaborator, good listener and strategist; comfortable receiving input from many sources, and able to analyze and formulate disparate information into a sound, well-organized plan.

A proven ability to manage and grow a team toward goal and objectives.

Ability to engage successfully with a broad array of stakeholders such as public agency and non-profit representatives, community leaders, academic
researchers,
program evaluators,
parents, federal,
state, and local civic
leaders, and funders.
Support the creation of a
college-going culture where the
students and school community
view college entrance as a goal
for all students.

She/he will be
mission-driven and
be able to gather
others around them
in a common vision
of success

Ensure a variety of
programming and supports that
reach all students, or are
specific to grade level, small
groups, and individuals,
including one-on-one
counseling.

Ability to
effectively evaluate
the impact of
organizational
programs, develop
meaningful metrics
and ensure
continuous quality
improvement of
programs.

Ensure parent-oriented
programs that are culturally and
linguistically appropriate,
tailoring programs to reach all
families and students, for
instance Dream Act and AB540
programming and African
American parent outreach.

Knowledge of
Community Schools
model as well as
adult learning theory

Ensure there is alignment of all
college access programs and
events.

Entrepreneurial - a
self-starter with a
high energy level
and an actionoriented individual.

Work as part of the LA’s
Promise College & Career
Team to set annual targets,
engage in strategic planning,
pursue professional growth and
cultivate new College & Career
initiatives on a regular basis.
Develop and manage the
implementation of other high
205


Support Youth Health initiatives such as the Health Justice Council, Junior Health Justice Council, The Wellness Center Youth Advisory Board and School Wellness Councils.

Develop & execute health programming for all students & Promise families with regards to (but not limited to) prevention, intervention, health services, and insurance enrollment.

| Director of Operations | Work closely with the principals, LA’s Promise Instructional Team and WrapAround Services team (e.g. working directly with the Chief Academic Officer, Chief Program Officer & Directors) to effectively set and manage school priorities and strategies for success. Be a resource and thought partner to principals in managing school-site operations, analyzing year-to-date results, and forecasting end-of-year performance. Support school administrators on the development of the school site budget to ensure it complies with all legal requirements, is submitted to the district in a timely way, maximizes resources. | Bachelor’s Degree required; MBA Preferred. | Ability to achieve outcomes as prescribed by the Chief Operations Officer. Ensure schools operate efficiently to maximize their resource potential. Manage a team of effective school support professionals. Ability to complete minimal responsibilities as outlined in this description. |
coordinates with LA’s Promise budget, and is monitored on a monthly basis

Serve as liaison between Headquarters and schools to ensure implementation/communication of best practices in school operations

Manage LA’s Promise IT Team.

Support strategic aspects of office technology (both at Headquarters and at School Sites); ensuring consistency, cost effectiveness, and quality of systems to meet goals of the organization

Serve as the second line of support for Headquarters IT troubleshooting

Assist the Chief Operating Officer and Executive team on special projects and initiatives as necessary

Support the LA’s Promise activities, either headquarters events, or in working with other departments when needed

Strong financial acumen

HR certificates, training and experience preferable

Strong ability to plan and organize work for self and others and manage projects

Demonstrated history of increasing responsibility, leadership and can be trusted to handle confidential information with discretion.

Advanced experience with computers, Word, Excel or similar type programs required.

Experience with database management and electronic file maintenance experienced strongly desired.
Provide or arrange for professional development of the team members that are managed, coordinate regular one on one and department meetings, and coordinated reviews and evaluations for goal setting and progress towards goals.

**Director of Parent Engagement**

Create and implement plan for parent collaboration.

Oversee Promise Parent College

Collaborate with appropriate school sites liaisons as necessary

Build leadership and volunteer service capacity of parents.

Work closely with administrator(s) to oversee vision and operations of school parent centers and parent action teams and support committees, ensuring that schools are setting culture and practices that embrace parents as partners in their children’s academic success

Collaborate with administration to oversee course offerings,

**Ability to build collaborative, coordinated, and supportive relationships**

Bachelor’s or advanced degree preferred.

Training or relevant experience in community organizing, grassroots marketing, parent development and/or project management.

Experience with using data to assess success/challenges and inform decision-making

Knowledge of urban schools and communities.

Bilingual Spanish/English

Create and maintain a positive attitude in

**Chief Program Officer**

Twice a year

Ability to achieve outcomes as prescribed by the Chief Program Officer

Ability to work closely with schools to build robust parent engagement on each campus.

Ability to complete minimal responsibilities as outlined in this description.
activities and other diverse opportunities for parents.

Oversee and align parent activities to achieve LA’s Promise, and school site parent engagement initiatives across LA’s Promise school sites.

Create and manage large-scale community events (i.e., end of year parent recognition reception, community fairs, community clean ups, etc.).

the work environment

Ability to work with others in a calm, positive, and professional manner

Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment

| Teachers |
| LAPCMS#1 will seek instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. LAPCMS#1, however, reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity. |

| Teacher qualification to teach core, college preparatory classes |
| Core curriculum areas, as defined by the State of California Academic Standards Commission, means "the areas of English language arts, mathematics, history-social science, science, and special education". Each college preparatory course in these core curriculum areas will be taught by a teacher meeting the qualifications as specified in the Education Code Section 47605(l), e.g., a Commission on Teacher Credentialing certificate, permit or equivalent document. These documents shall be maintained on file at the personnel office and shall be subject to periodic inspection by the chartering authority. If the college preparatory course is offered by a college, and taken by a LAPCMS#1 student for concurrent high school credit, the college will determine the qualifications for the teacher. |

| Teacher qualification for other classes |
| LAPCMS#1 reserves the right to hire non-credentialed instructional staff in non-core, non-college preparatory subjects where the prospective staff member has an appropriate combination of expertise in subject matter, professional experience, and the demonstrated ability to work successfully in an instructional capacity. |

| ESEA/NCLB and Credentialing Requirements |
| LAPCMS#1 will adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. LAPCMS#1 shall ensure that all teachers meet applicable state requirements for certificated employment including the provisions of Education Code section |
Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection. Primary teachers of core, college preparatory subjects (i.e. English language arts, math, science, history/social science, and special education) will hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold.
ELEMENT 6. Health and Safety

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

Insurance & Risk Management Requirements

No coverage shall be provided to the Charter School by LACOE or any of LACOE’s self-insured programs or commercial insurance policies.

Before any individuals are employed, or property or facilities are acquired or leased, the Charter School shall procure from an insurance carrier licensed to do business in the State of California, or shall otherwise participate in a Joint Powers Authority (JPA) or other self-insurance pool consistent with Government Code § 6528 and keep in full force during the term of the charter, no less than the following insurance coverage:

- Commercial General Liability, including Fire Legal Liability (Fire Legal Liability is only required for rented premises the tenant occupies), coverage of $5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles County Office of Education and the County Board of Education ("County Board") as named additional insured 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School’s policy. Coverage shall be maintained with no Self Insured Retention above $15,000 without the prior written approval of the Office of Risk Management for the LACOE.

- Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the 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.

- Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of $1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is $5,000,000 Combined Single Limit per Occurrence.

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

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

- 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.

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

- Property Damage Liability replacement value limits sufficient to protect the school’s assets.

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

Evidence of Insurance
The Charter School shall provide evidence of insurance coverage to LACOE prior to opening, annually and upon revision, its insurance carrier(s) and inform LACOE immediately if the coverage becomes inoperative for any reason. LACOE may request to see evidence of insurance coverage during site visits.

Certificates of insurance shall be mailed to:

Los Angeles County Office of Education
Insurance Compliance
P. O. Box 12010-LA
Hemet, CA 52546-8010

In addition, the Charter School shall institute risk management policies and practices to address reasonably foreseeable occurrences and provide LACOE with evidence of such policies and practices on an annual basis.

Hold Harmless/Indemnification Provision
The Charter School shall hold harmless, defend, indemnify, and name on the Certificate of Insurance as additional insureds the County Board, LACOE, its officers, agents, employees, and volunteers, from every liability, claim, or demand which may be made by reason of (1) any injury to volunteers; and (2) any injury to person or property sustained by any person, firm, or corporation caused by any act, neglect, default, or omission of the Charter School, its officers, employees or agents. In cases of such liabilities, claims, or demands, the Charter School at its own expense and risk shall defend all legal proceedings which may be brought against it and/or the County Board, LACOE, its officers, agents, employees, and volunteers, and satisfy any resulting judgments up to the required amounts that may be rendered against any of them.
Certificates of insurance and policies shall name the County Board, LACOE, its officers, agents, employees, and volunteers, as additional insureds with respect to any potential tort liability irrespective of whether such potential liability might be predicted on theories of negligence, strict liability, or products liability. The certificates and endorsements are to be signed by a person employed and authorized by the insurer to bind coverage on its behalf and shall specifically reference this Contract. The certificates of insurance and endorsements are to be received by LACOE within thirty (30) calendar days of full execution of this Contract. LACOE reserves the right to require complete, certified copies of all required insurance policies at any time.

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

Criminal Background Checks 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.

Facilities and Emergency Plan
LAPCMS#1 affirms that the school’s facilities will comply with state building codes, federal Americans with Disabilities Act access requirements, its terms under the LACOE MOU and other applicable fire, health and structural safety requirements, and will maintain on file readily available accessible records documenting such compliance. The site will be secured with an appropriate Certificate of Occupancy Assurance that a comprehensive school safety plan will be developed and kept on file for review, and that the school will be trained annually on the safety procedures outlined in the plan.

Furthermore, no later than 60 days prior to the opening of school or the occupying or re-occupying of a facility or site, including learning centers, satellite facilities, administrative offices, and/or other facilities used by the Charter School, the Charter School shall provide evidence to LACOE that the facility is/will be adequate for the Charter School's needs. In addition, LACOE shall conduct at least one (1) site visit to review the charter school facilities. LACOE will conduct an annual facilities inspection to ensure the facility is adequate for the
Charter School’s needs, is safe, and complies with all applicable codes, laws, and ordinances. The school will be expected to make any required corrections identified by the facilities inspection team within a timeframe that is commensurate with the violation, or concern.

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

**Immunizations and Health Screening Requirements**
LAPCMS#1 will require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.

Charter School shall require all employees, and any volunteer or vendor/contracting entity employee who may have frequent or prolonged contact with students, to undergo a risk assessment and/or be examined and determined to be free of active tuberculosis (TB) within the period of 60 days prior to employment/service, in accordance with Education Code section 49406. Charter School shall maintain TB clearance records and certifications on file. Charter School shall comply with all federal and state legal requirements related to student immunization, health examination, and health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

Charter School shall require that all employees and any volunteer or vendor/contracting entity as stipulated above to undergo a new risk assessment or new TB examination no less frequently than every four years from the date of initial employment.
Reporting Child Abuse and Alleged Improprieties
Procedures for reporting child abuse, acts of violence, and other improprieties will be adhered to as mandated by federal, state, and local agencies. During the hiring process, all employees will be made aware of these requirements.

Safe Place to Learn Act
Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 et seq.
ELEMENT 7. Means to Achieve Racial and Ethnic Balance

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

Every effort will be made to reach out to the students and families in our attendance areas during recruitment, as well as all segments of the community that are reflective of Los Angeles Unified School District. We expect to hold several informational meetings during the winter and spring of each school year, where we will share information about LAPCMS#1 with families and their children, including how the application processes will work and how the random public lottery will operate (if the number of lottery forms exceeds the capacity of the grade level). While open to all students, LAPCMS#1 will seek to serve the students who reside in the South Los Angeles primarily the Vermont/Slauson area.

Outreach Plan:

All year (ongoing) – Implement strategic marketing efforts such as fliers, mailings, community meetings, bus bench ads; distribute school information at various community agencies; notify school community of waiting list interest forms and post waiting list interest form on website.

December – Display lottery information in prominent location at the Charter School site.

January/February – Hold open house/informational meeting to inform parents of the academic program at LAPCHS#1. Reconfirm with families the exact date of the lottery drawing and procedures.

February/March – Public lottery

April – Enrollment from lottery

LAPCMS#1 will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

The School will maintain a website that allows parents and students to learn about the school.

No Child Left Behind—Public School Choice (NCLB-PSC) Traveling Students

The District and LAPCMS#1 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind—Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of
LAPCMS#1 agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the charter school.

As required under NCLB, all NCLB-PSC students attending LAPCMS#1 shall have the right to continue attending LAPCMS#1 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to LAPCMS#1 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

LAPCMS#1 shall ensure that all of its NCLB-PSC students are treated in the same manner as other students attending Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extracurricular activities at Charter School. LAPCMS#1 shall make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students in the activities and meetings at Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility, will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at LAPCMS#1 under the NCLB-PSC program increases in subsequent years, LAPCMS#1 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at Charter School.

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

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

LAPCMS#1 also understands that as part of its oversight of Charter School, LACOE may conduct program review for federal and state compliance.
ELEMENT 8. Admission Requirements

Admission Requirements, if applicable. Ed. Code. 47605 (b)(5)(H)

LA’s Promise Charter Middle School #1 shall admit all students who wish to attend the school as outlined in Education Code, section 47605(d)(2)(A). However, LA’s Promise Charter Middle School #1 will continue to focus student recruitment in the immediate and surrounding neighborhoods.

LA’s Promise Charter Middle School #1 has no specific admissions requirements. LA’s Promise Charter Middle School #1 shall not discriminate against any student 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. LA’s Promise Charter Middle School #1 shall be nonsectarian in its programs, curriculum, and operations. LA’s Promise Charter Middle School #1 does not charge tuition. LA’s Promise Charter Middle School #1 shall adhere to all state and federal laws regarding the minimum age of students. LA’s Promise Charter Middle School #1 shall not enroll pupils over 19 years of age unless continuously enrolled in a public school and making satisfactory progress toward high school diploma requirements and is not over the age of 22. LA’s Promise Charter Middle School #1 shall not require any child to attend the charter school.

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 LACOE upon request.

Homeless and Foster Youth

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

Non-Discrimination

Charter School shall not require a parent/legal guardian/student to provide information regarding a student’s disability, gender, gender identity, gender expression, nationality, legal or economic status, primary language or English Learner status, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in section 422.55 of the Penal Code, or any other information that would violate federal or state law, prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment. Charter School may request, at the time of, and as part of, conducting its lottery process, the provision of information necessary to apply specific admissions preferences set forth in this Charter.
Charter School shall not request or require submission of a student’s IEP, 504 Plan, or any other record or related information prior to admission, participation in any admissions or attendance lottery, or pre-enrollment event or process, or as a condition of admission or enrollment.

Student Recruitment
LAPCMS#1 is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. LAPCMS#1 will tailor its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. Additionally, LAPCMS#1 will recruit and reach out to students in its target population by promoting the successes of students in similar subgroups that have engaged with LA’s Promise over the years and by hosting events at the campus to introduce the school to interested families and community members. Specific activities that will be employed by LAPCMS#1 may include but are not limited to:

· The use of English and Spanish collateral and materials;
· Extensive grassroots marketing (e.g., door knocking, tables at community events, community walks); and
· Simple, easy-to-use forms and easy-to-understand brochures.

Intent to Enroll
Each party interested in enrolling at LAPCMS#1 will be asked to complete an intent to enroll form (also known as a lottery form) requesting contact information by a specific deadline.

If by the lottery form deadline, a lottery need not be held, interested families will receive an offer of enrollment within 5 days after the deadline. The offer of enrollment will include instructions detailing how to complete and return the enrollment packet via U.S. Postal Mail or in person. Furthermore, the school will continue to accept applications, admitting students on a rolling and first-come, first-served basis. After all seats have been accepted, LAPCMS#1 will populate its wait list.

If by the lottery form deadline, the number of completed lottery forms exceeds the grade-level capacity, a random, public lottery, to be held within 14 days from the lottery form deadline, will determine enrollment. Written information about the lottery shall be available to each interested party as described in the Lottery Procedures.

No test or assessment shall be administered to applicants prior to acceptance and enrollment into the school.

Open Enrollment Period
LA’s Promise Charter Middle School #1 anticipates that the open enrollment period may start in the fall semester and last until the lottery takes place (if necessary).

Enrollment/Lottery timeline:

All year – Implement strategic marketing efforts such as fliers, mailings, community meetings, distribute school information at various community agencies, notify school community of Intent to Enroll forms and post enrollment interest forms on website.

By December – Establish lottery form deadline and public lottery date. Display lottery information in prominent location at the school site and on the school’s website.
January/February – Hold open house/informational meeting to inform parents of the academic program at LAPCMS#1. Reconfirm with families the exact date of the lottery drawing and procedures.

February/March – Lottery form deadline and within 14 days of the lottery form deadline, hold public lottery.

April – The complete Enrollment Packet from families is due.

LA’s Promise Charter Middle School #1 may reach out to local feeder schools, community centers, local businesses and families with information about enrollment in the school. Interested families and parties, may request information about the timeline, rules and procedures that are followed during the open enrollment period and lottery processes. This information will be made available verbally, online and in print form.

**Lottery Preferences**
Existing students will be exempt from the public random drawing. Preference shall be given in the following order:
1) Students who live within LAUSD boundaries per Education Code section 47605(d)(2)(B)
2) Students with siblings attending LAPCMS#1
3) Children of LAPCMS#1 employees or LA’s Promise employees

**Lottery Procedures**
In the event that a lottery needs to be held, it will be conducted no later than March 31st. The lottery will be conducted at the school. If the lottery is not held at the school, LAPCMS#1 will ensure that the location is reasonably accessible to all interested stakeholders who wish to attend.

Families who submitted a completed lottery form by the close of the lottery form deadline will be notified in writing of the lottery’s date, time, location and rules at least five days prior to the lottery date.

Within 5 days after the lottery deadline, if there are more applicants than seats available, then the CEO will designate a neutral non-LAPCMS#1 employee to apply the preferences as follows:

Segment 1: If there are applicants that meet all three preferences (#1, #2 & #3) they will automatically be assigned a seat and respectively the number of available seats will be reduced.

Thereafter, Segment 2: if after segment 1 students have been assigned a seat, there are applicants that meet the first two preferences (#1 and #2), they will automatically be assigned a seat from the remaining seats, and the number of available seats will be reduced respectively.
Subsequently Segment 3: if after segment 1 students and segment 2 students, there are applicants that have both preference #1 and #3, they will automatically be assigned a seat and the number of available seats will reduced accordingly for the remaining lottery applicants.

If during the preference procedure any one of the three segments have more applicants than seats available then all applicants will participate in the lottery and preferences will be applied during the random drawing.

If after all three Segments have been assigned, there remains more applicants than available seats, then the remaining applicants will participate in the lottery.

For the lottery, the CEO designee will ensure that applicants with a preference are given a visible mark on their lottery card indicating which type of preference they are entitled to. Preference will be indicated by visible markers, such as yellow dot for siblings, red dot for applicants residing in the district, or a blue dot for children of staff. Each applicant may have multiple markers. As applicant names are drawn the chronological order in which the cards are pulled, and any preferences noted on the cards are recorded in a database (in accordance with the Lottery Procedures). The list is re-ordered to account for preferences noted above.

The Principal or CEO designee shall initiate the lottery at the scheduled date and time. An explanation will be made in English and Spanish to all interested parties about the lottery process and rules. Parents and families do not have to be present to participate as long as all required documentation is submitted prior to the lottery date.

The school may choose to conduct the lottery using an automated computer system. A lottery conducted by an automated computer system, will be administered by a neutral non-LAPCMS#1 employee designated by the CEO. The computer running the lottery will be connected to a projector so that the process is observable to those in attendance. If the school uses a manual system, the CEO will designate neutral non-LAPCMS#1 employees to initiate and follow these procedures:

- Each applicant’s name and birthdate will be put on a card along with any applicable markings to note preference(s). Each card will be identical in size, shape and weight.
- The cards will be put into a container or lottery device that will mix them.
- The cards will be drawn from the container randomly by a non-LAPCMS#1 employee who will read the name out loud along with any preference(s)
- The employee will provide the card to a second non-LAPCMS#1 employee, who will also read the name on the card and applicable preferences out loud and then enter the results into an electronic database
- The database will be doubled checked to the physical cards to ensure accuracy and in addition, the computer housing the database will be connected to a projector to allow for the entry of data into the database and any subsequent steps to be observable by those in attendance.
- The list is re-ordered to account for preferences noted above

Applicants will be admitted to the school in the order they are drawn, up to the grade level capacity. The school reserves the right to select more than the applicable grade capacity for
admission to ensure the school’s overall enrollment is stable as long as the increase would not require a material revision to the charter (more than 20%).

After the acceptance list is set, a waitlist will be created and maintained. Should vacancies occur, admission will be offered to applicants on the waitlist in the order their names appear. Lottery preferences may no longer be extended to applicants applying post-lottery. Applicants applying after the lottery will be added to the bottom of the waitlist.

**Communication**
The acceptance list and wait list will be made public as soon as practicable and posted at the school. Parents/guardians of applicants on the enrollment list and wait list will also receive letters from LA’s Promise employees within 5 days after the lottery. Parents/guardians of applicants that submitted a lottery form will receive the notification letter sent to the address indicated on the form. The letter will indicate whether the child was accepted or waitlisted, and, if waitlisted, the number on the waitlist for the applicant. For students identified on the acceptance list, the letter will include steps the parents/guardians of the applicants must take to enroll the applicant in the school.

If vacancies should arise during the school year, the school will notify parents/guardians of applicants on the waitlist. Typically, multiple separate phone calls on different days are made, with accompanying documentation. If parents/guardians of applicants do not respond within ten calendar days from initial outreach, the applicant will be removed from the waitlist and the next applicant’s parents/guardians will be contacted.
ELEMENT 9. Annual Financial Audit

“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).)

Each fiscal year an independent auditor certified by the State of California will conduct an audit of the financial affairs of LA’s Promise Charter Middle School #1 and LA’s Promise to verify the accuracy of the school's financial statements, attendance and enrollment accounting practices, and internal controls. LA’s Promise Board of Directors or it’s designated subcommittee, will select an auditor based upon their relevant experience with school finance and charter school finance, auditing team experience, proposed fees, and other relevant criteria. Persons involved in selecting and overseeing the auditor’s work will not have a direct, personal financial stake in matters audited. LA’s Promise will retain auditors to conduct independent financial audits, which will employ generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Controller General of the United States.

LA’s Promise Chief Executive Officer, and when applicable, in collaboration with the organization’s business services provider, will be responsible for contracting and overseeing the independent financial audit. Designated staff will provide auditors with all the required documentation for audit execution.

The audit committee will review any school audit findings and report recommendations on resolution to the Board’s Schools Committee. All recommendations will be implemented within a reasonable time period, based on the complexity of the recommendation.

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

The school understands that each year several financial reports must be submitted to LACOE and its Business Advisory Services Division, within specific timelines. The school also understands that it is its responsibility to be aware of and meet the given timelines, as those may change from time to time. The required reports include but are not limited to

a) Preliminary and Final Budget
b) Monthly Financial Reports and Statements
c) First Interim Projections
d) Second Interim Projections
e) Unaudited and Audited Actuals
f) Other reports as requested by LACOE
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 its discipline policies, as outlined in this petition including any such policies set-forth by LACOE.

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

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

Students with Disabilities
Charter School shall establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students with disabilities. If a student is recommended for expulsion and the student receives or is eligible for special education, Charter School shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, in coordination with the Los Angeles County Office of Education and the student’s district of residence.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and Section 504 of the Rehabilitation Plan of 1973. Prior to recommending expulsion for a student with a 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

Notification of the District
Upon expelling any student, Charter School shall notify LACOE’s Charter Schools Office by submitting an expulsion packet to the CSO immediately or as soon as practicable, which shall contain:
- Completed applicable forms from the CSO
- 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, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School addresses the two questions:
  A. Was the misconduct caused by, or directly and substantially related to the student’s disability?
  B. Was the misconduct a direct result of Charter School’s failure to implement 504 Plan?

Notwithstanding the documentation sent to the Charter Schools Office as indicated above, 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. In addition, Charter School as part of its on-going periodic review will also discuss with parents progress towards 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 reinstanting 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.

Discipline Foundation Policy
Students shall not be suspended or expelled for academic failure. Students shall only be suspended or expelled for actions as defined by Element 10 of the charter petition and LAPCMS#1 Parent-Student Handbook.

To ensure stakeholder “buy-in,” the school-wide discipline policies at LAPCMS#1 will be developed and reviewed with input from parents, teachers and students regarding their opinions on how to create a safe and healthy school environment. This policy will include, but is not limited to the students’ rights and responsibilities while on school grounds, as well as the school’s suspension and expulsion policies. We will design the school to focus on a positive school climate consistent with the School Climate Bill of Rights resolution, adopted by the Los Angeles Unified School District. The discipline policy is not discriminatory, arbitrary or capricious, and follows the general principles of due process. The policy may be adapted as needed in regard to the discipline of a student with special needs as determined by the provisions of the IDEA.

Upon enrollment and at the beginning of each school year, LAPCMS#1 families will each receive a copy of the Parent Handbook in their Enrollment Packets and be asked to review the Handbook and agree in writing to abide by the provisions of the Handbook, including the School’s discipline policy. The plan may include, but is not limited to, day-to-day discipline including, school detentions, in-school suspensions, Saturday schools, disciplinary probation, and guidelines for suspension and expulsion. The student discipline policy will define student responsibilities, unacceptable behavior, and the consequences for noncompliance. In addition, school staff members review the discipline policy with new students and parents at the commencement of school each year.

Teachers will be trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there will be school-wide systems for assigning both positive and negative consequences. Positive consequences include privileges such as lunch with teachers and free dress. Students who do not adhere to stated expectations for behavior and who violate the school’s rules may expect consequences for their behavior. Consequences may include, but are not limited to:

- Warning, verbal and/or written
Individual conference with the teacher
· Loss of privileges
· Individual behavior contract
· Referral to the School Director or other school staff member
· Notices to parents by telephone or letter
· Parent conference, at school or during a home visit
· Suspension
· Expulsion

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the policy, corporal punishment does not include an employee’s use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

Any student who engages in repeated violations of the school’s behavioral expectations, or a single severe infraction, will be requested to attend a meeting with the school’s staff and the student’s parents. The school will prepare a specific, written agreement outlining future student conduct expectations, timelines, and consequences for failure to meet the expectations which may include, but are not limited to, suspension or expulsion.

LA’s Promise Charter Middle School #1 is exempt from Education Code requirements and procedures related to student suspension and expulsion. Therefore, references in this charter to the Education Code are used as guidelines. A student may be suspended or expelled for any of the acts enumerated in Education Code § 48900, except for willful defiance, 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 leaving from school
· During, or traveling to or from, a school-sponsored activity

LAPCMS#1 will be a positive and progressive place of learning. The discipline system is designed to create a culture of learning and the Code of Conduct is created to be preventative. Teachers will use a range of lower-level consequences (nonverbal cues, conferencing with student, loss of privileges, etc.) before resorting to more serious consequences. However, we will have clear policies governing suspension and expulsion. Certain offenses will result in in-school suspension while other more serious violations will result in out-of-school suspensions. Only the most egregious violations – those that put students and/or the school in grave physical danger – will be considered grounds for expulsion. Suspended students will also be responsible for making up all missed work within specified timetable.

**Discretionary Suspension**
Prior to any discretionary suspensions, the principal will consult with another administrator or the CEO designee to ensure all other means of correction have been attempted with this student. If the student has an IEP, the principal will consult with the resource teacher to insure there is no
other consequence that is warranted within the IEP (i.e. through a Behavioral Support Plan). The school will always exhaust other means of correction with every student. Since the school had adopted a positive behavior support program, suspension will only be used as a last means of correction.

Principal may suspend when the following occur at any time:
- Caused or attempted to cause damage to school property or private property.
- Stolen or attempted to steal school property or private property.
- Knowingly received stolen school property or private property.
- Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- Committed an obscene act or engaged in profanity or vulgarity.
- Disrupted school activities.

Mandatory Suspension
The Principal shall suspend, CEO, or CEO designee of the school shall recommend the suspension of a student for any of the following acts, specified in the Education Code Section 48900, committed at the school or at a school activity off school grounds:
- Caused, attempted to cause, or threatened to cause physical injury to another person or willfully used force or violence upon the person of another.
- Possessed, sold, or otherwise furnished any knife or other dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
- Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 of Division 10 of the Health and Safety Code, an alcoholic beverage, or intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material represented as a controlled substance, alcoholic beverage, or intoxicant.
- Committed or attempted to commit robbery or extortion.
- Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia as defined in Section 1104.5 of the Health and Safety Code.
- Unlawfully offered, arranged to sell, negotiated to sell, or sold prescription drugs.
- Possessed an imitation firearm.
- Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- Engaged in, or attempted to engage in, hazing as defined in Section 32050.
- Engaged in the act of bullying. For the purposes of this subdivision, the following terms have the following meanings:
- “Bullying” means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in section 48900.2,
48900.3, or 48900.4, or directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:

- § Placing a reasonable pupil or pupils in fear of harm to that pupil’s or those pupils’ person or property.
- § Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- § Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- § Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the school.

- “Electronic act” means the transmission, by means of an electronic device, including but not limited to, a telephone, wireless phone, or other wireless communication device, computer, or pager, of a communication, including but not limited to, any of the following:
  - § A message, text, sound or image
  - § A post on a social network Internet Web site including, but not limited to:
    - Posting or creating a “burn” page. “Burn Page” means an Internet Web site created for the purposes of having one or more of the effects listed in paragraph 1 above.
    - Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in paragraph 1 above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purposes of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed that the pupil was or is the pupil who was impersonated.
    - Creating a false profile for the purposes of having one of more of the effects listed in paragraph 1 above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
    - Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment
48900.3 Caused, attempted to cause, threatened to cause, or participated in the act of hate violence
48900.4 Engaged in harassment, threats, or intimidation directed against school district personnel or pupils
48900.7 Made terrorist threats against school officials, school property or both.

Upon first offense of any of the prohibited acts above, a student will be suspended. Upon a subsequent offense, the Principal, CEO, or CEO designee may recommend expulsion if a history of less severe disciplinary alternatives have failed to bring about proper conduct and no other feasible means of correction exist.

**Discretionary Expulsion**
The Principal, CEO, or CEO designee of the school may recommend the expulsion of a student for any of the following acts, specified in the Education Code Section 48915, committed at the school or at a school activity off school grounds, unless the Principal, CEO, or CEO designee
determines that expulsion should not be recommended under the circumstances or that an alternative means of correction would address the conduct:

- Assault or battery upon any school employee.

**Mandatory Expulsion**

The Principal, CEO, or CEO designee will immediately suspend and recommend expulsion for any of the following reasons as specified in the Education Code Section 48915:

- Violation of the Federal Guns Free Schools Act: possessing, selling, or otherwise furnishing a firearm
- Possession of an explosive, defined as a “destructive device” in Section 921 of Title 18 of the United States Code.
- Committing or attempting to commit a sexual assault or committing a sexual battery

**Process for Suspension and/or Expulsion**

A. Informal Conference

Every effort will be made to hold an informal conference prior to suspension with the student and his/her parent. School shall make an initial attempt to contact an offending student’s parent or guardian within 24 hours of referral for suspension or recommendation for expulsion to schedule an informal conference. The conference may be omitted if the Principal 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 by telephone or in person and a conference will be requested as soon as possible.

B. Notice to Parents/Guardians

At the time of suspension, a designated administrator shall make a reasonable effort to contact the parent/guardian by telephone or in person within 24 hours, to be followed up with a written notification either hand delivered or sent by mail within 48 hours. This notice will state the specific offense/s committed by the student and contact information for the Principal so that if the parent/guardian wish to speak with the Principal directly to further discuss the matter they may do so. In addition, the notice will state the date and time the student may return to school. If the Principal, CEO, or CEO designee wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may note that the parents are required to respond to this request without delay and that violations of school rules can result in expulsion from the school. Parents may respond to the notice in writing or in person to the Principal, CEO, or CEO designee.

C. Length of Suspension

The length of suspension for students may not exceed a period of 5 consecutive school days unless an administrative recommendation has been made and agreed to by the student’s parent/guardian. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled with the parent/guardian to discuss the progress (movement toward meeting any outcomes identified in the suspension notice) of the suspension upon the completion of the 5th day of suspension. Suspensions shall not exceed 20 days per school year. The designated administrator and teachers will make the necessary arrangements to provide the student with classroom material and current assignments to be completed at home during the length of the suspension including homework, tests and other applicable assignments.
D. Recommendations for Expulsion
Disciplinary investigations for expulsion will include information gathering such as but not limited to interviews, documents and other material evidence related to the investigation. Evidence will be gathered in adherence to applicable California Education Code and may include, but not be limited to witness statement, written statements, and physical evidence. Any evidence that is pertinent and gathered in accordance to State law will be considered. Students will be recommended for expulsion if the Principal finds that at least one of the following findings may be substantiated:

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

The Principal or CEO shall immediately recommend expulsion upon substantiation of any of the above findings as supported by evidence.

E. Expulsion Hearing
Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. If a hearing is requested, the hearing will be held within 30 days after the school Principal has made the determination that an act subject to expulsion has occurred and has evidence supporting reason for expulsion. The Board of Directors will designate a Board Discipline Committee, which will consist of at least three members, which at a minimum will include one LA’s Promise Board Member and one LAPCMS#1 school administrator. The expelling principal cannot be a member of the LA’s Promise Board Discipline Committee. Written notice of the hearing will be forwarded to the student and the student’s parent/guardian at least 10 calendar days before the date of the hearing. The Board Discipline Committee is delegated by the LA’s Promise Board, the authority to make a final decision on expulsion.

This notice will include:
- The date and place of the hearing.
- A statement of the specific facts, charges and offense upon which the proposed expulsion is based.
- A copy of LAPCMS#1 disciplinary rules that relate to the alleged violation.
- Student and parent rights related to expulsion hearings.
- The Hearing Process:
  - Presentation of the case: The school administrator will provide factual evidence upon which the expulsion recommendation is based.
  - Evidence: The school administrator will provide credible evidence to support the recommendations for expulsion.
  - Witnesses: The school administrator will present any witnesses who will testify on behalf of the school. If the witness is a student, the principal will obtain parental consent.

F. Post Hearing
- Written notice to expel a student will be sent by the Principal to the parent/guardian of any student who is expelled within 2 business days of the decision to expel. This notice will include the following:
- The specific offense(s) committed by the student for any of the acts listed in “Reasons for Suspension and/or Expulsion”
- 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 LA’s Promise Charter Middle School #1
- The reinstatement eligibility review date
- Copy of the rehabilitation plan
- The type of educational placement options during the period of expulsion
- Appeal procedures
- A Fact and Findings document will be prepared to summarize the evidence presented at the hearing, to substantiate the expulsion decision by the CEO or designee.

**Appeal of Suspension or Expulsion**

Parents and/or guardians will be notified at the time of suspension by the school via phone and/or through written notification to enactment of the suspension and the right to appeal a student’s suspension. In cases where a designee suspended a student, the Principal will hear a suspension appeal and upon consideration the Principal’s decision is final. In cases where the Principal suspended a student, the appeal will be heard by the LA’s Promise Governing Board of Directors’ Schools Committee (described in Element 4).

Expulsion of a student will be recommended by the Principal and must be approved by the LA’s Promise Board of Directors’ Schools Committee. Parents and/or guardians will be notified in advance by the school via phone and/or through written notification to enactment of the expulsion and the right to appeal a student’s expulsion. An expulsion may be appealed within five working days of the expulsion date. The student will be considered suspended until a meeting is convened to hear the appeal (within 10 working days) of the expulsion at which time the student’s parent(s) must attend to present their appeal. An extension of five working days may be requested by the parent/guardian. The appeal will be heard by the LA’s Promise Board of Directors, excluding members of the Schools Committee. Parents will be notified of the decision by the school by phone and/or in writing within 2 business days of the decision.

In the event of a decision to expel a student from LAPCMS#1, the school will work cooperatively with the district of residence, county, and/or charter schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates.

If a student is under an expulsion order from another school district (LEA), all information including the student’s rehabilitation plan, must be provided to the LAPCMS#1 Principal for review. The Principal will determine if enrollment will be granted upon review of expulsion on a case by case.

The LA’s Promise Chief Academic Officer shall oversee all suspension/expulsion due process proceedings to ensure that the above school policies are followed to the letter.

**Plan for Reducing Suspensions and Discipline Disparities**
The Los Angeles County Board of Education has requested the drafting of a plan to reduce disparities in suspension outcomes for African Americans and Students with Disabilities attending LA’s Promise Charter Middle School #1 and LA’s Promise Charter High School #1. A copy of this plan is available at the LA’s Promise office and at the Los Angeles County Office of Education Charter Schools Office. For a digital or print copy, please contact lead petitioner Logan Contreras at or call LA’s Promise at 213-745-4978.
EleMent 11. Employee Benefits

The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System (STRS), the Public Employees Retirement System (PERS), or federal social security. Ed. Code 47605 (b)(5)(k)

Staff at LAPCMS#1 will have access to appropriate retirement plans as outlined below. LAPCMS#1 accepts and understands obligations to comply with Ed.Code 47611 and 41365.

Retirement Rights and Systems

LAPCMS #1 will not participate or offer coverage in CalSTRS or CalPERS.

The Charter School retains the option to elect the California State Teachers’ Retirement System (CalSTRS) coverage at a future date. Contributions will be made at the rate established by the Teacher’s Retirement Board. The Charter School will complete all required documentation (including an amendment to the charter to include the election of CalSTRS) prior to the effective date of coverage and before reporting contributions to CalSTRS.

All classified and certificated employees will be covered by Medicare and Social Security and the school will make the required contributions. Full-time employees may elect to participate in a 403b retirement contribution plan.

The LA’s Promise Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate.

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g. CalPERS), upon dissolution or final liquidation of Charter School, notwithstanding any provision in Element 16 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

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

Staff Responsible for Ensuring Coverage of Benefits

The LA’s Promise management team is responsible for ensuring that appropriate arrangements for coverage are made.

Employee Benefits

In addition to retirement benefits, employees of LAPCMS#1 will be eligible for Workers’ Compensation Insurance, Unemployment Insurance, State Disability Insurance and Medicare as applicable with LAPCMS#1 and the employee contributing appropriate amounts. Health and wellness benefits include health, dental, vision, and flexible spending account. The LA’s Promise Board of Directors will determine these benefits.
**Working Conditions**
The LAPCMS#1 employee handbook will outline working conditions for all employees. Employment terms and conditions shall be agreed upon by both LAPCMS#1 and the employee.

**Compensation**
LAPCMS#1 negotiates salaries with employees based on experience, past performance, areas of speciality, and other factors determined by LA’s Promise management team and agreed to by prospective employee on an individual contract basis. LAPCMS#1 compensation strives to be as competitive as possible with the market in the specified field.

**Employee Due Process**
Employees who have a complaint or wish to challenge disciplinary action taken by LAPCMS#1 must use the following procedures:

1. An Employee having a grievance shall present the grievance in writing to his or her Principal within ten (10) calendar days of the event or condition giving rise to the grievance. Failure to file a grievance in a timely manner shall be construed as a waiver of the party’s rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the grievance is not resolved within fifteen (15) calendar days of receipt, by the Principal, the grievance shall be deemed denied and the employee may proceed to Step 2.

2. If the employee is not satisfied with the response at Step 1, he/she shall notify the LA’s Promise CAO that a grievance has been denied or unresolved by the site principal within five (5) workdays of the Principal's denial. The CAO will convene a meeting with the grievant within seven (7) workdays of receipt. Any resolution shall be put in writing. If not resolved, the CAO shall provide a written response within seven (7) workdays of the meeting.

3. The Employee shall notify the LA’s Promise Board of Directors Schools Committee, within ten (10) calendar days of the CAO’s denial that a grievance is pending, using the Notification of Grievance Form available in the main office of LAPCMS#1 and the LA’s Promise Headquarters.

The LA’s Promise Board of Directors or its designated subcommittee shall meet within thirty-five (35) days of receipt of the Notification of Grievance Form. Both parties will be given an opportunity to present all arguments and documentation, including witnesses, to the Board. Failure to appear before the Board will be taken as a waiver of all rights under the grievance procedure. Alternatively, the Board may direct this matter to be heard and settled by an external arbitrator selected by the Board. If the Board chooses to hear and settle the matter without arbitration, the Board decision is final and no further action is available under this grievance procedure. If the matter is referred to an arbitrator, the arbitrator’s decision is final.

A written decision made by the Board or Arbitrator will be rendered within ten (10) working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made with ten (10) working days of the last committee hearing, or as soon thereafter as is practical.
Staff Recruitment and Selection Process
LAPCMS#1 seeks a group of professionals committed to our mission- to graduate every student attending college and career ready. In addition teachers must be able and willing to plan and deliver meaningful, rigorous instruction as well as to be actively involved in a professional learning community. We seek persistent and resourceful instructional leaders, highly-skilled and committed teachers, extraordinarily connected parent and community liaisons and classified staff who personalize their services with absolute customer service. LAPCMS#1 and/or LA’s Promise selects the staff. LAPCMS#1 shall not discriminate against qualified applicants or employees on the basis of race/color, ethnicity, birthplace/national origin/citizenship, age, sex/sexual orientation, pregnancy, marital status, physical disability, mental disability, medical condition religious creed, disability, military/veteran status, gender expression/identity, or any other characteristic protected by California and federal law. A more detailed discussion of this process can be found in Elements 1 and 5.
ELEMENT 12. Attendance Alternatives

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

Pupils who choose not to attend Charter School may choose to attend other public schools in their district of residence or pursue inter-district transfers in accordance with existing enrollment and transfer policies of the District.
ELEMENT 13. Rights of District Employees

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

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

The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter. Ed. Code 47605 (b)(5)(N)

The staff and governing board members of Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between LACOE (the District) and Charter School, except any controversy or claim that is in any way related to revocation of this Charter (“Dispute”), pursuant to the terms of this Element 14. The portion of the Charter School’s cost for dispute resolution as described below, will be funded first by the charter school and if subsequently necessary, by LA’s Promise reserves. Any Dispute between the District and Charter School shall be resolved in accordance with the procedures set forth below:

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

All Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director
Charter Schools Office
Los Angeles County Office of Education
9300 Imperial Highway
Downey, CA 90242

LA’s Promise
LA’s Promise Charter Middle School #1
202 W. 1st Street, Suite 160
Los Angeles, CA 90012

2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorneys’ fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney’s fees, costs and expenses associated with the arbitration. The arbitrator’s fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney’s fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.
ELEMENT 15. Exclusive Public School Employer

A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for the purposes of the Educational Employment Relations Act (Chapter 10.7, Section 3540) of division 4 of Title 1 of the Government Code). Ed. Code 47605 (b)(5)(O)

Charter School is deemed the exclusive public school employer of all employees of Charter School for collective bargaining purposes. As such, Charter School shall comply with all provisions of the Educational Employment Relations Act (“EERA”), and shall act independently from LACOE for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.
ELEMENT 16. Charter School Closure
A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Ed.Code 47605 (b)(5)(P)

Revocation of the Charter
LACOE (the District) may revoke the Charter if LAPCMS#1 commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of LAPCMS#1 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

1) LAPCMS#1 committed a violation of any of the conditions, standards, or procedures set forth in the charter.

2) LAPCMS#1 failed to meet or pursue any of the pupil outcomes identified in the charter.

3) LAPCMS#1 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

4) LAPCMS#1 violated any provision of law.

Prior to revocation, and in accordance with California Education Code section 47607(d) and State regulations, the Los Angeles County Board of Education will notify LAPCMS#1 in writing of the specific violation, and give LAPCMS#1 a reasonable opportunity to cure the violation, unless the Los Angeles County Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

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

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

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

The CEO or designee shall be 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 LACOE Charter Schools Office (CSO). Charter School shall provide the CSO with written notice of the person(s) designated to be responsible for conducting and overseeing all closure activities and the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSO 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 CSO.

3) 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 CSO.

4) 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.

5) 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 CSO.

6) 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 CSO.

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

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:
   Veronica Melvin
3) The students’ school districts of residence
4) How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:
1) A description of the circumstances of the closure
2) The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:
1) Information on how to enroll or transfer the student to an appropriate school
2) A certified packet of student information that includes closure notice, a copy of the student’s cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3) Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:
1) The effective date of the closure of Charter School
2) The name(s) and contact information for the person(s) handling inquiries regarding the closure
3) The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

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

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

1) Charter School shall provide the District with original student cumulative files, behavior records, Special Education Records, including but not limited to IEPs, and Section 504 accommodation plans pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.

2) Charter School’s process for transferring student records to receiving schools shall be in accordance with LACOE procedures for students moving from one school to another.
3) Charter School, within seven (7) calendar days of the effective date of closure, shall mail a copy of IEPs and/or Section 504 accommodation plans to addresses on file for families of active students to further support the families during their transfer to receiving school.

4) Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Office 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 CSO in the form of a CD or otherwise in accordance with District procedures.

5) 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 CSO for the delivery and/or pickup of student records.

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

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

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.
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 LACOE. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

**Disposition of Liabilities and Assets**

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

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

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

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

4) The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.
If Charter School is operated by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School’s governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code. Charter School shall provide LACOE within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

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

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

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

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

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

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

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

Facilities

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 CSO 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 CSO. 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 CSO for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

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

District Oversight Costs
LACOE (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 LACOE 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 LACOE 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 LACOE 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 LACOE for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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

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

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

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

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

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

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

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