LA's Promise Charter High School #1
Charter Petition

Charter Petition Changes to Reflect Material Revision Requested
(only pages with relevant changes are included in this attachment)

October 15, 2015

LA's Promise Charter High 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

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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 high school, LA's Promise Charter High School #1 (hereinafter referred to as "Charter School", "the School", or "LAPCHS#1"), to serve 400 students in grades 9-12 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 15, 2017 and ending on June 8, 2018.

LAPCHS#1 will aim to indiscriminately serve all interested students (space permitting) that reside within the boundaries of 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 South Vermont Avenue and West Slauson Avenue.

LA's Promise Charter High School #1 will be developed and operated by the nonprofit education organization LA's Promise, which operates under a performance contract with LAUSD to turnaround struggling, low performing schools. LAPCHS#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 LAPCHS#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 connects students to career pathways by way of personalized pedagogy, robust wraparound services, and engaging internship and mentorship opportunities with local businesses. In particular, LAPCHS#1 will aim to offer an array of internship and elective opportunities with the Film and Television industry, to take advantage of local industry opportunities in the Los Angeles area.

LA's Promise Charter High School will partner with the national educational organization, Facing History and Ourselves. Through this partnership LAPCHS #1 will build a school culture that promotes the instructional components of academic rigor, emotional engagement and relevance, while fostering a culture focused on helping students develop their own identities as change agents in the community. Our intention as a Facing History Innovative School is based on the guiding principles of FHAO's Innovative Schools Network.

Recognizing the immense need for technological competence in the 21st Century workplace, LAPCHS#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. Consequently, this will enhance the ability of each LAPCHS#1 student to thrive in whatever 21st Century career path that they elect to pursue.

<u>LA's Promise Charter Petition Team</u>

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

Affirmations and Assurances

LA's Promise Charter High School #1 (also referred to herein as "LAPCHS#1", "the School" 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

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

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

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

• The contact person for Charter School is: ~~**Logan Contreras**~~ **Donna Jacobson**
• The contact address for Charter School is: **202 West 1st Street, Suite 160, Los Angeles, CA 90012**
• The contact phone number for Charter School is: (**213) 745-4928**
• The proposed address, or target community by Zip Code, of Charter School is: ~~**Vermont-Slauson,** northern **portion of Zip Code 90044**~~ **Temporarily at 1755 W. 52nd Street, Los Angeles, CA 90062 until change of use completed for 4678 W. Adams Blvd., Los Angeles, CA 90016.**
• This location is in LAUSD Board District: ~~**1**~~ **5**
• This location is in LAUSD Local District: ~~**West**~~ **Central**
• The grade configuration of Charter School is: **Grades 9 - 12**
• The number of students in the first year will be: **110 students**
• The grade level(s) of the students in the first year will be: **Grade 9**
• Charter School's scheduled first day of instruction in 2016-2017 is: **August 15, 2017**
• The enrollment capacity is: **400 students**
• The type of instructional calendar 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**

Our Community

LA's Promise and the Los Angeles Unified School District have supported the South Los Angeles ~~Vermont-Slauson~~ neighborhood together since the partnership first adopted Manual Arts Senior High School in 2008. LA's Promise takes a philosophy of uplifting communities through place-based services that anchored through schools as a hub of resources. ~~Despite LA's Promise bringing a host of services into the region, the Vermont-Slauson area remains a high need community. The neighborhood has a median household income of roughly $29,000, with nearly 40% of households earning less than $20,000 a year[1] – placing Vermont-Slauson in only the 7th percentile in terms of income among communities in the County of Los~~

[1] US Census Bureau, American Community Survey 5-Year Estimates, "S2503, Financial Characteristics", for select census tracts

~~Angeles.[2] The area has a population density of 18,577 people per square mile, making it one of the densest regions in the Greater Los Angeles Area.[3]~~ The residents of South LA are mostly households of color (92%) including Latinx (72%) and Black or African American (20.4%), with a large immigrant population (41.2% foreign-born)[2] based on estimations of the South Los Angeles Transit Empowerment Zone (SLATE-Z), a local place-based initiative and collective impact partnership organization. The need within the South LA community remains high, especially in comparison to national standards. Per SLATE-Z, more than half of SLATE-Z residents live below 150% of the federal poverty level, compared to 30% countywide and with an unemployment rate of over 12%.

In addition, as a point of emphasis, the child poverty rate within John Muir Middle School's attendance zone is approximately 40%[4]. At John Muir Middle School, 81% of students are eligible to receive free or reduced priced meals.[5] LA's Promise projects that this is an underestimation of need, as some families choose to not self-report their economic station.

~~Residents of Vermont-Slauson currently lack equitable access to high quality public education. Neighborhood students in grades 9-12 are served primarily by Augustus F. Hawkins High School, which maintains three distinct small schools on one campus. Hawkins opened in 2012, and thus lacks an extensive track record of academic achievement. To date, the school has graduated a single 4-year cohort, with a graduation rate of 68%.[6] Hawkins underperformed compared to the District graduation rate of 70% and well under the 79% graduation rate of neighboring Manual Arts, an LA's Promise partner school.~~

~~Other performance data for Hawkins can be viewed below, along with several neighboring campuses inside a 2-mile radius of the intersection of Vermont Ave and Slauson Ave.~~

~~*TABLE [#1] - SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA*~~														
~~*Address: Vicinity of S Vermont Ave at Slauson Ave*~~														
~~*LAUSD Schools*~~	~~*# of Students [2015]*~~	~~*% Students Eligible for Free/ Reduced Lunch*~~	~~*% of Special Ed. Students*~~	~~*% of English Learners*~~	~~*% Latino*~~	~~*% African America-n*~~	~~*% White*~~	~~*2013 Growth API*~~	~~*Met School wide Growth Target?*~~	~~*Met Subgroup Growth Targets?*~~	~~*2011-2013 API 3 Year Average*~~	~~*2013 API Statewide Rank*~~	~~*2013 API Similar Schools Rank*~~	~~*2013-2014 School Performance Framework Classification (SPF)*~~
~~Hawkins C:\DAGS~~	~~550~~	~~77%~~	~~10%~~	~~22%~~	~~86%~~	~~13%~~	~~<1%~~	~~488~~	~~N/A~~	~~N/A~~	~~N/A~~	~~1~~	~~1~~	~~Focus~~
~~Hawkins CHAS~~	~~465~~	~~77%~~	~~10%~~	~~29%~~	~~83%~~	~~15%~~	~~<1%~~	~~520~~	~~N/A~~	~~N/A~~	~~N/A~~	~~1~~	~~1~~	~~Focus~~
~~Hawkins RISE~~	~~453~~	~~74%~~	~~8%~~	~~23%~~	~~69%~~	~~30%~~	~~<1%~~	~~482~~	~~N/A~~	~~N/A~~	~~N/A~~	~~1~~	~~1~~	~~Focus~~
~~Fremont~~	~~2,158~~	~~89%~~	~~9%~~	~~24%~~	~~91%~~	~~8%~~	~~<1%~~	~~623~~	~~Yes~~	~~No~~	~~587~~	~~1~~	~~4~~	~~Focus~~

[2] ~~Los Angeles Times *Mapping LA* project, a neighborhood analysis of US Census data; 2008 dollars.~~ https://www.slatez.org/who-we-serve/

[3] ~~Ibid~~

[4] US Census Bureau, American Community Survey 5-Year Estimates, 2013, "S1701, Poverty Status in the Past 12 Months", for select census tracts

[5] California Department of Education (CDE) DataQuest, average over 5 years

[6] ~~California Department of Education (CDE) DataQuest, index of all three small schools~~

~~Angelou~~	~~1,260~~	~~66%~~	~~8%~~	~~26%~~	~~88%~~	~~11%~~	~~<1%~~	~~578~~	~~Yes~~	~~No~~	~~N/A~~	~~1~~	~~1~~	~~Focus~~
~~Manual Arts~~	~~1514~~	~~79%~~	~~11%~~	~~27%~~	~~80%~~	~~18%~~	~~2%~~	~~627~~	~~Yes~~	~~No~~	~~592~~	~~1~~	~~5~~	~~Focus~~
~~Crenshaw~~	~~981~~	~~72%~~	~~15%~~	~~7%~~	~~27%~~	~~69%~~	~~1%~~	~~550~~	~~No~~	~~No~~	~~557~~	~~1~~	~~2~~	~~Focus~~
~~*Charter Schools*~~														
~~Annenberg~~	~~472~~	~~95%~~		~~16%~~	~~93%~~	~~6%~~	~~0%~~	~~737~~	~~No~~	~~No~~	~~743~~	~~4~~	~~7~~	~~Service & Support~~

~~Sources: CDE DataQuest; LAUSD MyData~~

TABLE [#1] - SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA									
LAUSD Schools	*# of Students [2015]*	*% Students Eligible for Free/ Reduced Lunch*	*% of Special Ed. Students*	*% of English Learners*	*% Latino*	*% African American*	*% White*	*2016-2017 % Met/Exceeded SBAC ELA*	*2016-2017 % Met/Exceeded SBAC Math*
Crenshaw	781	90%	20%	14%	28%	69%	1%	32%	2%
Dorsey	972	78%	21%	20%	45%	53%	1%	16%	2%
Fremont	1,871	97%	12%	24%	92%	8%	<1%	48%	12%
Hawkins C:\DAGS	531	91%	12%	35%	84%	12%	1.5%	27%	13%
Hawkins CHAS	447	95%	13%	36%	86%	12%	1.3%	26%	2%
Hawkins RISE	337	91%	9%	31%	72%	26%	1.3%	17%	1%
Santee	1,857	96%	15%	25%	92%	6%	1.3%	61%	16%

Sources: CDE DataQuest

The surrounding schools listed above are restricted to only campuses that serve the same grade span as the proposed LA's Promise Charter High School #1 (LAPCHS#1), namely grades 9-12. Charter schools serving a different span of grade levels were excluded to maintain a valid comparison. The resulting collection of schools includes 5 LAUSD high school campuses (including 3 Hawkins small schools)~~, and one charter school campus~~. ~~The highest performing LAUSD high school in the vicinity is Manual Arts. All 7 LAUSD schools are Focus schools, according to the 2013-14 LAUSD School Performance Framework.~~

~~Conversely, The Accelerated Schools Wallis Annenberg High School is a Service & Support school, per the School Performance Framework. Annenberg out performs the LAUSD schools on the Academic Performance Index (API). The school serves as an exemplar of the academic potential of a high quality charter high school in the South Los Angeles region. However, the school's campus lies on the edge of the 2-mile geodesic radius from the Vermont-Slauson neighborhood. Annenberg is only tangentially accessible to the community that LA's Promise intends to serve at LAPCHS#1, and could not possibly serve the proposed school's capacity of~~

~~400 students.~~

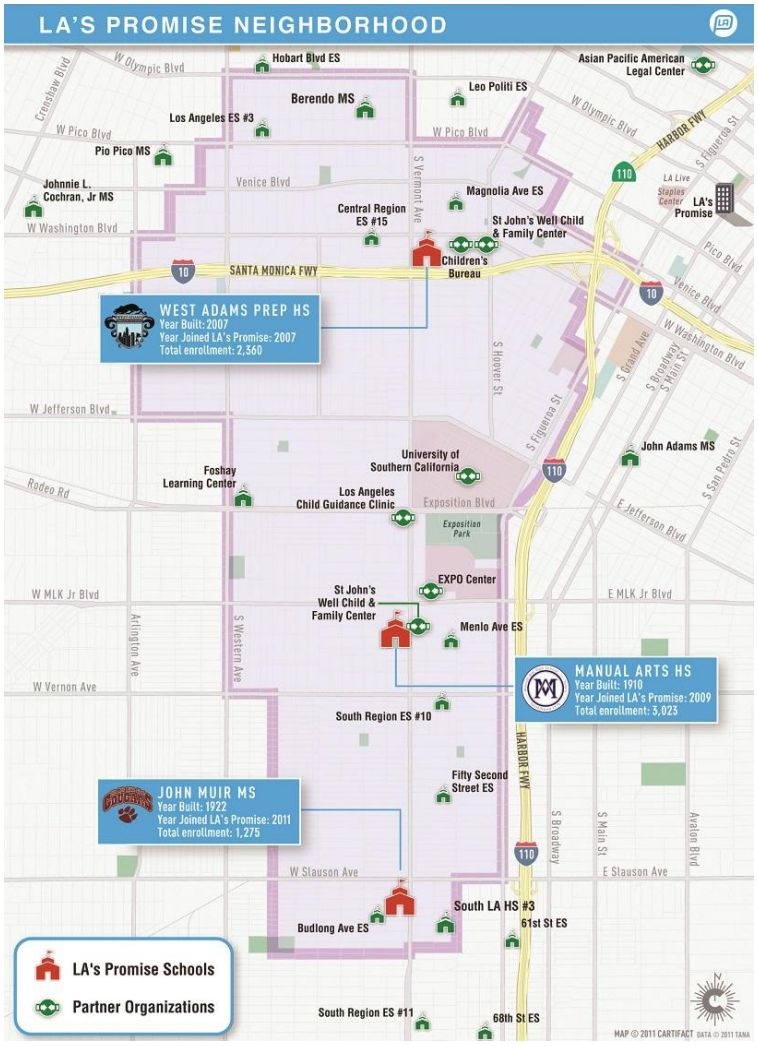
Meeting the Needs of our Community

Mission

The mission of LA's Promise Charter High School #1 is to graduate every student college and career ready by ensuring that students growing up in poverty receive an excellent education. This is a microcosmic adaptation of the LA's Promise mission at large, which seeks to accomplish this same goal at a cadre of committed schools throughout the region of South Los Angeles. This approach seeks to profoundly affect change in the lives of thousands of underserved students in the LA's Promise Neighborhood (explicated below).

Vision

The vision of LA's Promise Charter High School #1 is to transform the campus into a vibrant community hub that graduates all students prepared for successful and healthy lives, thereby radically improving the prospects of the surrounding community. We envision LAPCHS#1 graduates pursuing and completing post-secondary education and training to successfully enter the workforce. The hub model uses the school as a nexus of resources for students, their families, and the community writ large. This is a regional model deployed by LA's Promise at each of its campuses. The model caters to people residing within an intentionally selected geographic zone that is home to chronically underserved communities, known collectively as "the LA's Promise Neighborhood", illustrated below.



The Neighborhood is based on the attendance zones of the three non-charter LA's Promise schools: West Adams Preparatory High School, Manual Arts Senior High School, and John Muir Middle School.

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 our 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 our students than their family, making the inclusion of parents a vital component in all the work we do. Parents not only volunteer to support many of

the day-to-day functions at each of our school sites, 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, United Way of Greater Los Angeles, Boys and Girls Club of Carson, and St. John's Well Child and Family Center. Utilizing a large network of partnerships, LA's Promise Charter High School #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.

Our Students

LA's Promise Charter High School #1 will serve students in and around South Los Angeles ~~the Vermont-Slauson neighborhood~~. The school will serve grades 9-12. Given the high school's grade span, LAPCHS#1 will need to recruit from the local 8th grade population for the first year of operation, and may accommodate transfers from adjacent high schools in future years (characteristics of the local high school population are detailed in "Our Community" above).

For example, ~~families with 8th grade students in the community are primarily served by~~ John Muir Middle School~~, an LA's Promise school~~. is a local neighborhood feeder middle school. The Muir 8th grade student body is 99% students of color- Latino (82%) or African American (17%). The proportion of students that qualify for free and reduced price meals is 80%, which LA's Promise projects in an underreporting of actual need. The foster youth population is estimated to be 30 students, but the rotary nature of the foster care system makes this figure difficult to capture at any one point in time. The proportion of English Learners among 8th graders is 26%, while the proportion of Special Education students is 12%. In totality, Muir serves a cohort of largely impoverished 8th grade students, many of whom belong to targeted student populations under the Local Control Funding Formula.[7]

~~LA's Promise anticipates that the positive working partnership that the organization maintains with John Muir Middle School will lead many current 8th grade students at Muir to enroll in LAPCHS#1. However, as a nondiscriminatory campus,~~ LAPCHS#1 will accept students from any interested family that elects to enroll. The adjacent middle schools in the Vermont-Slauson

[7] Los Angeles Unified School District (LAUSD), MyData portal, "Enrollment by Location", September 2015

region of its current (and temporary) site will ~~, and thus~~ most likely ~~to~~ yield incoming 9th grade students to LAPCHS#1, are:

- Barack Obama Global Preparation Academy
- Horace Mann Middle School
- Mary McLeod Bethune Middle School
- George Washington Carver Middle School
- Lou Dantzler Preparatory Charter Middle School

The majority of these schools have similar demographic profiles to John Muir, Illustrated in the table below.

Table [#2] - Adjacent Middle School Demographics

	District	Latino	AA	White	EL	SPED	FRPM
Muir	W	81%	18%	1%	23%	12%	76%
Carver	C	91%	8%	0%	29%	12%	91%
Obama	C	70%	29%	1%	26%	19%	81%
Mann	W	48%	49%	2%	19%	28%	82%
Bethune	S	86%	13%	0%	22%	11%	96%
Lou Dantzler	W (Charter)	19%	79%	1%	9%		87%

Among these adjacent campuses, Horace Mann and Lou Dantzler have the most different student profiles compared to John Muir. Each of these schools serves a student population with a larger proportion of African American students. Mann Middle School also has a strikingly large Special Education population. Therefore, it is plausible that the student body of LAPCHS#1 will largely reflect the John Muir demographics, but with a marginally higher proportion of Special Education and African American students.

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 (explicated above). Since its incorporation in 2006 as "Mentor L.A.", LA's Promise has procured nearly $18 million in resources to the students attending its three LAUSD partner schools:

- **West Adams Preparatory High School** – Designed and founded by LA's Promise in partnership with the District. 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 marked an unprecedented collaboration between LA's Promise and LAUSD to provide an entire Los Angeles neighborhood with the highest quality of education.

- **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.
- **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 under 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. Since the opening of Augustus F. Hawkins High School and Barack Obama Global Preparation Academy, this feeder school pattern has since changed.

The results of the investment of LA's Promise into these three campuses have been a dramatic shift in educational outcomes at all three campuses. The table below describes this, 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.

Table [#3] - Academic Performance Index (Growth API) for LA's Promise Schools

	2007 - 2008	2008 - 2009	2009 - 2010	2010 - 2011	2011 - 2012	2012 - 2013	School Δ%	LAUSD Δ%
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		

Source: CDE DataQuest, 2015

Entries in blue indicate growth API scores that were achieved while the school was in partnership with LA's Promise. Each campus's baseline growth API was low relative to LAUSD's API in the same year. This frames the need for timely turnaround interventions by LA's Promise at the time of each school's adoption. The final two columns in the table – to the far right – breakdown the percent change in growth over the duration that each campus has been an LA's Promise partner school, and compares this growth to district-wide achievement over the same period. All three campuses achieved tremendous growth that categorically outpaced District API growth over the same duration. Both high schools more than doubled LAUSD's magnitude of growth, while John Muir Middle School quadrupled the District's gains.

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.

Table [#4] - % Advanced or Proficient on California Standardized Tests

John Muir				
	2010	2013	Δ	Growth Factor
ELA	18.2%	30%	11.8%	x1.6
Math	17.2%	26%	8.8%	x1.5
Social Studies	18.4%	35%	16.6%	x1.9
Science	34.5%	65%	30.5%	x1.9
Manual Arts				
	2010	2013	Δ	Growth Factor
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				
	2010	2013	Δ	Growth Factor
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

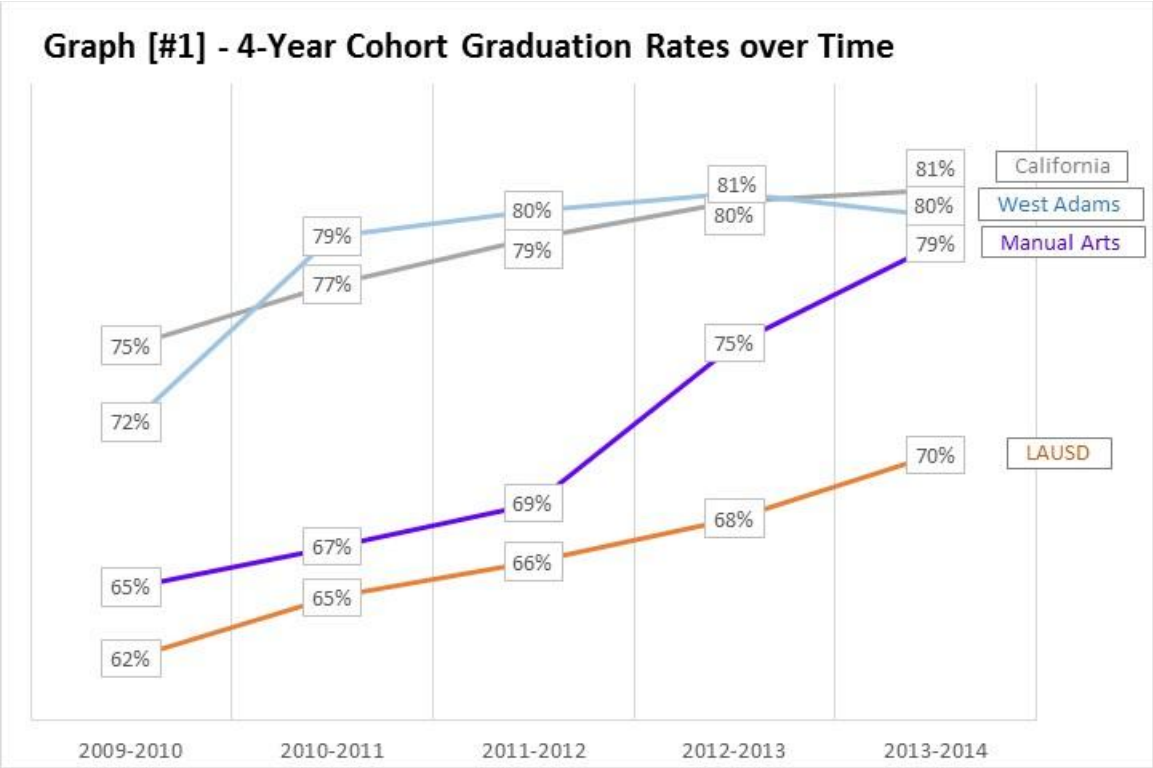
Source: CDE DataQuest, 2015

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, implementing Common Core aligned curricula, leveraging standards aligned assessment instruments and providing significant interventions to accelerate learning for struggling students. In this way, LA's Promise is supporting its partner schools to meet the challenges presented by the SBAC assessments head on.

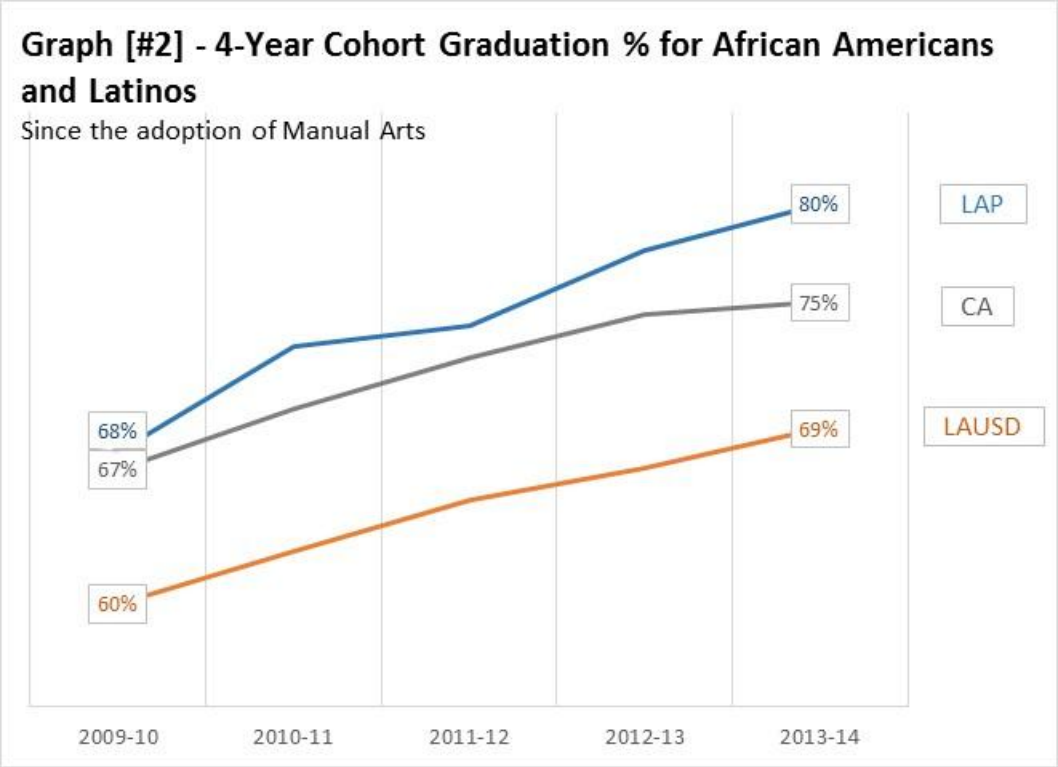
With college- and career-readiness as its explicit mission, LA's Promise has placed a high priority on the major milestones of student transitions into post-secondary life. This prioritization is evidenced by the great strides in high school graduation rates and 4-year college acceptance rates at its high schools over time.

With respect to 4-year cohort graduation rates, LA's Promise has consistently outperformed LAUSD for the past 5 years in which CDE has used its current cohort formula. This pattern is clearly observed in the graph below.



Source: CDE DataQuest, 2015

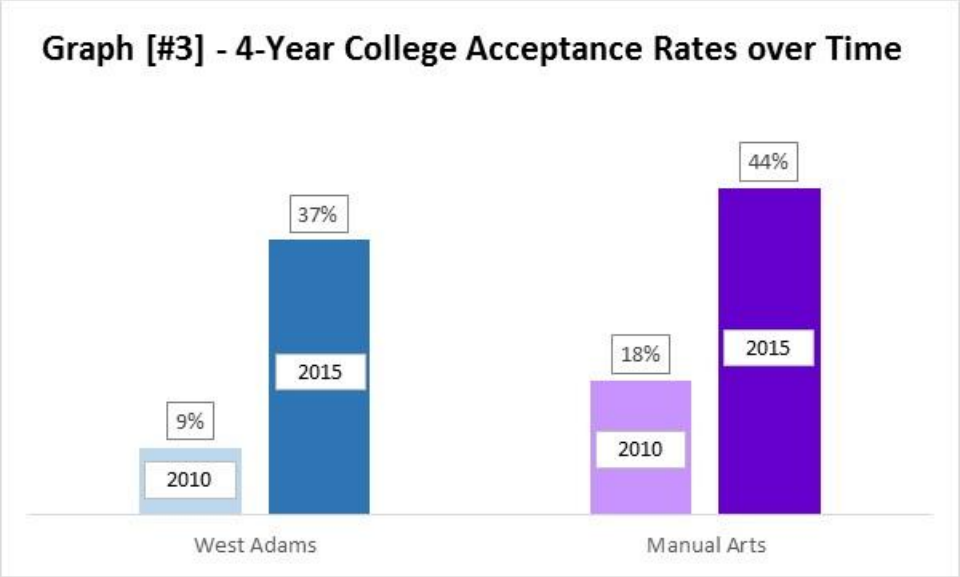
Manual Arts has nearly closed the achievement gap with the State of California, and West Adams has exceeded State graduation levels in three out of the past four years on record. Ethnic subgroup comparisons further accentuate LA's Promise's record of success in high school graduation. LA's Promise serves a student population that is 99% Latino and African American. The graph below compares 4-year cohort graduation rates for Latinos and African Americans obtaining their diplomas from LA's Promise high schools versus the corresponding State and District rates.



Source: CDE DataQuest, 2015

The graduation data demonstrate how LA's Promise is reaching Latino and African American populations in profound and impactful ways through a variety of synergistic strategies, including proactive and assertive counseling practices that emphasize post-secondary planning, positive adult to student relationships, supporting whole child development, establishing connections between classrooms and careers, and building a ubiquitous college going culture throughout each campus.

This approach extends to students' post-secondary success. LA's Promise works tirelessly to increase access to information and resources for students to make informed and mature decisions regarding their post-secondary plans. The results of this work are apparent in the immense shift in acceptances to 4-year colleges and universities among LA's Promise graduating seniors, illustrated in the table below.



Source: LA's Promise Annual Senior Survey, 2010-2015

Concerted efforts by the LA's Promise College Access team have yielded a growth factor of 4.1 for 4-year college acceptance among graduating seniors at West Adams, and a growth factor of 2.4 at Manual Arts. This growth in access to quality 4-year institutions of higher learning has opened doors for thousands of LA's Promise alumni and has provided lasting impact. Independent verification from National Student Clearinghouse shows that 93% of LA's Promise alumni who begin their collegiate careers at 4-year institutions persist onto their second year.[8] By comparison, the national persistence rate for students of all races and socioeconomic backgrounds is only 77%.[9] LA's Promise improves educational outcomes within the entire scope of its work, and beyond. The organization will continue to strive to improve the educational outcomes in the Neighborhood from every impactful angle. LA's Promise Charter High School #1 will be a major milestone in that continuing endeavor.

An Educated Person in the 21st Century

An educated person in the 21st Century must possess a diverse set of characteristics and skills in order to function in an increasingly global society. An educated person requires advanced levels of literacy and mathematical skills to thrive under the rigors of post-secondary challenges, and successfully navigate both their personal and professional lives. They require strong critical thinking skills to evaluate and synthesize the abundance of available information. Adolescents entering the adult world in the 21st Century require a firm grasp of technology through regular exposure and access to computers and technological tools. The educated person must possess a strong command of the emotional intelligences in order to communicate effectively, work well in teams with people of diverse backgrounds, and collectively solve problems. They must possess the capacity to draw upon their educational and experiential background to make decisions that positively impact themselves and the world around them.

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[8] National Student Clearing House, "StudentTracker for High Schools Aggregate Report: Prepared for LA's Promise", 2014, p.19

[9] National Center for Higher Education Management Systems, Information Center for Higher Education Policymaking and Analysis, "First-Year Retention: Retention Rates - First-Time College Freshmen Returning Their Second Year", accessed 9/25/2015, http://www.higheredinfo.org/dbrowser/index.php?measure=92

An educated person in the 21st Century *must* be a life-long learner. LA's Promise Charter High School #1 will instill the value of life-long learning by making substantive connections between classroom instruction and real world, workplace applications. This will be accomplished by infusing project based learning, digital learning, and internship and mentorship opportunities with local experts from in demand occupation fields into the typical school day. LAPCHS#1 will develop a ubiquitous college-going culture – a foundational aspect of life-long learning – with all of the essential information, preparation, and guidance necessary for an educated person to make an informed decision regarding their journey toward a successful 21st Century career.

How Learning Best Occurs

LA's Promise is 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*[10], 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 could they could not yet accomplish independently.
High quality teachers, therefore, are the backbone of effective learning. The research of Robert Marzano has shown that the number one factor in student success is the quality of their teachers.[11] LA's Promise Charter High School #1 will guarantee teacher quality through impactful professional development and constructive utilization of classroom observations, coaching, and the LAUSD Educator Growth and Development Cycle. As we expect our students to adopt a life-long learning perspective, so too do we expect our teachers to consistently grow and refine their pedagogy.

The community characteristics of Vermont-Slauson (detailed above in "Our Community") demand strategies to effectively instruct students from largely impoverished backgrounds. Ruby Payne's framework for educating students in poverty lends several prescriptions to LAPCHS#1's instructional approach[12]:

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[10] Vygotsky, L., *Mind and Society: The Development of Higher Mental Process* Cambridge, (MA: Harvard University Press, 1978)

[11] Marzano, R. J., "The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction" (Alexandria, VA: ASCD, 2007)

[12] Payne, R. K., *A Framework for Understanding Poverty* (Texas: aha! Process, Inc., 2005, Fourth revised edition)

- **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. A quality educator should actively work to earn student respect, and behave respectfully in turn.
- **Analyze the resources of your students** – this may include the existing academic skill levels of the students, classes that she has taken, and the resources and dynamics of the student's family life. Interventions should be selected based upon the resources at the student's disposal. For example, in a community of low literacy levels, alternatives to the traditional "parents reading to their child" approach must be promoted. Educators must come to know the whole student to understand what is best for that child's education.
- **Teach Formal Register** – that is the language of school and work. Formal register is far more demanding than the casual language that students use outside the classroom. To advance out of poverty in the adult world, students must learn to master standard syntax and appropriate word choice. The ability to code switch between formal and casual registers is an invaluable skill that allows students to articulate reasoning in a coherent and persuasive fashion in a variety of different contexts and communication platforms.
- **Use adult voice and reframing to change behaviors** – although a potential positive adult presence in a student's life, an educator is not the child's parent. This relationship should be acknowledged as it presents opportunities to instruct students on formal adult-to-adult interactions. For example, rather than making absolute authoritative statements such as "You should(n't) do that" or "Do as I say", educators may elect to frame the interaction for the student's consideration: "What are the choices in this situation?" or "These are the consequences of that decision…" By modeling civil adult-to-adult interactions, students internalize these communications strategies and learn how to utilize them with others.
- **Teach students how to plan** – the ephemeral living conditions of many children in poverty can sometimes lead to a myopic outlook. Teaching students how to plan helps to control impulsivity and promotes task completion.

Together these research based concepts and strategies amalgamate into an instructional approach that capitalizes on scaffolded disequilibrium. That is, LA's Promise Charter High School #1 will persistently challenge its students in ways that foster learning and maturity that are appropriately paced to improve academic skills and stamina. This approach will be wrapped in sensitivity toward the cultural context of the community, and the specific educational needs of the Vermont-Slauson population. Students will learn in an environment in which they genuinely believe in their own success. This necessitates a small school setting, rich and respectful relationships with the adults on campus, the communication of applicable knowledge to help students thrive beyond the classroom, and a safe learning environment that encourages students to take exploratory risks.

Goals for Long-term Student Success

1. Establish a ubiquitous college-going culture
2. Create substantive connections between classroom instruction and real world, workplace applications

3. Foster rich and mutually respectful relationships between adult educators and students to inform personalized instruction
4. Strong emphasis on the development of academic language and formal register for all students
5. Encourage the modeling of life-long learner outlook and teamwork among teachers, while providing them with ongoing professional development that facilitates growth and refinement of pedagogical skills.

Instructional Design

Table [#5] - LAPCHS #1 Enrollment Roll-Out Plan				
Grade	**2017-2018**	**2018-2019**	**2019-2020**	**2020-2021**
9	110	110	110	110
10	0	102	102	102
11	0	0	97	97
12	0	0	0	94
Total	**110**	**212**	**309**	**403**

LA's Promise Charter High School #1 believes that the teacher is the most critical key lever for student success and that no one set curriculum meets the needs of all students in the classroom. Therefore, we will hire staff that shares our commitment to the Common Core standards and our philosophy that teachers must "own their craft" by continuously reflecting on their effectiveness in the classroom using qualitative and quantitative data, collaborating within departments and across teams, setting high expectations for all students with supports for success and seeking out best practices in pedagogy.

In his book, *What Works in Schools: Translating Research Into Action*, Marzano identifies a "guaranteed and viable curriculum" as having a significant impact on student achievement[13]. In our effort to yield the greatest student achievement gains, LAPCHS#1 will maintain a strong commitment to ensuring a guaranteed and viable curriculum for all students. The School will ensure the quality of instruction for every student through teacher-created Common Core aligned standards-based lesson plans and consistent professional development for teachers around pedagogy that meets the needs of all types of learners. Teachers will be encouraged to utilize standards-based grading to assist in the close evaluation of standards-aligned skills, and enhance readiness for the SBAC summative assessment in Grade 11.

Instruction at LAPCHS#1 will utilize a combination of traditional textbook curricula infused with **blended learning technologies**. This approach will use digital content and instructional technology to create a classroom environment that allows students to grow as independent

[13] Marzano, R.J., What Works in Schools: Translating Research into Action (VA: Association of Supervision and Curriculum Design, 2003), p22

learners while teachers focus on group and targeted differentiated instruction. LAPCHS#1 will acquire student devices and provide technical support to guarantee student access to technology during a typical school day. 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. Embedding and expanding the use of technology will provide a personalized learning experience, help advance project-based learning opportunities, and promote active student engagement. This will enable students to develop skills and competencies demanded by SBAC assessments, build stamina and confidence in using technology, and acquire skills used regularly in the career world.

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. Power School OnTrac)
    - 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 and Reporting Online math diagnostics)
- Intervention Platforms (e.g. Pearson iLit)
- Online Credit Recovery coursework (Apex Learning, Edgenuity)
- Smarter Balance Assessments Consortium Interim Assessment Blocks
- Smarter Balance Assessments Consortium Interim Comprehensive Assessments

These technologies 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 classes. 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). ~~Instructional materials selected for purchase are listed in the table below.~~ Instructional materials will be selected from the options below:

Subject Area	Instructional Materials
English Language Arts	Pearson myPerspectives Pearson iLit Engage NY Novels Achieve 3000
Mathematics	Pearson Mathematics Common Core Pearson Elementary Statistics Pearson Pre-Calculus Pearson Calculus CPM IXL Math

Science	~~Glencoe Physical Science with Earth Science~~ ~~Miller and Levine Biology~~ ~~McGraw Hill Environmental Science~~ ~~Glencoe Chemistry~~ ~~McGraw Hill Chemistry (AP)~~ Teacher developed material until NGSS aligned material is available
Social Studies	Pearson World History Pearson US History Pearson US Government Person Economics Foundations of Economics AP Edition Facing History and Ourselves DBQ Project History Alive
English Language Development	NGL Edge Scholastic English 3D Cengage
Advisory	Facing History and Ourselves

As the curriculum market continues to evolve to meet the demands of Common Core and NGSS, LAPCHS#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.
The criteria that school leadership and lead teachers will consider when purchasing instructional materials will include:

- Level of rigor of the materials
- Alignment with CCSS and NGSS
- Capacity to meet the needs of English learners
- Capacity to meet the needs of high priority students
- Alignment with the needs of our students as indicated by standardized assessments
- Cost

College-Readiness
Succinctly written, the LA's Promise mission is to graduate every student college- and career-ready. A great part of this commitment is to ensure that students complete the California State University (CSU) and University of California (UC) A-G requirements. Students at LA's Promise Charter High School #1 will demonstrate proficiency in A-G required coursework including – at minimum – three years of laboratory science; three years of math including algebra and geometry; two years of history/social science; four years of college preparatory English; two years of foreign language; and one year of visual/performing arts.

LAPCHS#1 will ensure that all offered courses, including category F and category G electives, will be A-G approved classes. Further, all offered courses will be transferable to other public schools, per accreditation with the Western Association of Schools and Colleges (WASC). Parents will receive notification of course transferability in enrollment materials, recruitment materials, and/or the school handbooks. Materials will be published in both English and Spanish, which are the primary home languages of the Vermont-Slauson community.[14] In their freshman and sophomore years, LAPCHS#1 students will take the PSAT. In their junior year, LAPCHS#1 students will take the CSU Early Assessment Program test for college readiness, as part of the 11th grade SBAC summative assessment.

LAPCHS#1 students will have access to the LA's Promise signature Go for College program. Go for College empowers students to actively pursue a post-secondary education by fostering a school culture that promotes academic excellence, while also providing them with the tools they need to apply to and enroll in an institution of higher learning as well as secure the financial aid needed to pay for tuition. LA's Promise places a full-time Associate Director of College Access at each of its high school campuses, who works to strategically coordinate college counseling, financial aid advising, financial literacy training, writing support, parent engagement, peer guidance, and other vital college preparatory services. Scheduled field trips to local colleges and universities as well as organized events such as our annual Go for College Fair will further expose students to the many opportunities that await them after graduation. A key component of Go for College is the peer program known as College Ambassadors, which trains a cadre of students to mentor their peers through the entire college admissions and financial aid processes. *All LAPCHS#1 students will be required to apply to college and complete financial aid documents prior to graduation*. To facilitate this requirement, the college center will offer time before school, during lunch, and after school for students to work on college, financial aid, and scholarship applications, and for students to make inquiries regarding the application process. With teacher permission, students may also request to visit the college center during class time (preferably during advisory or Power Hour, and only during regular classes when appropriate) to complete these requirements. College center staff will carefully monitor students to ensure that class time spent in the college center is productive, or else a student will be sent back to class and the teacher will be notified of the reason for premature return to inform the teacher's future release decisions. College center release is at the discretion of the classroom teacher, and may be revoked at any time by the releasing teacher.

Specific program elements vital to Go for College includes:

- An annual Go for College fair that connects students with representatives from more than 30 neighboring and out-of-state colleges and universities.
- College Ambassadors trains students to engage in peer-to-peer mentoring, promote college as a post-secondary option, and assist other students with college enrollment and financial aid applications.
- Our annual Cash for College Night event provides students and their families with expert financial aid and scholarship advice as well as financial literacy training and tax preparation.

[14] US Census Bureau, American Community Survey 5-Year Estimates, 2009, "B16001, Language Spoken at Home by Ability to Speak English for the Population 5 Years and Over", for select census tracts

- Personal Statement Weekend – run in collaboration with 826LA – a two-day writing workshop geared towards high school seniors on the verge of submitting college applications. LAPCHS#1 students – most of whom are projected to come from underprivileged backgrounds and many to be the first in their family to apply to college – will receive one-on-one writing feedback from professionally trained volunteers.

Additionally, LA's Promise currently partners with Los Angeles City College (LACC) to provide dual enrollment opportunities to students attending its existing high schools. The LACC dual enrollment program affords students the opportunity to enroll in a collegiate level course taught by a community college instructor. Students that pass will receive college credit for the appropriate general education category at LACC. The dual enrollment program exposes high school students to the rigors of post-secondary education, advances the instructional goal of cultivating a college going culture, and rewards students who persist with college credit, thereby decreasing the cost of obtaining a college degree. LA's Promise will seek to extend this program to LAPCHS#1, with LACC or another local institution of higher learning.

Career Readiness

One of the key instructional goals of LA's Promise Charter Academy #1 is to make substantive connections between classroom instruction and real world, workplace applications. LA's Promise acknowledges its role as not only an active and supportive member of the Vermont-Slauson neighborhood, but of the Greater Los Angeles community. Capitalizing on local economic opportunities, the organization sustains integral ties with the film and television industry of Los Angeles.

A principal example of these collaborative ties is LA's Promise's coordination of the Aspire to Achieve Mentorship program, sponsored by 21st Century Fox. Aspire to Achieve is a yearlong program that connects students with an inspirational working professional at Fox who serves in a mentor capacity. The goal of the program is for students to build long lasting relationships with their mentors, to gain motivation and inspiration, expose students to an array of film and television careers and to demystify the professional world by way of personal connections. Students interact face to face with their mentors during biweekly visits to the Fox Studios lot, where they build and maintain their mentor/mentee relationships. The program also features a host of activities that in the past have included – but were not limited to – college enrichment workshops, motivational talks from speakers such as author, Andy Hill and President of Fox Animation, Vanessa Morrison, and a career professional panel featuring 35 guest speakers from local companies and foundations. Students who culminate from the program receive a $5,500 college scholarship.

LA's Promise employs a fulltime Internship and Mentorship Coordinator that – in addition to managing Aspire to Achieve – actively pursues local internship opportunities for students at each LA's Promise high school campus.

Internship and mentorship programing will be offered to LAPCHS#1 students as part of a suite of **extended learning opportunities** that will typically take place after the normal school day (some opportunities, such as college field trips, may irregularly take place during normal school hours). Students may select from a variety of extended learning opportunities including – but not limited to:

- Mentorship programming
- Internships
- Intermural athletics
- Academic tutoring
- Quiet study space
- College access activities
- Student-run clubs
- Other 7 to 7 enrichment programming

Extended learning opportunities will assist in preparing students to explore their career interests and to discover and develop their personal strengths.
During the regular school day, LAPCHS#1 will take full advantage of local economic assets in the film and entertainment industry by providing students with A-G elective courses that expose them to technical skills related to the film, television, and entertainment industries. This concept will allow students to learn about the technical aspects of entertainment production, cultivate possible interest in pursuing local occupational opportunities related to entertainment industries, and provide them with a foundation of transferable technical knowledge that students may rely on as working adults. LAPCHS#1 students may elect to enroll in the following elective course options: Design, Stage Design, Filmmaking, Filmmaking Production, Photography, Photo Production, Graphic Design, Digital Imaging Production, Cartooning and Animation. LAPCHS#1 will reserve the right to give preferential hiring to credentialed teachers with relevant and extensive professional experience to teach proposed Film, Television, and Entertainment elective courses. The School also 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.
Career-readiness will also be infused into core class instruction. LA's Promise Charter High School #1 core classes will utilize project-based learning, inter-disciplinary to allow students to practically apply and present the knowledge that they internalize through daily instruction. Projects may be either independent – to more accurately assess individual student progress and promote an internal locus of control – or group based – to assist in the development of collaboration and coordination skills. The underlying goal of project-based learning will be to allow students to apply their knowledge in ways that model approaches that can help them thrive in the adult workplace: thinking critically, clear and concise presentation of information, project management, coordination, and teamwork.

Power Hour for English Language Development
LA's Promise acknowledges that English Language Development should be a life-long pursuit for all students, not only those for whom English is not their primary home language. The mastery of formal register (i.e. academic language, professional language conventions, and industry jargon) is key to accessing and maintaining career paths that are both personally rewarding and advantageous toward social mobility. In light of this reality, LA's Promise Charter High School #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 English Language Development course, in accordance with the school's EL Master Plan. Standard English Learners are English-only students who are identified as having language skills gaps that may require intervention. Standard English Learners will have their skills determined by means of a language and literacy assessment, such as the Pearson GRADE Assessment. Teachers will then design and execute instructional plans that include fitting intervention resources based upon student skill levels.

Students identified as having grade-level or above grade-level language competencies may receive college preparatory or AP readiness language supports to expand their mastery of the English language. For these students, Power Hour supports might include:

- SAT/ACT/AP vocabulary building
- Advanced reading strategies (e.g. Mortimer Adler's *How to Read a Book*)
- Advanced writing strategies (e.g. timed writing workshops)
- Debate classes
- Public speaking skills classes
- Technical writing classes (e.g. journalism, script writing, memo writing).

Students who possess competencies above grade-level may elect to pursue an accelerated pacing plan, in coordination with their teacher.

Power Hour will integrate English language skills development into the education of all LAPCHS#1 students, regardless of their skill level or primary home language. This strategy reinforces the instructional goal of imbuing life-long learning as a core value for all students. Power Hour will provide students with essential skills to prepare them for post-secondary life, and will promote a persistent positive growth mindset for all.

Course Offerings and Curricula

The School's approach to curricula 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~~ engage in comprehensive vetting of core and supplemental curricula to ensure that students have access to the highest quality instructional materials ~~curricula~~ available and ensure comprehensive alignment with Common Core and Next Generation Science Standards (NGSS). As ~~the curriculum market~~ new adoptions are rolled out, instructional leaders will continuously review materials ~~es to evolve~~ to meet the demands of Common Core and NGSS, and ~~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. Multiple assessment tools will be analyzed on an ongoing basis to ensure that all instructional purchases are effectively supporting teaching and learning, and increasing student performance. As a project-based learning school, core and supplemental materials will support the balanced approach between structured curriculum and teacher created materials that meet the needs of culturally and academically diverse learners. Curricular choices will be continuously evaluated for effectiveness by the instructional learning team, and will drive professional development for teachers in order to most effectively

deliver the content as designed. LAPF is not tied to any particular program or vendor, but committed to making the best instructional choices for our learners.

~~LA's Promise Charter High School #1 will use textbooks and instructional resources that align with Common Core. Site leadership selected course materials were selected 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~~ LAPF is committed to the selecting instructional materials ~~ed to accommodate the projected~~ that meet the 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~~ have opportunities to give input ~~regarding needed adjustments to~~ about core 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 across the curriculum occurs daily. ~~Writing in math should conform to expectations of explaining the substantive meaning behind the numbers in a math problem.~~ Science classes ~~should utilize~~ will incorporate proper lab report writing to provide students with quality exposure to laboratory science techniques. 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 future 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

LA's Promise Charter High School #1 will reserve the right to modify the instruction program and strategies where necessary to serve the needs of the school community, while continuing to mandate a UC approved A-G course of study.

AP Placement

Students who wish to enroll in an Advanced Placement course must request AP placement from their counselor during the prior school year (or for new students, upon enrollment). In order for the counselor to program a student into an AP course, the student should meet certain expectations regarding academic readiness to thrive in AP. First, the student should demonstrate subject proficiency as evidenced by a course mark of 3 (or B) or better in the subject course immediately preceding the desired AP class in the course sequence. Second, the teacher that taught the previous subject class in the course sequence should recommend that the student take AP coursework the following year. Teachers who have had past experience with students know of their strengths, weaknesses and study habits; this information is very useful in determining readiness for an AP course. Additionally, past teachers provide insight into students who may marginal grades but are highly driven and may rise to the challenge.

Students who wish to take AP courses even if they do not meet the criteria set forth by each department can do so by using the waiver process. The Principal and school counselor will meet first with the student to determine their intent and interest in the subject. Once they complete that conversation the student, AP course teacher and parent will meet to sign a waiver/contract that will outline the requirements of the course. Within that contract there will be several interventions for the student if the course work becomes difficult. The school believes that any student with the interest and determination to take on an AP course should be allowed to do so with direct support from the teacher and school.

Students who continue struggle in an AP class after receiving academic intervention may be moved to a regular class.

Common Core English Language Arts (Core)

The English Language Arts curriculum of LA's Promise Charter High School #1 will be founded on the belief that all students will be capable of achieving mastery over academic English, provided intentional, vertically aligned, rigorous instruction and the necessary scaffolding to access college preparatory curriculum. ~~Using the common core standards as a base, the first priority of the English Language Arts program will be the development of academic language.~~ To meet the needs of second language learners, ~~his will be supported by~~ LA's Promise will support teaching and learning through research based practice~~'s strong professional relationship with Dr. Kate Kinsella and her work with~~ focused on developing readers and writers~~, as well as her explicit work with EL students~~. All English courses will focus on developing academic language in speaking, writing, reading and listening. All LA's Promise Charter High School #1 English classes include: in-class reading, timed writing and explicit vocabulary instruction. Classes will be vertically aligned to AP Literature and Language courses. Additionally, since the electronic summative state assessment is largely

based on reading and writing proficiency, there will be an expectation that English teachers infuse technology in their daily instruction.

English teachers will incorporate unit materials from ~~the Pearson myPerspectives textbook series as anchor texts throughout their lessons. myPerspectives provides a curricular framework~~ various state approved publishers that are designed to prepare students for meeting or exceeding the Common Core State Standards in English Language Arts. Supporting materials includes expository pieces offering historical contexts and contemporary analysis of major works. ~~Beyond the main text, myPerspectives offers~~ Curriculum will include blended learning resources to allow for targeted and individual learning support. There are also trade book recommendations that align to the standards and units as covered by the framework to augment student exposure to relevant literary and expository works.

The Common Core ELA standards for California require that students who are College and Career Ready in Reading, Writing, Speaking and Listening, and Language:

- They demonstrate independence.
- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably
- They come to understand other perspectives and cultures.

The common core high school standards work in tandem to define college and career readiness expectations.

Common Core English/Language Arts 9 A/B

~~English 9: Literary Analysis and Expository Text~~ The grade 9 common core standards incorporate Reading (literature, informational text, foundational skills, writing, speaking and listening, and language). Common Core English/Language Arts 9 is grounded in Common Core Standards for the State of California, and incorporates College and Career Readiness, anchor standards for reading literature and informational text, writing, speaking, listening, and language development. Course content in the area of reading is designed to provide broad standards in relation to citing textual evidence, determining central themes, analyzing complex literary characters, and determining word meanings in grade level appropriate context. Additionally, students are required to analyze authors' choices, and point of view or cultural experience, exposure to varied literary genres. By the end of grade 9, students will be able to read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of the range. In writing, students will write arguments to support and develop claims and counter claim, establish a formal style of writing through informative texts, develop topics, write coherent essays, and write coherent narratives using a variety of techniques. Technology is infused throughout the course for the purposes of research to gather relevant information, publishing, and sharing writing products. Students will build stamina for reading and writing daily in preparation for college writing. For speaking and listening, students will engage in collaborative discussions using socratic circles and other structures to participate in collegial discussions, to share diverse perspectives and include questioning strategies. Students will use diverse media to support their presentation. Students at all levels

of English proficiency will develop grade level appropriate vocabulary through robust oral and written experience, and build academic language. ELA 9 is delivered through state adopted curriculum and supplemental materials and software, and grade level appropriate novels representing diverse cultures.

~~English 9 will be an introduction to literature and to the 9th and 10th grade Common Core standards that focus on the reading, analyzing and writing of a broad scope of literature and expository text. This course builds upon students' skills in writing, reading, comprehension, and communication skills. Students examine many aspects of English literature, including novels, plays, poetry, graphic novels, expository pieces and musical lyrics. Throughout the year students complete narrative, persuasive, literary analysis, expository, informational, and poetry writing.~~ ~~**This course will also be our introductory course for Facing History and Ourselves with our students completing a course unit on Ghetto Life 101-Looking at Identity.**~~

~~English 10~~ ***Common Core English/Language Arts 10 A/B***

The grade 10 course common core standards incorporate Reading (literature, informational text, foundational skills, writing, speaking and listening, and language), and builds on grade 9 language competency. Common Core English/Language Arts 10 is grounded in Common Core Standards for the State of California, and incorporates College and Career Readiness, anchor standards for reading literature and informational text, writing, speaking, listening, and language development. Course content in the area of reading is designed to provide broad standards in relation to citing textual evidence, determining central themes, analyzing complex literary characters, and determining word meanings in grade level appropriate context. Additionally, students are required to analyze authors' choices, and point of view or cultural experience, exposure to varied literary genres. By the end of grade 9, students will be able to read and comprehend literature, including stories, dramas, and poems, with scaffolding as needed at the high end of the range. In writing, students will write arguments to support and develop claims and counter claim, establish a formal style of writing through informative texts, develop topics, write coherent essays, and write coherent narratives using a variety of techniques. Technology is infused throughout the course for the purposes of research to gather relevant information, publishing, and sharing writing products. Students will build stamina for reading and writing daily in preparation for college writing. For speaking and listening, students will engage in collaborative discussions using socratic circles and other structures to participate in collegial discussions, to share diverse perspectives and include questioning strategies. Students will use diverse media to support their presentation. Students at all levels of English proficiency will develop grade level appropriate vocabulary through robust oral and written experience, and build academic language. ELA10 is delivered through state adopted curriculum and supplemental materials and software, and grade level appropriate novels representing diverse cultures.

~~***: World Literature and Composition***~~

~~As 10th graders, LAPCHS #1 students will continue the pursuit of the mastery of English grammar, vocabulary, and expository writing that begun in the 9th grade. They interact with the Common Core standards through the lens of World Literature. They will be exposed to texts that add to their understanding of agency and of community and global wellness. This~~

~~curriculum emphasizes texts from non-Western parts of the world, and from underrepresented populations in Western civilization.~~ ~~**Additionally, all 10th grade students will participate in an interdisciplinary unit Holocaust and Human Behavior with our education partner Facing History and Ourselves. This unit will involve the English, history and fine arts teacher.**~~

Common Core English/Language Arts 11 A/B

The grade 11 course common core standards builds upon 9-10 grade, with an increase in rigor to prepare students for college entrance. Common Core English/Language Arts 11 is grounded in Common Core Standards for the State of California, and incorporates College and Career Readiness, anchor standards for reading literature and informational text, writing, speaking, listening, and language development. Reading content is designed to challenge students and further develop critical thinking skills expressed through oral and written communication using robust academic language.

In grade 11, there is greater specificity in application of the standards to include; citing strong textual evidence, determining two or more themes, analyzing authors' choices relating to parts of the text, and analyzing what is implied or stated in the text. Students will demonstrate knowledge of foundational literary works. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. In writing, students will analyze and evaluate the effectiveness of the structure of an author to convince audiences, and determine the authors' purpose and analyze seminal texts.

Technology is infused throughout the course for the purposes of research to gather relevant information, publishing, and sharing writing products. Students will build stamina for reading and writing daily in preparation for college writing. For speaking and listening, students will engage in collaborative discussions using Socratic circles and other structures to participate in collegial discussions, to share diverse perspectives and include questioning strategies. Students will use diverse media to support their presentation. Students at all levels of English proficiency will develop grade level appropriate vocabulary through robust oral and written experience, and build academic language. ELA11 is delivered through state adopted curriculum and supplemental materials and software, and grade level appropriate novels representing diverse cultures.

Common Core English/Language Arts 12 A/B

The grade 11 course common core standards builds upon 9-10 grade, with an increase in rigor to prepare students for college entrance. Common Core English/Language Arts 11 is grounded in Common Core Standards for the State of California, and incorporates College and Career Readiness, anchor standards for reading literature and informational text, writing, speaking, listening, and language development. Reading content is designed to challenge students and further develop critical thinking skills expressed through oral and written communication using robust academic language.

In grade 11, there is greater specificity in application of the standards to include; citing strong textual evidence, determining two or more themes, analyzing authors' choices relating to parts of the text, and analyzing what is implied or stated in the text. Students will demonstrate knowledge of foundational literary works. By the end of grade 12, read and comprehend

literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

In writing, students will analyze and evaluate the effectiveness of the structure of an author to convince audiences, and determine the authors' purpose and analyze seminal texts. Technology is infused throughout the course for the purposes of research to gather relevant information, publishing, and sharing writing products. Students will build stamina for reading and writing daily in preparation for college writing. For speaking and listening, students will engage in collaborative discussions using Socratic circles and other structures to participate in collegial discussions, to share diverse perspectives and include questioning strategies. Students will use diverse media to support their presentation. Students at all levels of English proficiency will develop grade level appropriate vocabulary through robust oral and written experience, and build academic language. ELA11 is delivered through state adopted curriculum and supplemental materials and software, and grade level appropriate novels representing diverse cultures.

~~***: American Literature and Expository Reading and Writing Course (ERWC)***~~
~~Our 11th graders may take an English course created by the California State University system. This will be a two semester expository reading and writing course that includes explicit instruction in key skills identified by researchers. This course will be intended to ensure that all students will be ready to take AP level English coursework their senior year. This course will be rounded out by our English teachers utilizing a robust catalogue of works in American Literature from the colonial period to the present to ensure any standards outlined in the Common Core, but not addressed by the CSU curriculum will be included in their pacing plans.~~ ~~**All 11th grade students will participate in an interdisciplinary unity "Choices in Little Rock" with our education partner Facing History and Ourselves.**~~

AP English Language and Composition A/B
Our 11th graders may alternatively take Advanced Placement English Language and Composition. This course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally, students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.

English 12: English Literature and Expository Composition A/B
Our 12th graders may take an English Literature course in which they study select works by British authors to consider and analyze philosophical, political, religious, ethical, and social influences of historical periods. Students will engage in discussion to prepare oral and written arguments that provide all relevant perspectives and consider the validity and reliability of sources. Students will engage in a study of interpretative theories to help them understand multiple perspectives and ways to understand literature through different lenses. Students will also examine expository and informational genres (e.g., essays, biographies, critiques, précis,

and newspaper and magazine articles) for literal and implied meaning and to demonstrate through classroom discussion, oral presentation, and written expression an understanding of the text. By analyzing such media, students will learn logical and coherent organization, clarity of expression, and suitability in style, usage, and the conventions of writing.

AP English Literature and Composition A/B

Alternatively, our 12th graders may take AP English Literature and Composition. The AP English Literature and Composition course will be designed to engage students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students can deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students will consider a work's structure, style, and themes, as well as smaller-scale elements such as the use of figurative language, imagery, symbolism, and tone.

Mathematics (Core)

LAPCHS offers the Integrated Math Pathway, which blends standards from two or more domains in each of the three-course sequence. This pathway is designed to ensure that students master all the math standards by grade 12. Mathematics courses can be offered at an accelerated rate to students who meet the criteria, to provide opportunities for additional math courses in grades 11 -12 to include AP Calculus. Students who need additional support in mastering math standards will be provided with support classes and intervention embedded throughout the school day. Curriculum for the math courses will consist of state adopted, common core aligned core series and supplemental materials, including software programs that allow students opportunities to apply the standards. Guidelines for the University of California (UC) admission requirements clearly state that combinations of integrated math, algebra, geometry and other courses can also satisfy the "c" subject requirement.

~~As outlined by the Common core standards, the math program will be designed to offer students the fundamentals they need while providing opportunities to explore real world and academic mathematics. We believe that students acquire an appreciation for, and develop an understanding of, mathematical ideas if they have frequent encounters with interesting, challenging problems. Fluency in number sense and foundational algebra will be an expectation for all students.~~

~~At LA's Promise Charter High School #1, students will not be placed in mathematics courses by grade level, rather they will be placed in the course they will be best prepared for and offered academic support classes when needed. Students who have not demonstrated mastery of Algebra 1 content prior to entering high school will be enrolled in Algebra 1. Students who demonstrate mastery in the Algebra 1 standards will begin their coursework with Algebra 2. All students will be expected to graduate having completed a math course at the level of Pre-calculus, Statistics or Calculus and have met the UC geometry requirement. Problem solving, modeling, data analysis, concepts and procedures and communicating reasoning will be stressed throughout the goals at each grade and in every course. The development of problem-solving skills will be a major goal of the mathematics program. Mathematical modeling will be an important technique used to build understanding of abstract ideas. Teachers will expose students to physical representations that help develop~~

~~understanding of abstract concepts. Students will develop mathematical competence and power by engaging in solving meaningful problems.~~

~~For Algebra I/II and Geometry, LA's Promise Charter High School #1 will use the Pearson Mathematics Common Core Edition series. The Common Core aligned edition will provide necessary course materials to properly prepare our students for the summative CAASPP assessment in mathematics.~~

~~Algebra I~~ Integrated Math I A/B (Credential-One of the following: Single Subject Math, Foundational Level Math, Supplementary Authorization in Intro Math 2 , Mathematics Instructional Added Authorization or Subject Matter Authorization in Intro Math 2)

This course covers Common Core math standards number and quantity, algebra, functions, geometry, statistics, and probability. ~~This will be a beginning course in Algebra. Students will be instructed in algebraic operations, rational and irrational numbers and expressions, monomials and polynomials, variables, linear functions, graphing, and quadratic equations. Students in Algebra 1 will practice solving multi-step word problems involving linear equations and inequalities as well as finding the equations of lines using the slope and y-intercepts. Students will be encouraged to estimate and check their own work. The course will also utilize graphing calculators. Emphasis in supplemental course work will be on graphing equations and finding solutions to numerical equations using letters to stand for unknown numbers. Students learn problem-solving strategies, such as visualizing, sketching, organizing information to make a mathematical restatement, and checking reasonableness of an answer in the context of the problem, with a special focus on problems involving rate, work, and percent mixture.~~

Students will 1. Create equations to describe situations. 2. Build on previous work with solving linear equations and systems of linear equations using more formal solution methods, attending to the structure of linear expressions and solving linear inequalities. 3. Formalize understanding of the definition of a function, particularly understanding of linear functions, emphasizing the structure of linear expressions. 4. Begin work with exponential functions, comparing and contrasting them to linear functions. 5. Work with congruence and similarity transformations. Consider sufficient conditions for congruence of triangles and prove triangle congruence. 6. Work with bivariate data and scatter plots extending to determining lines of best fit, including tests for linearity.

~~Algebra II~~ Integrated Math II A/B (Credential-One of the following: Single Subject Math or Foundational Level Math)

This course covers Common Core math standards number and quantity, algebra, functions, geometry , statistics, and probability. Students will 1. Extend the laws of exponents to rational exponents and explore distinctions between rational and irrational numbers. Explore complex numbers and learning when quadratic equations do not have real solutions. 2. Consider quadratic functions, compare the key characteristics of quadratic functions to those of linear and exponential functions and identify real solutions. Select from these functions to model phenomena. 3. Focus on the structure of expressions, write equivalent expressions, create and solve equations, inequalities and systems. 4. Build on probability concepts previously learned,

using the language of set theory to compute and interpret both theoretical and experimental probabilities. 5. Apply experiences with transformations and proportional reasoning to build a formal understanding of congruence and similarity and apply similarity in right triangles to solve problems. 6. Prove basic theorems about circles, chords, secants, tangents, and angle measure

~~Prerequisite: Algebra I or its equivalent~~

~~Algebra II teaches students to use induction and to solve equations or systems of equations or inequalities. Students learn to factor polynomials and to predict what effect changing a coefficient will have on the graph of a function such as a parabola. Algebra II also covers concepts such as linear, quadratic, and rational functions, direct and inverse variation, inequalities and absolute value, systems of equations, and exponential and logarithmic functions.~~

~~Students in Algebra II prove simple logarithms and judge the validity of an argument based on whether the properties of real numbers, exponents, and logarithms have been applied correctly at each step. They use exponential functions in problems involving exponential growth and decay. They will find the sums of arithmetic and geometric series and can expand binomial expressions. The course also teaches students to use properties from number systems to justify steps in combining and simplifying functions.~~

Integrated Math III A/B (Credential-One of the following: Single Subject Math)

This course covers Common Core math standards number and quantity, algebra, functions, geometry , statistics, and probability. Students will complete all the content of Integrated Math II (see above) plus 1. Consider the intersection of a plane with various three-dimensional solids, visualize the slices and describe them in different ways as well as identify and use the geometric properties of the conic sections. 2. Extend the study of vectors to include vectors in the complex number plane, combine vectors and solve problems involving velocity and other quantities that can be represented by vectors. 3. study matrices, perform operations on matrices as well as use them to solve problems.

~~Geometry~~

~~This course will cover traditional Geometry topics such as points, lines, planes, angles, properties of parallel lines, transverse lines, triangles, quadrilaterals, polygons, circles, area, and volume congruence and similarity. The course helps students to employ inductive and deductive reasoning to formulate logical arguments and justify conclusions using a library of definitions, axioms, theorems, and postulates. Through writing geometric proofs, students learn to construct formal, logical arguments, identify errors in logic in chains of reasoning, test general assertions and learn to prove assertions false with counter-examples. In Geometry, students will solve problems involving perimeter, circumference, area, volume, lateral area, and surface. They learn to use a compass and protractor to make and measure angles and use coordinate geometry to prove theorems.~~

~~Students will learn to use angle and side relationships in problems with right triangles; will learn the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections. Geometry may also be offered in the summer at LA's Promise Charter High School #1. Students will have the option of completing that~~

~~course at LA's Promise Charter High School #1 as a summer elective, via distance learning, or at a local community college.~~

Statistics A/B (Credential-One of the following: Single Subject Math or Foundational Level Math)

~~Prerequisite: Algebra II and Geometry, or equivalents~~

This course will cover the basic principles of descriptive statistics, exploratory data analysis, design of experiments, sampling distributions and estimation, and fitting models to data. Statistical concepts will be studied in order to understand related methods and their applications. Other topics include probability distributions, sampling techniques, binomial distributions, and experimental design. The course will also look extensively at the principles of hypothesis testing and statistical inference. Measuring the probability of an event, interpreting probability, and using probability in decision-making will be central themes of this course. Students will be able to complete a thorough investigation of both one-variable data sets and of the relationship between two variables. Examples of games of chance, business, medicine, policy-making, the natural and social sciences, and sports will be explored. Use of the computer and the graphing calculator expose students to the power and simplicity of statistical software for data analysis. The graphing calculator will be used extensively as a learning tool and will be required for the course. This course will utilize ~~the Pearson Elementary Statistics: Picturing the World textbook to~~ state adopted, standards aligned core and supplemental learning materials that ~~offer~~ build connections between statistical concepts and real world applications through interactive features.

Pre-Calculus A/B (Credential-One of the following: Single Subject Math)

~~Prerequisite: Algebra II and Geometry, or equivalents~~

This course will be a preparation for Calculus. Standards used to outline this course will be chosen from among the California Common Core standards for Linear Algebra, Statistics, Mathematical Analysis and Trigonometry. Topics may include: recognizing, writing, and graphing linear, quadratic, polynomial, rational, radical, exponential, and logarithmic functions and solving exponential and logarithmic equations; sequences and series; and matrices. The course also deals with evaluating, sketching, and composing trigonometric functions of any angle, the unit circle, and radian measurements. Students in the course will learn to solve systems of inequalities using several different methods; solve linear programming problems and real life problems; write matrices; write equations of spheres in space; find the cross products of vectors in space; find equations of lines in space; estimate, find, and evaluate limits; approximate slopes of tangent lines; and use the limits of summation to find areas of regions bounded by graphs and functions. The course will utilize state adopted, standards aligned core and supplemental materials that ~~use the Pearson Pre-calculus: Graphical, Numerical, Algebraic, 9th Edition textbook to vertically align~~ provide the rigor needed for students to prepare for the ~~with the~~ AP Calculus course.

Calculus/AP Calculus A/B (Credential-One of the following: Single Subject Math)

~~Prerequisite: Pre-calculus~~

This course will be taught with the same level of depth and rigor as entry-level college and university calculus courses in one variable calculus. The course teaches students how to prove and use theorems evaluating the limits of sums, products, quotients, and composition of functions; how to use graphing calculators to verify and estimate limits; and how to prove and

use special limits. Students in Calculus will be able to define and graph the continuity of functions; apply the intermediate extreme value theorems; and both derive derivative formulas and use derivatives to solve a variety of problems from physics, chemistry, and economics involving rate of change of a function. ~~The course will explore the chain rule, its proof, and applications to derivatives, parametrically defined functions, and Rolle's Theorem, Newton's method for approximating the zeros of a function, and "L'Hopital's Rule."~~ Calculus students learn to use differentiation to solve optimization and rate problems and to sketch graphs of functions by hand and to identify maxima, minima, inflection points, and intervals in which the function will be increasing and decreasing. Students use definite integrals to model problems in physics, such as area, velocity, acceleration, area of a surface of revolution, and work. The course covers using the fundamental theorem of calculus to interpret integrals as antiderivatives and the properties and computation of inverse trigonometric functions. Calculus includes instruction in how to use various tests to determine whether a series converges, how to form new series from known ones; how to calculate Taylor polynomials, and how to apply different techniques to solve elementary differential equations in the context of a wide variety of real world situations, including growth-and-decay problems. Graphing calculators will be used throughout the course. The AP Calculus course will utilize ~~the Pearson Calculus: Graphical, Numerical, Algebraic AP Edition~~ state adopted textbooks and supplemental content that , ~~in order to~~ prepares for students for ~~the new 2016-2017 AP Calculus framework~~ success in college math.

History/Social Science (Core)

LA's Promise Charter High School #1 History-Social Science courses will be designed to develop the following literacies:
Historical Literacy: developing research skills and a sense of historical empathy; *Ethical Literacy*: recognizing the sanctity of life and dignity of individual, understanding the ways in which different societies have tried to resolve ethical issues; *Cultural Literacy*: understanding the rich, complex nature of human cultures; *Geographic Literacy*: developing an awareness of place; *Economic Literacy*: understanding the basic economic problems confronting all societies; *Socio-Political Literacy*: understanding the close relationship between social and political systems. At LA's Promise Charter High School #1, these literacies will be employed to give students a deeper understanding of their own context and agency.

LAPCHS#1 will utilize ~~the Pearson Social Studies series~~ state adopted programs and support materials, including primary sources, to provide a robust framework that helps students connect, experience, and understand the world around them. Students will use this textual framework to acquire and hone the above literacies. ~~Additionally, at each grade level the students will participate in an interdisciplinary unit with their English Class that will be developed with our partnership with Facing History and Ourselves. Facing History's~~ Students will engage in an evidence-based approach fosters empathy and reflection, improves students' academic performance, increases their historical understanding, and encourages positive civic participation. Their programs deliver the skills students need to succeed in the 21st century global society, such as the mastery of core academic content; the development of social-emotional competencies; and the ability to think critically and solve complex problems, work

collaboratively, and communicate effectively.

~~Grade 10:~~ World History A/B

This course focuses on the ancient and contemporary History of Europe, Asia, Latin America, and Africa. Through their studies, students develop in-depth theories on government, democracy, revolution, technology, distribution of wealth, and change. Students study Enlightenment philosophers and then write a personal philosophy paper expressing their own beliefs. They compare the French, Mexican, and American revolutions, synthesizing the outcomes to determine if each revolution can be considered "successful" and if it can be justified. The students then focus on the Industrial Revolution's transformation of society and the era of Imperialism. The course also guides students to see the extension of the worldwide interactions that began in the industrial era to the current integration of markets we call Globalization today. Students will culminate this unit by individually writing a feature article about the effect of European Imperialism and collaboratively creating a news website with articles on topics in the area of Globalization. After Industrialism, the course turns to the study of the Russian Revolution and Totalitarianism, including the causes and consequences of World Wars I and II. Students will research a dictator and then write a paper comparing World Wars I and II to "Just War Theory." The last quarter of tenth grade Humanities focuses on the Holocaust and international developments in the post-World War II world, including non-violent protest movements. Students will research a current issue of justice and prepare for a debate and a dialogue between representatives from opposing sides of the issue, culminating in a mock trial. Through this final unit, students will reflect on their obligation to others, human rights, and the creation of lasting peace. The course will be anchored by ~~the Pearson World History curriculum. **Facing History Unit-Holocaust and Human Behavior**.~~ state adopted curriculum, primary sources, and supplemental materials. Through a partnership with Facing History, teachers will have access to professional development and materials to supplement the learning.

~~Grade 11:~~ US History/AP US History A/B

Prerequisite: World History

As 11th grade students, LA's Promise Charter High School #1 students will take US History or AP US History. These courses will be a general survey of United States History from colonization to the present. Major social, political, economic, and cultural issues will be examined. The course will be designed to help students understand and reflect upon the conflicts and consensus associated with the principles of liberty, justice, and equality in United States history. Throughout this course, students critically analyze such events as the colonization, civil rights, democracy, and rule by law. They will learn about key trends in history, such as the worldwide diffusion of popular culture and expanding suffrage and consider changes in the global landscape brought about by industrialization, war, and the emergence of the U.S. as a major industrial power. Students will also look at the United States' international relations in the twentieth century, and the battle over immigration that continues to this day. They will explore principles of religious liberty and other key economic, political, immigration, and environmental issues. Throughout the course, the themes of meritocracy, universal rights, the concept of the American Dream, immigration, non-violent protests, and the role of individual identity in shaping points of view. Course texts include many primary source documents, such as policy statements, speeches, and laws. Students use anecdotal scripting and annotated bibliographies to organize information

and learn to draw comparisons between specific historical incidents and broader themes and abstract ideas. At least one major research paper or film/television project will be required. Through a partnership with Facing History, teachers will have access to professional development and materials to supplement the learning. ~~**Facing History Unit-Crisis in Little Rock (Civil Rights)**~~

~~***Grade 12 – US Government/AP US Government and Politics***~~

~~As 12th grade students, LA's Promise Charter High School #1 students will take a semester of US Government or AP US Government and Politics (contingent on the new AP Exam being release by College Board). This course examines the United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system will be built. This course provides an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political landscape. In particular, students will be expected to master the following six topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the congress, the presidency, the bureaucracy, and the federal courts; public policy; civil rights and civil liberties. AP students will be prepared to take the AP US Government and Politics examination through timed writing exercises and basic data analysis. At least one major research paper or film/television project will be required. Course lessons will be framed by the Pearson United States History curriculum. **Facing History Unit-The Reporter, Looking at Global Awareness**~~

Grade 12 – ~~Economics/AP Microeconomics~~ Economics/Government A/B

Grade twelve includes two semester-long courses that are both required for graduation from high school: Principles of American Democracy and Principles of Economics. Principles of American Democracy addresses how government works, with an emphasis on the United States and how its system contrasts with other kinds of government. The goal of the course is to prepare students for becoming informed and engaged participants in civic life. Principles of Economics includes not only classic micro- and macroeconomic concepts but also a discussion of the impact the government has on the economy, the effects of globalization, and the importance of financial literacy. The courses ~~will be meant to give students an idea of the~~ will provide senior high school students entering higher education empowerment in terms of their future civic and economic engagement. ~~power they have in the economy and the consequences of their choices.~~ Students will apply their learning to projects related to film and television such as budgeting, financing, and forecasting across domestic and international markets. State approved core and supplemental materials from the recent adoption will be used in concert with primary sources to make the content relevant and meaningful, and develop activism and understanding of the current geo-political climate.

Grade 12 – AP United States Government and Politics A/B

Grade twelve students who meet the criteria will take AP US Government and Politics. As an advanced placement course, students will engage in a rigorous study of United States system of government, the purpose, structure and functions of federal, state and local levels of government and the economic principles upon which the system will be built. This course

provides an analytical perspective on government and politics in the United States, involving both the study of general concepts used to interpret U.S. politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute the U.S. political landscape. In particular, students will be expected to master the following six topics: constitutional underpinnings of United States government; political beliefs and behaviors; political parties, interest groups, and mass media; institutions of national government: the congress, the presidency, the bureaucracy, and the federal courts; public policy; civil rights and civil liberties. AP students will be prepared to take the AP US Government and Politics examination through timed writing exercises and basic data analysis. At least one major research paper or film/television project will be required. Course lessons will be framed by state adopted curriculum that gives students access to the United States History curriculum, including primary sources and supplemental materials. Through a partnership with Facing History, teachers will have access to professional development and materials to supplement the learning.

~~The Pearson Economics textbook will frame course lessons. AP Students will prepare the AP Microeconomics exam through in depth instruction on market theory, by way of the Foundations of Economics AP Edition textbook.~~ ~~**Facing History Unit-The Reporter, Looking at Global Awareness**~~

Elective- Civil Rights & Civic Action *A/B*

Students may take this elective course based on CA History/Social Science Standards relating to civics education. Throughout the course, students will incorporate discussion of current local, national, and international issues in the classroom, particularly those that young people view as important to their lives. Students will design service learning programs that apply what they learned in the classroom through community service. This course provides an introduction to American constitutional law and to contemporary issues related to civil rights and civil liberties in the United States. Students learn about fundamental principles of constitutional interpretation, the basic legal limitations on governmental power, the relationship between law and society, and arguments around controversial topics such as affirmative action, free speech, freedom of religion, and government surveillance. In the process, students also deepen their understanding of US politics and the need for civic engagement to improve their communities. The course will be delivered through primary sources, and curriculum through the Constitutional Rights Foundation, and Facing History.

Science (Core)

LA's Promise Charter High School #1 implements the ~~The LA's Promise Charter High School #1 science program will seek to marry traditional coursework with a project based learning curriculum. Program components will instruct students in the biological and chemical understandings essential to a career in hard science and wellness disciplines.~~

High School Three Course Model. The school offers the NGSS sequence; Living Earth, Chemistry in the Earth System, and Physics in the Universe courses. The three course model combines all high school performance expectations (PEs) into three courses. To highlight the nature of Earth and space sciences (ESS) as an interdisciplinary pursuit with crucial

importance in California, the three courses present an integration of ESS and one of the other high school disciplines.

~~Grade 9 – Foundations of Science~~ The Living Earth A/B (Credential-One of the following: Biological Sciences: Specialized, Life Science, Specific Supplementary Authorization in Biological Sciences , Specific Subject Matter Authorization in Biological Sciences and One of the following: Foundational Level General Science, Science: Geosciences, Science: Chemistry, Science: Physics Physical Science, Geoscience: Specialized, Specific Supplementary Authorization in Geosciences or Earth Science, Introductory Supplementary Authorization in Science, Physical or General Science, Introductory Subject Matter Authorization in Science, or Specific Subject Matter Authorization in Geosciences)

The Living Earth course includes the following instructional segments; ecosystem interactions and energy, the history of earth's atmosphere, photosynthesis and respiration, evidence of evolution, inheritance of traits, structure function, and growth of living organisms, ecosystem stability, and climate change. The course requires students to use mathematical and computer models, understand interactions between organisms, gather evidence, create models, and build on previous scientific learning. Additionally, students will develop explanations for passing genetic traits, understand genetic probability, investigate organism stability, and design solutions to mitigate the effects of climate change. Students are required to think critically, use academic language to speak and write about scientific concepts, and engage in laboratory experiences. The course will be supported by state adopted curriculum that aligns with NGSS standards, supplemental materials, and laboratory equipment.

~~Students will begin their science track at LAPCH#1 with an introductory high school science class that integrates the foundations of physics, chemistry, biology, and earth science. Foundations of Science is intended to provide freshman students with basic science concepts such as matter and energy, the water/carbon/nitrogen cycle, food chains and basic nutrition. The class will act as a bridge between the eventual integrated learning progression model for middle school science in California and the traditional laboratory science progression in high school. The class will utilize the Glencoe Physical Science with Earth Science textbook to provide relevant course materials in the areas of physics, chemistry, earth science, space science, and mathematics. The class will also utilize the early units of the Miller and Levine Biology textbook to incorporate life science and biology fundamentals.~~

~~Grade 10 –~~Chemistry in the Earth System A/B ~~Biology~~ (Credential-One of the following: Chemistry: Specialized, Specific Supplementary Authorization in Chemistry , or Specific Subject Matter Authorization in Chemistry and One of the following: Foundational Level General Science Science: Geosciences Science: Biological Sciences Science: Physics Geoscience: Specialized* Specific Supplementary Authorization in Geosciences or Earth Science* Introductory Supplementary Authorization in Science, Physical or General Science* Introductory Subject Matter Authorization in Science Specific Subject Matter Authorization in Geosciences)

~~Students at LA's Promise Charter High School #1 will take Biology as 10th graders. This course will be designed to enable students to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The key concepts will be evolution, cellular processes, genetics and the interaction of biological systems. Teachers will use the Miller and~~

~~Levine Biology textbook to frame their lesson plans and laboratory assignments~~ This course includes the following course segments; combustion, heat and energy in the earth's system, atoms, elements, and molecules, chemical reactions, chemistry of climate change, and dynamics of chemical reactions and ocean acidification. The course requires students to recognize patterns in the properties of elements, use chemical equations to make stoichiometric calculations, refine models of chemical bonds and reactions, compare bonds and attractions, and learn how energy is released and stored. Students will also develop models of energy in the earth's climate, explain how heat is trapped in the atmosphere, evaluate how climate change can be reduced, investigate effects of fuel combustion on ocean chemistry, and conduct research on ocean water and organisms. The content will be delivered through state adopted, NGSS aligned curriculum, supplemental material, laboratory equipment, and scientific research, writing, and exploration.

~~Grade 11 –~~ Physics in the Universe A/B (One of the following: Physics: Specialized, Specific Supplementary Authorization in Physics, or Specific Subject Matter Authorization in Physics and One of the following: Foundational Level General Science Science: Geosciences Science: Biological Sciences Science: Chemistry Geoscience: Specialized Specific Supplementary Authorization in Geosciences or Earth Science Introductory Supplementary Authorization in Science, Physical or General Science Introductory Subject Matter Authorization in Science Specific Subject Matter Authorization in Geosciences)
This course incorporates the following instructional segments; forces and motion, forces at a distance, energy conversion, nuclear processes, waves and electro-magnetic radiation, and stars and the origin of the universe. The course will require students to make predictions using Newton's Laws, use math to understand force in relation to motion, investigate collisions in the earth's crust, investigate gravitational and electromagnetic forces, predict motion in the solar system, track energy transfer and conversion, evaluate power plant capabilities, and design energy conversion devices. Students will apply learning by developing models of internal structures of atoms, understand nuclear power, use evidence to construct the history of the earth, use math to make models of seismic waves, communicate health hazards apply models of nuclear fission, and determine the composition of stars and galaxies in the universe. The content will be delivered through state adopted, NGSS aligned curriculum, laboratory equipment and supplemental materials.

~~Environmental Science/AP Environmental Science~~
The school may offer the following AP Science courses:

AP Biology ***A/B***
AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes—energy and communication, genetics, information transfer, ecology, and interactions.

AP Environmental Science ***A/B***
The AP Environmental Science course is the equivalent of a one-semester, introductory college course in environmental science, through which students engage with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world. The course requires that students identify and analyze natural and human-made

environmental problems, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Environmental science is interdisciplinary, embracing topics from geology, biology, environmental studies, environmental science, chemistry, and geography.

~~Grade 12:~~ AP Chemistry ***A/B***
~~Prerequisite: Chemistry~~
~~For their fourth science course at LA's Promise Charter High School #1, students will take AP Chemistry.~~ This course will be designed to be the equivalent of the general chemistry course usually taken during the first college year. Students will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. Topics in this course include: structure of matter and nuclear chemistry; states of matter; reactions, stoichiometry and kinetics; descriptive chemistry; organic chemistry; chemical calculations and advanced lab work. This course prepares students to take the AP Chemistry examination. LAPCHS#1 will foster a relationship with local community colleges to offer dual enrollment. ~~The course will utilize the McGraw Hill Chemistry, AP Edition textbook to help frame preparation for the AP Chemistry exam.~~

AP Physics ***A/B***
Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: kinematics; dynamics; circular motion and gravitation; energy; momentum; simple harmonic motion; torque and rotational motion; electric charge and electric force; DC circuits; and mechanical waves and sound.

Science Electives
LAPCHS students will take three years of high school science. In addition to the three-course model, students may complete the following science electives. The electives are aligned with NGSS standards, and provide students with opportunities to apply high level scientific content to prepare them to embark upon higher education with strong science foundations.

STEM Elective A/B
This course is designed to provide students with a rigorous application of the NGSS standards to be immersed in science, technology, engineering, and math. STEM subjects provide access to a wide variety of educational and career opportunities, and will prepare students with opportunities to create innovation. The course includes the study of chemical engineering, biological research and technical innovation. Students will participate in project-based learning experiences with their peers to include technology, design, creative and collaborative problem solving, animation, and robotics. The class will integrate research, technical writing, and presentations of learning to a public audience. Students will attend field trips and have access to guest speakers. The course is supported through NGSS aligned materials, technology, and equipment.

Environmental Studies A/B
Environmental Studies engages students in a robust learning experiences that bridge a variety of science disciplines including biology, chemistry, and physics. It gives students a coherent and realistic picture of the applications of a variety of scientific concepts as they manifest in our environment. Students engage in relevant learning that reveal the impact of climate change

with focus on human population growth, depleting natural resources, and ecosystem dynamics. The aim of this course to increase knowledge of existing environmental challenges, and create solutions using sound scientific research and innovation. Project-based learning and technology are utilized to engage students in relevant learning centered on the study of the natural environment. Students will be required to use evidence to make claims and counterclaims, and present their projects to a public audience. The course will give students an opportunity to engage in civic action relating to the impact of human action on the environment. The course will include field trips and access to guest speakers. The course is supported through NGSS aligned materials, technology, and equipment. ~~Prerequisite: Biology~~ ~~As 11th graders, students at LA's Promise Charter High School #1 may elect to take either Environmental Science or Chemistry. The goal of the Environmental Science Course will be to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The course will utilize the McGraw Hill Environmental Science: A Study of Interrelationships textbook as a curricular foundation.~~

~~The following themes provide a foundation for students to successfully master the structures of the AP Environmental Science course: science will be a process; energy conversions underlie all ecological processes; the Earth itself will be one interconnected system; humans alter natural systems; environmental problems have a cultural and social context; human survival depends on developing practices that will achieve sustainable systems. This course prepares students to take the AP Environmental Science examination. The course will utilize the McGraw Hill Environmental Science: A Global Concern textbook to support AP exam preparation.~~

~~Grade 11 – Chemistry 1~~
~~Prerequisite: Algebra 2~~
~~In the 11th grade, students will have the option of taking the first of two years of chemistry. Chemistry 1 will be a laboratory-based college preparatory course with an emphasis on discussion, activity, laboratory exercises, and promoting the understanding of the behavior of matter. Students in Chemistry understand the composition and chemical behavior of the world. Topics covered include: atomic and molecular structure; chemical bonds; conservation of matter; chemical reactions and thermodynamics; solutions and gases. Chemistry students will be able to describe, analyze, and predict chemical reactions, engage in effective inquiry into scientific problems, use experimental evidence, graphs, and mathematical equations, and use technology, scientific instruments, and equipment to collect, record, and analyze data. The course will utilize the Glencoe Chemistry: Matter and Change textbook as a framework to guide lessons and labs.~~

Foreign Language (College Preparatory)
LA's Promise Charter High School #1 believes that it will be important for all students to be literate in Spanish. Although many of the students attending LA's Promise Charter High School #1 will speak colloquial Spanish, few read Spanish or understand its proper grammar. Because bi-literacy will be a tremendous asset to students, we offer Spanish to help teach

students become truly fluent in academic Spanish. Students will be, therefore, expected to take a full four years of Spanish coursework.

Courses begin with the grammatical groundwork for Spanish and move through successively more challenging and complex material at each level. Model sentences and reading passages gradually increase in length and complexity. Special long-range projects will be designed to recognize multiple intelligences in student learning styles and interests and connect to the film and entertainment theme and enrichment opportunities. Teachers use audio and videotapes, computer software, and authentic texts (such as newspapers) to enhance reading and listening skills. Students write on a variety of topics, ranging from personal experiences and current events in the lower levels to literary analysis in the upper levels.

LAPCHS#1 ~~will utilize the Pearson Realidades~~ curriculum ~~series to teach~~ and supplemental materials that develop foundations of Spanish Language supplemented with blended learning resources such as audio dictionaries, interactive digital practice activities, videos of conversational examples, and educational games. ~~AP Spanish Language will utilize the Pearson AP Spanish: Preparing for the Language and Culture Examination Fourth Edition, while AP Spanish Literature will use the Reflexiones de la literatura hispánica anthology.~~

Spanish 1 A/B

Spanish 1 will be designed lay a foundation for conversational and academic Spanish literacy. The course focuses on grammar, pronunciation, and oral presentations on the targeted language, Spanish. Students will: be introduced to the culture and history of the Spanish language; create a solid foundation onto which additional foreign language studies can be built; gain an ability to comprehend, read, speak, and write in Spanish; develop grammar and vocabulary skills through written and oral exercises; explore cultural aspects of the Spanish language and life in the Spanish-speaking world; develop listening/ speaking/ pronunciation skills through the use of CDs &/or computer-based resources as well as person-to-person communication opportunities; gain insights into their own language and culture; become more effective communicators; apply information learned to real life situations.

Spanish 2 A/B

Prerequisite: Spanish 1 or equivalent

Spanish 2 will be designed to enhance the students' knowledge with the Spanish language and to deepen their command of Spanish grammar. Students will develop the ability to communicate accurately and effectively in speech and writing within a range of authentic contexts; they will respond to the language demands of transactional and social contacts. Beyond this, students will gain insights into the Spanish and Latin American cultures while providing effective ways to integrate comprehension and productive skills with the teaching of culture. To do so, students will create an expanded core of vocabulary when listening to Spanish as it might be spoken in Spain and Latin American countries; students will write what they have heard orally in expanded paragraphs, using preterit, imperfect, and future tenses as well as using affirmative and negative commands; they will respond orally to questions about daily life, expanding on the vocabulary learned in Spanish 1. Finally, students will demonstrate an increased understanding of the cultures of Spanish-speaking countries by engaging in

various projects that identify the everyday living activities of the Spanish and Latin American cultures.

Spanish 3 A/B

Prerequisite: Spanish 2 or equivalent

Spanish 3 will be designed for students who have successfully completed Spanish 2. This course will be conducted almost exclusively in Spanish, with limited English use for grammar explanations and remediation. Spanish 3 uses a communicative approach program that builds on prior knowledge of grammar, oral and aural literacy, and writing skills; students participate in all four areas of language acquisition. Students will achieve Spanish 3 reading proficiency by learning a well-developed vocabulary in addition to other linguistic features through the use of authentic literature. Literature will be a crucial addition to this course. The program offers technology and access to online learning system designed to integrate the learning of the target language with an appreciation for Spanish-speaking cultures around the world. The program meets the needs of the student, school, and community by providing students with a thorough grammar review, opportunities for speaking, literature readings, a focus on acquisition of knowledge, technology interaction, and an understanding of cultures, geography, vocabulary, and idioms, of the Spanish-speaking world within and outside of the community.

AP Spanish Language A/B

Prerequisite: Spanish 3 or equivalent

This AP Spanish Language course emphasizes the use of Spanish for active communication, it encompasses aural/oral skills, reading comprehension, grammar, and composition. Students will understand Spanish spoken by native speakers at a natural pace, with a variety of regional pronunciations, in both informal and formal contexts; they will develop an active vocabulary sufficient for reading newspaper and magazine articles, contemporary literature, and other non-technical writings (websites, letters and emails, advertisements, signs and instructions) in Spanish without dependence on a dictionary; and ultimately express themselves by describing, narrating, inquiring, and developing arguments in Spanish, both orally and in writing, with reasonable fluency, using different strategies for different audiences and communicative contexts. In this course, special emphasis will be placed on the use of authentic source materials and the integration of language skills. Therefore, students will receive extensive training in combining listening, reading, and speaking and writing skills in order to demonstrate understanding of authentic Spanish-language source materials.

AP Spanish Literature A/B

Prerequisite: AP Spanish Language

The AP Spanish Literature and Culture course will be designed to provide the student with an introductory college course in literature written in Spanish. The course introduces the formal study of a representative body of texts from Peninsular Spanish, Latin American, and U.S. Hispanic literature. The course provides you the opportunity to demonstrate proficiency in Spanish across the three modes of communication. The overarching aims of the course will be to provide students with ongoing and varied opportunities to further develop proficiency across the full range of language skills—with special attention to critical reading and analytical writing—and to encourage students to reflect on the many voices and cultures included in a rich and diverse body of literature written in Spanish.

~~Ethnic Studies~~
~~To help ensure equitable access to quality culturally relevant education for students of all backgrounds, LA's Promise Charter High School #1 will offer a multicultural history class that emphasizes the social, economic, and cultural contributions of women and persons of non-European descent to US and world history. Students will confront issues of historicity within a biased human context, and the implications biased perceptions for the social structures that exist today. The course will be offered during 11th grade, in the middle of a 3-course history sequence for one semester. The anchor text for the course will be Ronald Takaki's A Different Mirror: A History of Multicultural America.~~

~~Technology (College Preparatory)~~
~~LA's Promise Charter High School #1 will embrace the virtues of accessing and constructively utilizing technology for 21st Century learners, in both academic and professional settings. Accordingly, the school will offer an introductory technology course to ensure a stable foundation of technological proficiency.~~

~~***Introduction to Computer Technology***~~
~~This course will introduce 9th grade students to the foundations of academic/business oriented computer technology. Students will learn keyboarding techniques, word processing, email, writing conventions, spreadsheets and presentation software. Students will learn acceptable Internet research practices, including proper citation and the gravity of plagiarism. Students will also be introduced to the fundamentals of digital~~ design, with a mind toward selecting a technical elective pathway for subsequent years.

Visual Arts (College Preparatory)
LA's Promise Charter High School #1 will offer A-G approved elective courses that allow students to learn about the technical aspects of entertainment production, cultivate possible interest in pursuing local occupational opportunities related to entertainment industries, and provide them with a foundation of transferable technical knowledge that students may rely on as working adults. In addition, LAPCHS#1 will provide students the opportunity to visit local museums, attend relevant performances, and engage their communities as an extension of their content area learning in visual art.

The following is a sample of elective courses the school may offer. For some course dual enrollment may be available. or ~~engage a community college to offer via dual enrollment.~~

Introduction to Digital Video *A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)*
Students are introduced to the process and tools of non-linear video editing. Basic skills will be developed in editing techniques, video formats, compression types, industry terminology, and understanding key concepts of shooting for digital systems. Students will produce short video sequences that are appropriately compressed for delivery via web/Internet and various digital media.

Fundamentals of Mass Media *A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)*
Students will survey a range of mass media fields operating today with a particular attention to the development of media in modern history. From the history of print media through radio and television up to the internet age, students will engage in analysis of the ever-changing adaptations of mass media as it relates to globalization, politics, entertainment and consumerism.

Fundamentals of Digital Audio *A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)*
Students are introduced to the principles and process of digital audio recording and reproduction. Topics include such aspects as sound design, acoustics, Dolby surround sound, microphones, mixers, outboard gear, signal flow, and recording and editing audio. Further exploration will involve analog over digital formats and destructive over non-destructive editing.

Design A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)
The purpose of this course is to provide a balanced visual arts program, which guides students to achieve the standards in the visual arts. In Design, students gain knowledge of the organization of the elements of art and principles of design through their application to studio arts projects in two- and three-dimensions. In this basic course, an increased understanding of art history, aesthetic valuing and making connections with other subjects occur as students develop the rudimentary tools to analyze his or her visual environment. The course supports learning in other content areas and encourages lifelong learning.

Stage Design A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)
In Stage Design, students receive a general survey of historical and aesthetic traditions in theatre and stage design. Opportunities are afforded for direct application of theory through participation in designing, constructing, painting, and lighting stage settings and props for school plays and programs. Emphasis is placed on interdisciplinary connections, and on exploring career opportunities.

Graphic Design A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)
Graphic Design provides an overview of design through two-dimensional and three-dimensional real-world applications. Students will explore the history of graphic design, and develop skills in artistic perception, creative expression, aesthetic valuing, critiquing, and career and real world application of design strategies while solving visual art problems. Students will develop an awareness of historical trends in design and digital media as well as the vocabulary to communicate about graphic ideas.

Students will work critically to analyze their own experiences in relation to interpretations of design. They will keep sketchbooks to record graphic design in the real world and personal sketches and plans. Through group and individual projects students will develop perception and application of the elements of art and principles of contemporary design. The students will use a variety of software and technologies, such as Photoshop, Google Sketch, PowerPoint, and Flash to create and present their work, culminating in a digital portfolio featuring work from throughout the school year. The portfolio will include projects such as:

digital photographic self-portrait collages, advertising campaigns, sports team logos, CD cases, environmentally friendly buildings, and animated characters.

Digital Imaging/Video Production A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

Prerequisite: Graphic Design A/B

Digital Imaging Production offers opportunities for the experienced, capable, and dependable student to work in a computer studio environment and to serve the school. The course includes activities that develop the student's ability to record and communicate using contemporary technologies, while learning more about the historical and aesthetic traditions of the visual arts. This course offers the opportunity to create a portfolio for application to postsecondary educational programs or employment upon graduation.

Filmmaking 1 A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

In Filmmaking, students experience both the creative and technical aspects of filmmaking in conjunction with learning about historical and contemporary traditions. Story writing, story-based display, basic visual composition, and general reproduction skills will be included with camera techniques, animation, and line action planning. Filmmaking traditions may be extended with video and multimedia technologies. Interdisciplinary experiences and arts activities lead to refining a personal aesthetic and a heightened understanding of career opportunities in art and arts-related fields.

Filmmaking 2 A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

Prerequisite: Filmmaking 1A/B

Filmmaking 2 offers advanced experiences for the student in both the creative and technical aspects of filmmaking in relationship to heightened investigations of historical and contemporary foundations of film. Traditional filmmaking traditions will be extended with digital and multimedia technologies. This course offers the opportunity to develop a portfolio for application to postsecondary or vocational education programs or employment upon graduation.

Filmmaking Production A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

Prerequisite: Filmmaking 2A/B

Film Production offers opportunities for the experienced, capable, and dependable student to work in a studio environment and to serve the school. The course includes activities that develop the student's ability to record and communicate through film, while learning more about the historical and aesthetic traditions of film. This course offers the opportunity to enhance the quality of a portfolio for application to postsecondary educational programs or employment upon graduation.

Photography 1 A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

In Photography 1, students learn how to communicate visual ideas using basic photographic techniques incorporating historical and contemporary traditions. Traditional photographic traditions may be extended with digital cameras and multimedia technologies, including the

addition of text, and scanned images. Students learn about photography as an avocation, vocation, and its relationship to other careers.

Photography 2 A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

Photography 2 offers advanced experiences for the student in both the creative and technical aspects of photography in relationship to heightened investigations of historical and contemporary foundations of photography. Traditional photographic traditions will be extended with digital and multimedia technologies. This course offers the opportunity to develop a portfolio for application to postsecondary or vocational education programs or employment upon graduation.

Photo Production A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

Prerequisite: Photography 2 A/B

Photo Production offers opportunities for the experienced, capable, and dependable student to work in a photography studio environment and to serve the school. The course includes activities that develop the student's ability to record and communicate through photography, while learning more about the historical and aesthetic traditions of the photographic arts. This course offers the opportunity to enhance the quality of a portfolio for application to postsecondary educational programs or employment upon graduation.

Cartooning and Animation A/B (Credential- CTE:AMAE or SS: ITE, ITEX, or IA)

In Cartooning and Animation, students learn about the history and techniques of illustration, cartooning and animation in conjunction with learning about their aesthetic properties. The course includes freehand drawing and rendering, layout, and the use of basic drawing tools and various materials for the reproduction of images. Students' study uses for and thematic elements, character development, and visual effects incorporated into political and social cartoons in historical and contemporary times. Careers in cartooning, animation and interactive gaming will be discussed.

Fundamentals of Art *A/B (Credential- CTE:AMAE or SS: ITE, ITEX, IA or FA)*

Fundamentals of Art is for beginning level artists. This course includes interactive activities and multicultural studio projects representing a wide variety of cultures, artistic styles and art media. This course is designed to enrich the lives of its participants through discovery and creative problem solving. It provides students with a broader perception of their environment and cultural perspectives. The course includes hands-on learning experiences that allow for expression, including the integration of aesthetics, art criticism, art history, and studio production. Lessons will build on concepts and provide learning opportunities that incorporate a variety of media, artistic styles and historical periods.

Theatre/Play Production *A/B (Credential- CTE:AMAE or SS: ITE, ITEX, IA, FA or ELA)*

This course exposes students to the various elements of Theatre. Students will be introduced to the craft of acting through the performance of improvisation, pantomime and mine, monologues, scenes, and ensemble projects. The fundamental elements of staging a play (set design, lighting and sound, costuming, makeup, and the role of the director/producer) will be

addressed. Students will gain an understanding of the history of theatre as well as the varieties of drama. The content will include multicultural plays and perspectives representing different styles and historic periods.

Physical Education (Non-core and non-college preparatory) ***A/B***

Pursuant of Education Code Section 51225.3(a), LAPCHS#1 will offer 1 ~~2~~ Physical Education classes that students must take in 9th ~~and 10th grade~~. The course of study for these classes shall conform to the eight required content areas prescribed in Title 5, Section 10060 of the California Code of Regulations and will integrate health standards.

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 High School shall annually administer the FITNESSGRAM for all students in the 9th grade.

~~Health (College Preparatory)~~

~~LAPCHS#1 will offer one semester of health as a mandatory elective required for graduation. The school plans to offer Health during its third year of operation, and in grade 11 in subsequent years. LA's Promise understands the necessity of understanding and valuing one's health in order to optimize learning conditions and overall quality of life. Teachers will utilize the Pearson Health textbook to frame the course.~~

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 15, 2017.

Student Lines	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8
Reg ELA (17)	Eng Sup	PE	Math Sup	ENG 9	Elec	SPAN	ALG1	Found Sci
Reg ELA (17)	Found Sci	PE	Elec	Math Sup	Eng Sup	ALG 1	SPAN	ENG 9
Reg ELA (17)	ENG 9	Math Sup	Found Sci	ALG 1	SPAN	PE	Elec	Eng Sup
Reg ELA (17)	SPAN	ENG 9	ALG 1	PE	Eng Sup	Math Sup	Found Sci	Elec
ELD 3/4-LT (16)	ALG 1	Elec	ENG 9	ELD 3/4-LT	Found Sci	PE	Math Sup	SPAN
ELD 1/2 (12)	ALG 1	ELD ½	ELD 1/2	PE	Found Sci	Elec	Math Sup	SPAN
RSP (14)	Elec	Found Sci	SPAN	PE	ALG 1	Eng Sup	ENG 9	RSP

Teacher Lines	Per 1	Per 2	Per 3	Per 4	Per 5	Per 6	Per 7	Per 8
English	ENG 9	ENG 9	ENG 9	ENG 9	Eng Sup	CONF	ENG 9	ENG 9

Math	ALG 1	CONF	ALG 1	ALG 1	ALG 1	ALG 1	ALG1	CONF
SCI	Found Sci	Found Sci	Found Sci	CONF	Found Sci	CONF	Found Sci	Found Sci
Spanish	SPAN	CONF	SPAN	CONF	SPAN	SPAN	SPAN	SPAN
RSP/Math Int	CONF	Math Sup	Math Sup	Math Sup	CT ALG 1	Math Sup	Math Sup	RSP
ELD	Eng Sup	ELD 1/2	ELD 1/2	ELD 3/4-LT	Eng Sup	Eng Sup	CONF	Eng Sup
Elective	Elec	Elec	Elec	CONF	Elec	Elec	Elec	Elec
PE (part time)		PE		PE		PE		

Year 2 Sample

LAPCHS 2018-19 Master Schedule

Subject	Grade	Advisory	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7	Power Hour
PE	9	ASB 9/10	PE		PE					9/10
RSP Lab	9/10	10	9th Grade Resource Lab	10th Grade Resource Lab	ELA/Math Push in	IEP Writing/Planning	IEP Writing/Planning	ELA/Math Push in		RSP
History	9/10	10	World History	Civil Rights & Civil Action 9		World History	Civil Rights & Civil Action 9	Civil Rights & Civil Action 9		9/10
ELA	9/10	9	ELD		ELA 10	ELA 10	ELA 9	ELA 9 (Rove)		ELD
Math	9/10	9	Integrated Math 1	Integrated Math 1	Integrated Math 1		Integrated Math 1	Integrated Math 1		9/10
Science/Science Elective	9/10	9		Living Earth 9	Environmental Studies	Environmental Studies	Living Earth 9	Environmental Studies		9/10
Spanish	9/10		Spanish 1/2	Spanish 1/2	Spanish 1	Spanish 1	Spanish 1			
Digital Media	9/10			Digital Media 9/10		Digital Media 9/10				
VAPA	9/10								VAPA	

Course Sequence

The above courses follow the sequence below:

	~~Grade 9~~	~~Grade 10~~	~~Summer 10-11~~	~~Grade 11~~	~~Grade 12~~
~~English*~~	~~Block 1 - English 9: Expository Text and Urban Studies~~ ~~Block 2 - English Language Support~~	~~Block 1 - English 10: World Literature~~	-	~~Block 1: English 11: Expository Composition and American Literature OR AP English Language~~	~~Block 1 - English 12: Contemporary Composition and English Literature OR AP English Literature~~
~~Math Track 1~~	~~Block 3 - Algebra 1~~ ~~Block 4 - Algebra 1 Support~~	~~Block 2 - Algebra II~~	-	~~Block 2 - Geometry~~	~~Block 2 - Precalculus OR Statistics~~
~~Math Track 2~~	~~Block 3 - Algebra 1~~ ~~Block 4 - Algebra 1 Support~~	~~Block 2 - Algebra II~~	~~Geometry~~	~~Block 3 - Pre Calculus~~	~~Block 3 - AP Calculus~~
~~Science~~	Block 5 - Foundations of Science	~~Block 3 - Biology~~	-	~~Block - 4 Chemistry OR AP Environmental Science~~	~~Block 4 - AP Chemistry~~

~~**History**~~	~~-~~	~~Block 4 - World History~~	~~-~~	~~Block 5 - US History OR AP US History~~	~~Block - 5 Government & Economics OR AP US Government & AP Economics~~
~~**Spanish**~~	~~Block 6 - Spanish 1~~	~~Block 5 - Spanish 2~~	~~-~~	~~Block 6 - Spanish 3~~	~~Block - 6 AP Spanish Language OR AP Spanish Literature~~
~~**PE**~~	~~Block 7 - PE~~	~~Block 6 - PE~~	~~-~~	~~-~~	~~-~~
~~**Health/Ethnic Studies**~~	~~-~~	~~-~~		~~Block 7 Semester 1 - Health Block 7 Semester 2 - Ethnic Studies~~	~~-~~
~~**Elective**~~	~~Block 8 - Computer Technology**~~	~~Block 7 - Design OR Filmmaking 1 OR Photography 1~~	~~-~~	~~Block 8 - Stage Design OR** Filmmaking 2 OR Photography 2~~	~~Block 7/8 - Filmmaking Production OR Photo Production OR Cartooning**~~
~~**Support***~~	~~-~~	~~Block 8 - ELD 3/4 OR LTEL Support OR English Support OR Math Support~~	~~-~~	~~-~~	~~-~~

~~-~~ ~~-~~ ~~-~~ ~~-~~ ~~-~~ ~~-~~

~~*English Learners at ELD 1/2 will take the appropriate level ELD course in place of the listed English class.~~

~~**English Learners at ELD 3/4 and LTELs will take the appropriate level ELD course as their English support class~~ -

~~*** A non-EL student with As in English and Math during both semesters in freshman year may take a second elective course~~

-	**Grade 9**	**Grade 10**	**Grade 11**	**Grade 12**
English	Common Core English/Language Arts 9	Common Core English/Language Arts 10	Common Core English /Language Arts 11 or AP English Language & Composition	Common Core English/Language Arts 12 or English Literature & Expository Composition or AP English Literature & Composition
ELD	ELD 1/2 or 3/4	ELD 1/2 or 3/4	ELD 1/2 or 3/4	ELD 1/2 or 3/4
Math Track 1	Integrated Math I	Integrated Math II	Integrated Math III	Statistics
Math Track 2	Integrated Math I	Integrated Math II	Pre-Calculus	Calculus/AP Calculus
Science	The Living Earth		Chemistry in the Earth System	Physics in the Universe AP Biology or AP Chemistry or AP Physics or AP Environmental Science

History	-	World History	US History OR AP US History	Economics/Government OR AP US Government & Politics
Spanish	May take Spanish 1	Spanish 1	Spanish 2	Spanish 3 OR AP Spanish Language OR AP Spanish Literature
PE	PE		-	-
Elective	Intro to Digital Video OR Filmmaking 1 OR Graphic Design OR Design, Photography 1 OR Civil Rights & Civil Action OR Fundamentals of Art OR Theatre/Play Production	Intro to Digital Video OR Fundamentals of Mass Media OR Filmmaking 2 OR Graphic Design OR Stage Design, Photography 1 OR Civil Rights & Civil Action STEM Elective OR Environmental Studies OR Fundamentals of Art OR Theatre/Play Production	Fundamentals of Mass Media OR Fundamentals of Digital Audio OR Digital Imaging/Video Production OR Filmmaking Production OR Graphic Design OR Photography 1 OR Photography 2 OR Civil Rights & Civil Action OR STEM Elective OR Environmental Studies OR Fundamentals of Art OR Theatre/Play Production	Filmmaking Production OR Photo Production OR Cartooning and Animation OR Graphic Design OR Photography 2 OR Civil Rights & Civil Action OR STEM Elective OR Environmental Studies OR Fundamentals of Art OR Theatre/Play Production
-	-	-	-	-

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Graduation Requirements

UC/CSU A-G Subject Requirements	LAPCHS#1 Course Offerings	Credits Required for Graduation
A) History/social science Two years of history/social science, including: One year of world history, cultures and geography (may be a single yearlong course or two one-semester courses), and	-World History - US History -AP US History -Economics/Government -AP US Government & Politics ~~-US Government (1 Semester)~~ ~~-Economics (1 Semester)~~	30

one year of U.S. history or one-half year of U.S. history and one-half year of civics or American government		
B) English Four years of college-preparatory English that include frequent writing, from brainstorming to final paper, as well as reading of classic and modern literature. No more than one year of ESL-type courses can be used to meet this requirement. (LAPCHS#1 Students may substitute one year of Designated ELD 3A/B or Designated ELD 4A/B for English 9 for credit toward this requirement)	~~-English 9~~ Common Core English/Language Arts 9 ~~-English 10: World Literature~~ Common Core English/Language Arts 10 ~~-English 11: CSU Writing~~ Common Core English/Language Arts 11 -Common Core English/Language Arts 12 -English Literature & Expository Composition -AP English Language & Composition -AP English Literature & Expository Composition	40
C) Mathematics Three years (four years recommended) of college-preparatory mathematics that include the topics covered in elementary and advanced algebra and two- and three-dimensional geometry. Approved integrated math courses may be used to fulfill part or all of this requirement, as may math courses taken in the seventh and eighth grades if the high school accepts them as equivalent to its own courses.	~~-Algebra I~~ ~~-Geometry (Summer)~~ ~~-Algebra II~~ -Integrated Math I -Integrated Math II -Integrated Math III -Statistics ~~-College Mathematics~~ -Pre-Calculus -Calculus -AP Calculus	30

D) Laboratory science Two years (three years recommended) of laboratory science providing fundamental knowledge in two of these three foundational subjects: biology, chemistry and physics. The final two years of an approved three-year integrated science program that provides rigorous coverage of at least two of the three foundational subjects may be used to fulfill this requirement.	~~-Biology~~ ~~-Environmental Science~~ ~~-AP Environmental Science~~ ~~-Chemistry 1~~ ~~-AP Chemistry~~ -The Living Earth -Chemistry in the Earth System -Physics in the Universe -STEM Elective -Environmental Studies -AP Biology -AP Physics -AP Chemistry -AP Environmental Science	20
E) Language other than English Two years, or equivalent to the 2nd level of high school instruction, of the same language other than English is required. (Three years/3rd level of high school instruction recommended). Courses should emphasize speaking and understanding, and include instruction in grammar, vocabulary, reading, composition and culture. American Sign Language and classical languages, such as Latin and Greek, are acceptable. Courses taken in the seventh and eighth grades may be used to fulfill part or all of this requirement if the high school accepts them as equivalent to its own courses.	-Spanish 1 -Spanish 2 -Spanish 3 -AP Spanish Language -AP Spanish Literature	20
F) Visual and performing arts One yearlong course of	Sample Courses -Intro to Digital Video -Fundamentals of Mass Media	20

visual and performing arts chosen from the following: dance, drama/theater, music or visual art	-Fundamentals of Digital Audio -Design -Stage Design -Graphic Design -Digital Imaging/Video Production -Filmmaking 1 -Filmmaking 2 -Filmmaking Production -Photography 1 -Photography 2 -Photography Production -Cartooning and Animation -Fundamentals of Art -Theatre/Play Production	
G) College-preparatory elective One year (two semesters), in addition to those required in "a-f" above, chosen from the following areas: visual and performing arts (non-introductory-level courses), history, social science, English, advanced mathematics, laboratory science and language other than English (a third year in the language used for the "e" requirement or two years of another language)	Any non-introductory "F" course, additional core class, or world language class	40
Additional School Requirements		
Physical Education	-PE 1 ~~-PE 2~~	~~20~~ 10
~~Health~~	~~-Health (1 Semester)~~	~~5~~
~~Ethnic Studies~~	~~-Multicultural History (1 Semester)~~	~~5~~

LA's Promise Charter School #1 acknowledges students can and do fall behind on their progress toward graduation. To accommodate this reality, the School will acquire and provide online credit recovery coursework (e.g. Edgenuity, Apex Learning, etc.). Credit recovery will take place as an extended learning opportunity, in order to avoid undermining in-progress courses of study. Each student will have access to a networked device to access the online curriculum. Although the curriculum should be designed to be self-led, a designated credit

recovery instructor will supervise credit recovery classes to help ensure that students remain on task and assist with any technical difficulties. All online credit recovery coursework will align with UC Doorways, IGP and Parent/Student Handbook.

Transfer students who have failed required coursework at their former school will be enrolled in credit recovery classes. Transfer students who arrive from schools with less rigorous graduation requirements, and are consequently in danger of not meeting the requirements of LAPCHS#1, may utilize elective periods to fill in the requirement gaps. If gaps still persist, LAPCHS#1 may elect to provide summer school programming or online extended learning opportunities to ensure that transfer students are graduating on time. The School would also consider accepting credits from equivalent coursework earned at a local community college. Counseling staff or the school Principal must clear this coursework for transfer, before the credits will be applied toward graduation.

Innovative Education at LAPCHS#1

Innovative components of the instructional design are diffused throughout the contents of the petition. In an effort to encapsulate these proposed practices, this section explicitly summarizes these innovative components.

LA's Promise Charter High School #1 will create substantive connections between classroom instruction and real-world workplace applications. The school will accomplish this by offering internship and mentorship opportunities in the Film, Television, and Entertainment industries; by offering electives in visual arts that deliver a transferable technical knowledge base that cultivates potential interests in local economic opportunities in entertainment; and by incorporating project and career based learning into core classes with the aim of imparting skills that will assist students in a wide range of professional careers.

LAPCHS#1 will prioritize skill-level appropriate English Language Development for all students, regardless of primary home language. The school will accomplish this through a daily Power Hour incorporated into the regular day schedule. During this period, English Learners will receive ELD instruction according to their performance level on the California English Language Development Test. Teachers will identify Standard-English learners, determine their language skills, and develop and execute instructional plans that include appropriate intervention resources. Students with grade-level or above grade-level English Language skills will receive college preparatory and/or AP readiness language supports.

LAPCHS#1 will foster a school culture that emphasizes mutual respect between students and adults, and that is sensitive to the conditions of the neighborhood it serves. This culture will center on rich and positive relationships between teachers and adults, allowing teachers to fully assess the individual and familial resources of each student, thereby informing their selection of instructional best practices for personalization. In addition, teachers will craft safe and secure learning environments, in which students feel free to take exploratory risks and learn from their mistakes as much as their successes.

LAPCHS#1 will take full advantage of the LA's Promise neighborhood turnaround model.

This model brings a host of services to students, parents, and members of the community by using the campus as a vibrant community hub. Services offered by LA's Promise include financial literacy and college access education, workshops for parents, Promise Parent College, access to onsite clinical services or referrals to local quality healthcare providers, mobile clinic services open to the community during annual health fairs, and engaging afterschool enrichment opportunities. These services aim to bolster the vitality of the community writ large, with the primary focus on helping students directly where they live. These services are essential to the whole-child development of traditionally struggling students like homeless, newcomers, students in the foster and juvenile justice system.

School-wide 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 Charter High 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 in 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 (SHARE) from the entire class.

Precious Partnering (Kinsella) This is a process to ensure that all classrooms 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) **L**ook at your partner – without staring, turn and face your partner in a comfortable manner.
2) **L**ean in toward your partner – without invading their personal space, lean in so you can hear them.
3) **L**ow or Library voice used so no single voice stands out over the class "buzz" during partner discussions.
4) **L**isten 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 sit in groups on 2-4 and will be assigned a specific number. The teacher will pose a question and let the group know which assigned number will be answer the question. However, the entire group will discuss the answer before the selected student answers. 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.

Meeting Common Core State Standards

The LA's Promise Charter High School academic program will support implementation and ensure student mastery of the Common Core State Standards, 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.

Teachers will use a balance of formative and summative assessments 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.

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levels, where applicable, to differentiate instruction and provide intervention to those students in need.

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 LAPCHS#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. Some of these interventions will include weekly grade checks and monitoring, parent and advisor meetings with the teacher, monitoring of tutoring attendance and parent conference 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.
- **Tier 2:** Counseling staff 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 it has elevated to a counselor, a parent or guardian will be 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. If there is no improvement, the student will be referred to the COST team to determine if other nonacademic interventions are required for the student. Early Warning Indicators and COST teams will allow for early and ongoing identification and holistic student supports. Early Warning Indicators – chronic absenteeism, behavior incidents and unsatisfactory course performance – will be used to determine which students will require additional interventions including the COST team. The Coordination of Services Team (COST) is the learning support umbrella structure that brings together all support service providers at a school site. The COST develops and monitors programs and resources that enhance prevention and intervention efforts contributing to student success. The 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.
- **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. The students and families required more intensive interventions and need outside counseling and support.

LAPCHS 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 interaction 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 either 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.

WASC Accreditation

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

LA's Promise Charter High School #1 will pursue accreditation from the Western Association of Schools and Colleges by the end of its second year of operation. The resulting accreditation timeline should culminate a full year in advance of LAPCHS#1's first graduating class. From the first day of school, LAPCHS#1 staff will work to provide the necessary data and quality-oriented results required for WASC accreditation.

Dr. Lori Pawinski, LA's Promise's Chief Academic Officer, has been a member of 11 WASC committees throughout her career, and has chaired 7. Her profound knowledge of the WASC

accreditation process will be fully leveraged to ensure that all necessary planning, documentation, and implementation is executed with fidelity.

Calendar

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.

Classes Begin	Classes End	Holidays/Breaks	Holiday Dates	Minimum Days	Teacher Professional Development Days
August 15, 2017	June 8, 2018	Labor Day Veteran's Day Thanksgiving Winter Break MLK Day President's Day Cesar Chavez Day Spring Break Memorial Day	September 4, 2017 November 10, 2017 November 20-24, 2017 December 18, 2017 - January 3, 2018 January 15, 2018 February 19, 2018 March 30, 2018 April 9-13, 2018 May 28 2018	October 10, 2017 October 13, 2017 December 15, 2018 March 23, 2018 April 27, 2018 June 8, 2018	August 8-11, 14, 2017 October 7, 2017 March 17, 2018 June 11-13, 2018

Bell Schedule

~~Monday~~	~~Tuesday~~	~~Wednesday~~	~~Thursday~~	~~Friday~~		~~Minimum Day~~
~~**Advisory**~~	~~**Advisory**~~	~~**PD**~~	~~**Period 2**~~	~~**Period 1**~~	-	~~**Period 1**~~
~~8:00 - 8:30~~	~~8:00 - 8:30~~	~~8:00 - 9:05~~	~~8:00 - 9:10~~	~~8:00 - 8:45~~	-	~~8:00 - 8:30~~
~~**Period 1**~~	~~**Period 2**~~	~~**Period 1**~~	~~**Period 4**~~	~~**Period 2**~~	-	~~**Period 2**~~
~~8:35 - 9:50~~	~~8:35 - 9:50~~	~~9:15 - 10:25~~	~~9:15 - 10:25~~	~~8:50 - 9:35~~	-	~~8:35 - 9:05~~
~~**Period 3**~~	~~**Period 4**~~	~~**Period 3**~~	~~**Period 6**~~	~~**Period 3**~~	-	~~**Period 3**~~
~~9:55 - 11:10~~	~~9:55 - 11:10~~	~~10:30 - 11:40~~	~~10:30 - 11:40~~	~~9:40 - 10:25~~	-	~~9:10 - 9:40~~
~~**Power Hour**~~	~~**Power Hour**~~	~~**Power Hour**~~	~~**Power Hour**~~	~~**Period 4**~~	-	~~**Period 4**~~
~~11:15 - 12:15~~	~~11:15 - 12:15~~	~~11:45 - 12:20~~	~~11:45 - 12:20~~	~~10:30 - 11:15~~	-	~~9:45 - 10:15~~
~~**Lunch**~~	~~**Lunch**~~	~~**Lunch**~~	~~**Lunch**~~	~~**Power Hour**~~	-	~~**Period 5**~~
~~12:15 - 12:50~~	~~12:15 - 12:50~~	~~12:20 - 1:00~~	~~12:20 - 12:55~~	~~11:20 - 11:50~~	-	~~10:20-10:50~~
~~**Period 5**~~	~~**Period 6**~~	~~**Period 5**~~	~~**Period 8**~~	~~**Lunch**~~	-	~~**Period 6**~~
~~12:55 - 2:10~~	~~12:55 - 2:10~~	~~1:05 - 2:15~~	~~1:00 - 2:10~~	~~11:50 - 12:20~~	-	~~10:55 - 11:25~~
~~**Period 7**~~	~~**Period 8**~~	~~**Period 7**~~	~~**Collaboration**~~	~~**Period 5**~~	-	~~**Period 7**~~
~~2:15 - 3:30~~	~~2:15 - 3:30~~	~~2:20 - 3:30~~	~~2:25 - 3:30~~	~~12:25 - 1:10~~	-	~~11:30 - 12:00~~
-	-	-	-	~~**Period 6**~~	-	~~**Period 8**~~
-	-	-	-	~~1:15 - 2:00~~	-	~~12:05 - 12:35~~
-	-	-	-	~~**Period 7**~~	-	-
-	-	-	-	~~2:05 - 2:50~~	-	-
-	-	-	-	~~**Period 8**~~		-
-	-	-	-	~~2:55 - 3:40~~	-	-

Sample Bell Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
Advisory	**Advisory**	**Period 1**	**Advisory**	**Advisory**
8:15-9:05	8:15-9:05	8:15 - 9:02	8:15-9:05	8:15-9:05
Period 1	**Period 2**	**Period 2**	**Period 1**	**Period 2**
9:08 - 10:33	9:08 - 10:33	9:05 -9:52	9:08 - 10:33	9:08 - 10:33
Power Hour	**Power Hour**	**Period 3**	**Power Hour**	**Power Hour**
10:36 - 11:39	10:36 - 11:39	9:55 - 10:42	10:36 - 11:39	10:36 - 11:39
Nutrition	**Nutrition**	**Nutrition**	**Nutrition**	**Nutrition**
11:39-11:54	11:39-11:54	10:42 - 11:12	11:39-11:54	11:39-11:54
Period 3	**Period 4**	**Period 4**	**Period 3**	**Period 4**
11:57 - 1:22	11:57 - 1:22	11:15 - 12:02	11:57 - 1:22	11:57 - 1:22
Lunch	**Lunch**	**Period 5**	**Lunch**	**Lunch**
1:22 - 1:57	1:22 - 1:57	12:05 -12:52	1:22 - 1:57	1:22 - 1:57
Period 5	**Period 6**	**Period 6**	**Period 5**	**Period 6**
2:00 - 3:25	2:00 - 3:25	12:55 - 1:42	2:00 - 3:25	2:00 - 3:25
		Period 7		
		1:45 - 3:30		

Minimum Day
Period 1
8:30 - 9:00
Period 2
9:33 - 10:03
Period 3
10:06 - 10:36
Period 4
10:39 - 11:09
Period 5
11:12-11:42
Period 6
11:45 - 12:15

Minutes Calculator

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of Late Start Days	Number of Instr. Minutes Per Late Start Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/ Below State Req't.
TK/K	No									0	36000	0	-36000
1	No									0	50400	0	-50400
2	No									0	50400	0	-50400
3	No									0	50400	0	-50400
4	No									0	54000	0	-54000
5	No									0	54000	0	-54000
6	No									0	54000	0	-54000
7	No									0	54000	0	-54000
8	No									0	54000	0	-54000
9	Yes	102	390	39	315	6	245	39	315	186	64800	65820	1020
10	Yes	102	390	39	315	6	245	39	315	186	64800	65820	1020
11	Yes	102	390	39	315	6	245	39	315	186	64800	65820	1020
12	Yes	102	390	39	315	6	245	39	315	186	64800	65820	1020

Grades	# of Regular Days	# of Inst. Minutes per Regular Day	# of Early Dismissal Days	# of Inst. Minutes per Early Dismissal Days	# of Minimum Days	# of Inst.Minutes per Minimum Days	Total # of Inst. Days	Minutes Required by State law	Total # Instr. Minutes	Above/ Below State Req't
9	138	403	35	387	7	180	180	64,800	70,419	5,619
10	138	403	35	387	7	180	180	64,800	70,419	5,619

Staff Recruitment and Selection

LA's Promise Charter High School #1 will seek to hire a group of professionals that are wholly committed to the school instructional goals, mission and vision. Teachers must be able and willing to engage in mutually respectful relationships with their students, to model life-long learning, and to embrace and propagate school culture. 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. The selection procedure shall not discriminate on the basis of ethnicity, national origin, religion, gender, age, disability, or sexual orientation.

Each core subject teacher will have the necessary California teaching credentials provided by State Commission on Teacher Credentialing for his/her teaching assignment. LAPCHS#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 and Instruction Teams. The hiring process will help ensure that the candidate and school are well matched.

We will seek teachers who have or are able to:

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

LAPCHS#1 will recruit through announcing openings and encouraging candidates by various means, such as:

- Edjoin website
- California Charter School Association recruitment fair
- Teacher Employment Day fairs at local colleges and universities
- Teach for America
- Word of mouth/inter office emails

The School will consider all viable UTLA members for employment, including teachers at existing LA's Promise school sites.

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

LAPCHS#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. 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, and advance the core value of life-long learning in all teachers.

In alignment with this belief, LAPCHS#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[15]). 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 will participate in peer observations to assess each other's practices in implementing the skill and provide feedback.
- **Evaluate**: Each professional learning community will analyze student data in conjunction with peer observations feedback to assess overall effectiveness and impact of skill acquisition on student learning. Modifications will be 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:

[15] DuFour, R. and Eaker, R., "Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement", 2004

Who	**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.
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. o We are focusing on: **Questioning, Academic Discourse and Group Structures.** o 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. o Within the **inquiry group cycle in departments, we will include at least 1 peer observation protocol (POP) and 1 student work analysis (SWA).** o We will also include direct approaches to serve EL students, which the teachers can plan and then observe in each other's classrooms. ● These POP lessons will be similar to a Lesson Study in nature.
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 mornings at 8am, 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, and 5 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.

In a typical school year, planning for professional development will begin in the summer with a review of all available school data, including grades, suspensions/expulsions, attendance, and periodic assessments. Based on findings, school leadership (including lead teachers and coaches) will develop 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.

The school will prioritize PD rollout strategically to phase in programs. Acceptable student behavior is essential for the absorption of knowledge. As such teachers must basic learn 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 provided 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 schedule for Year 1, which may be modified at the Principal's discretion based upon staff feedback:

Time Frame	Topic	Responsible Party
Prior to School	Advisory/Power Hour	Principal + CAO + Director of Schools + Facing History
	Classroom 101/Project Based Learning	Principal + CAO + Director of Schools + Facing History
	PBIS/Restorative Practice	Principal + CCEJ + Restorative Justice Practitioner
	English Learner Program and SDAIE	ELD Teacher

	Strategies	
	Special Education 101	Special Education Teacher
First Cycle	Structured Engagement Strategies:	Principal/Lead teacher
	Think, Write Pair, Share	
	Precision Partnering	
	Wait Time	
Second Cycle	Checking for Understanding:	Principal/Lead Teacher
	No Opt Out	
	Right is Right	
	Numbered Heads	
Third Cycle	Reading/Vocabulary Development:	Principal/Lead Teacher
	Seven habits of Effective Readers	
	Academic Vocabulary Building	
	Vocabulary Notecard	
Fourth Cycle	Academic Language Development:	Principal/Lead Teacher
	Sentence Starter/Frames	
	Academic Register/Shift	
Final Cycle	Review Of Data:	Principal + Lead teacher + Director of Schools + Director of Data
	Teacher Survey	
	Student Survey	
	Planning for next year	

Staff professional development will also occur through a variety of other means, such as peer coaching, mentoring, collaborative opportunities, informal classroom observations by an administrator, conferences, and site-specific workshops that are aligned to student needs and school-wide goals. LAPCHS#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 and Director of Schools for LA's Promise will work to develop school site administrators effective leadership via weekly coaching, one-on-one meetings, leadership development trainings, and site visits.

Collaboration

The Collaboration period at LA Promise Charter High 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 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."[16] 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). LAPCHS#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 in 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.

LAPCHS#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 LAPCHS#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, LAPCHS#1 will rely on the findings of the Preliminary Evaluation of Student's Academic History to inform potential identification.

[16] Lau v. Nichols (Supreme Court decision) as cited in: Biegel, S., Education and the Law (NY: Thomson/West, 2006)

- 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. **Screener Evaluation for Instructional Placement**
    - The school administrator who oversees the schools' English Language Development program is charged with initially 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***.[17]
        - 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's designation 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 lexile score that is less than proficient for the student's grade level 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

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

[17] Upon release of ELPAC aligned classification criteria by CDE, the School will adjust its EL designation procedure accordingly.

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 as soon as possible to determine permanent placement
  - 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.
     - LAPCHS#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 Edge curriculum benchmarks throughout the year until they meet the re-designation criteria outlined by the State of California.

<u>Targeted Instruction for English Learners</u>
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. LAPCHS#1 ELD lessons shall include:

- Clearly stated language objective based on a scope and sequence of language skills, and focus on the language form and function
- Language patterns and vocabulary
- Structured language practice, or student talk, at least 50% of the time
- 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 Edge and English 3D 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 LAPCHS #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 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), LAPCHS #1 will incorporate the following best practices to support English Learners.

- **Student Engagement:** Students at LAPCHS#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.[18]

- **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

[18] Hill, Jane, Bjork, Cynthia. Classroom Instruction That Works with English Language Learners. ASCD, 1996.

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 LAPCHS#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 Edge Fundamentals textbook 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 Edge 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 Edge 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. Newcomer students will receive notification from their ELD teacher and/or counselor that only 1 year of LTEL Support or Advanced ELD may be substituted for English toward completing the UC/CSU A-G Requirements and the LAPCHS#1 graduation requirements. 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 administrator overseeing ELD, and will be provided will be offered guidance on providing basic literacy skills for students with low primary language skills by the EL teacher. Students with low primary 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 LAPCHS#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 Program and enter the Progressive Immersion program.

Core Configuration	Code
Intensive Primary Language Support	PL
Integrated ELD with Support	WS
Integrated ELD	IE

Sample Schedules:

Intensive Newcomer Program

Scenario 1

Conditions	Years in US Schools	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Arrived in Grade 9 with fewer than 6 months in US schools and scored CELDT 1 or 2	Year 1	ELD 1	ELD 1	ALG 1 PL	ALG 1 Support PL	FNDT SCI PL	Spanish 1	PE	Elective
	Year 2	ELD 2	ELD 2	ALG II PL	ALG II Support PL	Biology PL	WLD HIST PL	PE	Elective
	Year 3 (Prog. Imm.)	ENG 10 IE	ENG 10 Support IE	GEOM WS	CHEM WS	US HIST WS	ELD 3	PE	Elective

Intensive Newcomer Program

Scenario 2

Conditions	Years in US Schools	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Arrived in Grade 9 with 18 months in US schools and scored CELDT 1 or 2	Sem 1	ELD 1A/B	ELD 1A/B	ALG 1A PL	ALG 1A Support PL	FNDT SCI A PL	Spanish 1A	PE	Elective
	Sem 2 (Prog. Imm.)	ELD 1B/2A	ELD 1B/2A	ALG 1B PL	ALG 1B Support PL	FNDT SCI B PL	Spanish 1B	PE	Elective

Intensive Newcomer Program

Scenario 3

Conditions	Years in US Schools	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Arrived in Grade 10 with fewer than 6 months in US schools and scored CELDT 1 or 2	Year 1	ELD 1	ELD 1	ALG II* PL	Biology PL	WLD HIST PL	Spanish 2	PE	Elective
	Year 2	ELD 2	ELD 2	GEOM* PL	CHEM PL	US HIST PL	Health	PE	Elective
	Year 3 (Prog. Imm.)	ENG 10 IE	ENG 10 Support IE	PRE CALC* WS	AP CHEM	US GOV WS	Spanish 3	ELD 3	Elective

*Math placement would depend on level of prior education

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:

Progressive Immersion

Overall CELDT Score	Initial ELD Placement	English	Core Progression	Curriculum
CELDT Score 1	ELD 1 x2	None	PL => WS -> IE	Edge Fundamentals
CELDT Score 2	ELD 2 x2	None	PL -> WS -> IE	Edge Level A

CELDT Score 3	ELD 3	English IE	WS -> IE	Edge Level B
CELDT Score 4	ELD 4	English IE	IE	Edge Level C
CELDT Score 5	Advanced ELD	English IE	IE	Great Source Reader's Handbook and Write Source

English Language Development courses will consist of the following:

ELD 1 – Survival English and basic academic language skills. Course materials include Edge 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 Edge 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 Edge Level B and grade appropriate English 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 Edge Level C and grade appropriate English text.
Advanced ELD – Students undergo accelerated language development at the upper levels of the ELD standards for middle school, with a domain focused emphasis one 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 English text, and if necessary, Pearson iLit ELL 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 students ELD 1 and ELD 2, 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 need to clarify the lesson or task. Students will receive notification from their ELD teacher and/or counselor that only 1 year of LTEL Support or Advanced ELD may be substituted for English toward completing the UC/CSU A-G Requirements and the LAPCHS#1 graduation requirements.

Students initially placed in Designated ELD 3 will have a single block of ELD. Core English Language Arts 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 needed to clarify the lesson or task. Students in 9th grade will take ELD 3 as their English support class.

Students initially placed in Designated ELD 4 will have a single block of ELD. All core classes, including ELA, using the Integrated ELD model. Students in 9th grade will take ELD 4 in place of an elective to accommodate the double block of English

Students that initially score Advanced on the CELDT will have a single block of Advanced ELD. All core classes will be taught using the Integrated ELD model. Students in grade 9 will take Advanced ELD as their English support class.

Sample Schedule:

Core Configuration	Code
Intensive Primary Language Support	PL
Integrated ELD with Support	WS
Integrated ELD	IE

Scenario 4	**Progressive Immersion Program**								
Conditions	**Overall CELDT Score**	**Block 1**	**Block 2**	**Block 3**	**Block 4**	**Block 5**	**Block 6**	**Block 7**	**Block 8**
Arrived in Grade 9 with more than 18 months but fewer than 5 years in US schools	CELDT 1	ELD 1	ELD 1	ALG 1 PL	ALG 1 Support PL	FNDT SCI PL	Spanish 1	PE	Elective
	CELDT 2	ELD 2	ELD 2	ALG 1 PL	ALG 1 Support PL	FNDT SCI PL	Spanish 1	PE	Elective
	CELDT 3	English 9 IE	English 9 Support IE	ALG 1 WS	ALG 1 Support WS	FNDT SCI WS	Spanish 1	PE	ELD 3
	CELDT 4	English 9 IE	English 9 Support IE	ALG 1 IE	ALG 1 Support IE	FNDT SCI IE	Spanish 1	PE	ELD 4
	CELDT 5	English 9 IE	English 9 Support IE	ALG 1 IE	ALG 1 Support IE	FNDT SCI IE	Spanish 1	PE	Advanced ELD

Any English Learner that arrives later than 6 months into the academic year may repeat their initial ELD course in the following fall semester for credit. 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 Edge program. A record of student performance on required High Point assessments and tasks will be kept in the ELD portfolio for every English Learner. A student that does not show the required domain proficiency in their Edge assessments will repeat the ELD course the following term. 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

Overall CELDT Score	Initial Placement	English	Core Progression
HS Lexile at or below Grade 5	LTEL Support	English WS/IE	WS -> IE
HS Lexile above Grade 5	Advanced ELD	English IE	IE

LAPCHS#1 students with reading level at or below Grade 3 will be placed in the LTEL Support class. The **LTEL Support** clas**s** 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 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 6 and have not reclassified will repeat the course. Students that achieve a reading level at or above Grade 6 and have not reclassified will advance to Advanced ELD.

The LTEL support class will be taken as the student's English support class. English, math, science, and history will be taught using the Integrated ELD.

The **Advanced ELD** 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 the Great Source Reader's Handbook and the Write Source textbook, grade appropriate English 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 as their English support class. In English, Math, Science, and Social Science, students will be placed in Integrated ELD classes.

Core Configuration	Code
Intensive Primary Language Support	PL
Integrated ELD with Support	WS
Integrated ELD	IE

Long Term English Learner Program

Scenario 5

Conditions	Reading Level	Block 1	Block 2	Block 3	Block 4	Block 5	Block 6	Block 7	Block 8
Arrived in Grade 9 with more than 4 years in US Schools	At or Below Gr5	English 9 IE	English 9 Support IE	ALG 1 WS	ALG 1 Support WS	FNDT SCI WA	Spanish 1	PE	Advanced ELD
	Above Gr 5	English 9 IE	English 9 Support IE	ALG 1 IE	ALG 1 Support IE	FNDT SCI IE	Spanish 1	PE	Advanced ELD

ELD Portfolio

The ELD portfolio is the collection of documentation relevant to the student's progression through the LAPCHS#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), LAPCHS#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. LAPCHS#1will use the CELDT exam and current RFEP criteria will include:

- CELDT overall score of 4 or 5, with scores of 3 in all subtests: Reading, Writing, Listening, Speaking
- Grade in English of 2 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 grate 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 by 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 2 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, administrator overseeing ELD will 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 with date
- 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 my 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 High 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 LTELs that increase their overall annual CELDT score by 1 level per year
   b. QUESTION: Are the ELs and LTELs attaining grade level proficiency at increasing rates?
      i. MEASURE: % of ELs and LTELs 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: Increase access to and participation in advanced academic program opportunities

a. QUESTION: Is there an increase in the proportion of students taking AP courses?
    i. MEASURE: AP enrollment rate for ELs

b. QUESTION: Is there an increase in the proportion of ELs completing AP courses with a C or better?
    i. MEASURE: AP course pass rate for ELs

c. QUESTION: Is there an increase in the number of ELs participating in and passing AP examinations?
    i. MEASURE: AP score reports from College Board

d. QUESTION: Is there an increase in the number and % of students applying to, attending, and completing college?
    i. MEASURES:
        1. Annual Senior Survey requesting application, admittance and planned enrollment information
        2. Letters of acceptance and Student Intent to Register receipts
        3. National Student Clearinghouse Student Tracker reports

VI. 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

VII. 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.

Students Achieving Below Grade Level

While the core academic program will raise the level of teaching and learning, LA's Promise understands that some students will not achieve at grade level and will require additional support to become academically proficient. LA's Promise Charter High School #1 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 Dufour and Others' *Whatever It Takes*[19] 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 LAPCHS#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 acted as the "keeper" of information when it comes to intervention. This structure of positive behavior interventions is comprised of:

Tier 1: The tiered system of support begins at the classroom level with the implementation of an Advisory class, where a small cohort of students will be looped with a single teacher for their entire time at LAPCHS#1. The advisory represents the first tier of the system – where every student will have a deep, meaningful relationship and regular contact with a certificated adult on campus who is responsible for student's growth and maturation. The advisor's primary role is to be an advocate for the student, monitor their progress, help the student create and achieve personal and academic goals, and consistently communicate with their parents/guardian.

In addition to the advisor, core content teachers will identify students who are struggling with their coursework (i.e. not meeting the standard). The teacher will assess these students' challenges and implement modifications or other instructional strategies to help meet students' needs. Interventions will include weekly grade checks and monitoring, parent and advisor meetings with the teacher, monitoring of tutoring attendance and parent conference 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 Teachers will carefully monitor student progress, gather information on the student and determine whether or not the interventions have been successful. If classroom interventions and scaffolding prove insufficient to address the needs of a student (denoted by a student maintaining a 1 or 0 in the class, or failing a standards aligned assessment), the student may be referred for supplemental intervention outside of core instruction.

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[19] DuFour, R., DuFour, R., Eaker, R., Karhanek, G., *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn* (IN: Solution Tree Press, 2004)

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 coordinates respective programs and services to promote their academic success. The baseline numbers for the referral to COST will be any of the following: 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 courses 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. For example, it may be necessary to address student health, attendance, work and study habits, behavior, or language needs that may be impacting academic performance. In these cases, external partners will provide intensive student support. LA's Promise has built a network of dozens of specially screened and managed partners that serve our students and their families. We will work with counselors and school administration to appropriately integrate these partner services into the school's systems of supports, and we will also work with parents to access various family support services. St. John's Well Child

and Family Center and the LA Child Guidance Clinic are examples of our partners who provide physical and mental health services to students in need.

LAPCHS#1 will implement PBIS and Restorative Justice principles in their classroom management plan. Students will be given behavioral expectations for each of their classrooms 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 either 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 Justice 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.

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.

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.

LAPCHS#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 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 LAPCHS#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. LAPCHS#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, MyLab) will allow students with disabilities to receive remediation and instruction at their instructional level. LAPCHS#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 inventories, 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)

- Motor Free Visual Perception Test- Third Edition (MVPT-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
- Expressive Language: Expressive One Word Picture Vocabulary Test
- Oral & Written Language Scales (OWLS)
- Receptive Language: One Word Picture Vocabulary Test
- Speech Samples

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, LAPCHS#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.

LAPCHS#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).

LAPCHS#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, LAPCHS#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 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 their 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.

LAPCHS#1 plans to contract with a Non-Public Agency (NPA) certified with the state of California for all related services. Currently LAPCHS#1 administration is exploring agencies and reviewing master contracts of potential partners. LAPCHS#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, LAPCHS#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.

LAPCHS#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. LAPCHS#1 does understand that students may have SDC services upon enrollment. LAPCHS#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%.

LAPCHS#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, LAPCHS#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 LAPCHS#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, LAPCHS#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, LAPCHS#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.
LAPCHS#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, LAPCHS#1 will seek placement (or services) as appropriate by contracting with the NPS/NPA or RTC. LAPCHS#1 staff is open to consulting with SELPA staff to identify possible placement options to explore. LAPCHS#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, LAPCHS#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." LAPCHS#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. LAPCHS#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: 110
Special Education Total ADA: 17 (15%)
Types of Disabilities served: Based on data analysis of the surrounding neighborhood demographics, the majority of students will have an eligibility of SLD (Specific Learning Disability) or SLI (Speech and Language Impairment) with a minority of students having an eligibility of AUT (Autism) or ED (Emotional Disturbance). However, since LAPCHS#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. 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. LAPCHS#1 will have the 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.

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

LA's Promise Charter High School #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. Teachers may also coordinate an accelerated pacing plan with extra assignments that directly challenge student skills to ensure perpetual academic growth.

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. Students that quickly master content in history and science might engage in online research to make connections across subjects. Electives will provide further enrichment. The blended learning technology program may also be leveraged to provide advanced learning opportunities and enrichment activities such as writing blogs, designing presentations, creating animations, or developing websites.

Accelerated students will have further opportunities for engagement and leadership beyond the classroom. Extended learning opportunities outside of the core instructional program could include participation in activities such as yoga, dance, or media studies through LA's Promise's 7 to 7 program and its diverse partnerships.

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 promote appropriate 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, LAPCHS#1 may work with an outside provider to test the student for gifted identification.

Socio-Economically 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 the Pearson GRADE assessment and Assessment and Reporting Online math diagnostics 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, and which mimics the school-wide "Power Hour" for English Language Development.

We will draw on our community schools 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 High School #1 will build upon the success of the community hub model already in place 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 in Other Subgroups

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 High School #1 will seek to work closely with the Los Angeles County agencies in identifying and monitoring foster youth that enroll. LAPCHS#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, LAPCHS#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.

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 at LAPCHS#1

As a visitor approaching LAPCHS#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 four years and they welcome each other like family. The Advisory focuses on their personal, academic, and socio-emotional 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 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 LAPCHS#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.

GOAL :	**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.	Re 1_X Local : S

Identified Need :	LA's Promise will abide by California Education Code (EDC) Section 44258.9 and all applicable
Goal Applies to:	Schools: All
	Applicable Pupil Subgroups: All students and significant subgroups

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: Documentation of required assessments, coursework and c maintained and current for each teacher **Outcome**: 100% of core teachers will be compliant with EDC 44258.9 and all applic

Actions/Services	Scope of Service	Pupils to be
Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method for Measuring**: Documentation of required assessments, coursework and c maintained and current for each teacher **Outcome**: 100% of core teachers will be compliant with EDC 44258.9 and all applic

Actions/Services	Scope of Service	Pupils to be
Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes:	**Method for Measuring**: Documentation of required teacher authorizations and cred and current for each teacher **Outcome**: 100% of core teachers will be compliant with EDC 44258.9 and all applic

Actions/Services	Scope of Service	Pupils to be
Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Documentation of required teacher authorizations and cred and current for each teacher **Outcome**: 100% of core teachers will be compliant with EDC 44258.9 and all applic		
Actions/Services		Scope of Service	**Pupils to be**
Schools will ensure verification of proper credentials and DOJ clearance for each teacher prior to the start of employment		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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.		Re 1_X Local : S
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: 2017-18			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Text book assignment list **Outcome**: 100% compliance with EDC 60119		
Actions/Services		Scope of Service	**Pupils to be**
Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 2: 2018-19			
Expected Annual	**Method for Measuring**: Text book assignment list		

Measurable Outcomes:	**Outcome**: 100% compliance with EDC 60119		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Text book assignment list **Outcome**: 100% compliance with EDC 60119		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Text book assignment list **Outcome**: 100% compliance with EDC 60119		
Actions/Services		Scope of Service	**Pupils to be**
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		All schools	_X_ALL OR: __Low Income

school		__Foster Youth proficient __Ot Subgroups:(Spe
Schools will provide appropriate, standards- aligned textbooks/curriculum materials throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**Facilities Maintenance** – School facilities will be clean and maintained in good repair.	Re 1_X Local : S
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: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: Daily spot checks, monthly safety inspection checklist and annual LACOE Facilities inspections **Outcomes**: > 90% of items in compliance or good repair; 100% of items in disrepair

Actions/Services	Scope of Service	Pupils to be
Schools will ensure risk management site inspections of campus by property and liability carrier	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	All schools	_X_ALL OR: __Low Income

		__Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 2: 2018-19		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Daily spot checks, monthly safety inspection checklist and annual LACOE Facilities inspections **Outcomes**: > 91% of items in compliance or good repair; 100% of items in disrepair	
Actions/Services	Scope of Service	**Pupils to be**
Schools will ensure risk management site inspections of campus by property and liability carrier	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Daily spot checks, monthly safety inspection checklist and annual LACOE Facilities inspections **Outcomes**: > 92% of items in compliance or good repair; 100% of items in disrepair	
Actions/Services	Scope of Service	**Pupils to be**
Schools will ensure risk management site inspections of campus by property and liability carrier	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will train custodial staff in use of Facility Inspection Tool and hold follow	All	_X_ALL

up meetings after completion of monthly checklists to ensure compliance.	schools	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: Daily spot checks, monthly safety inspection checklist and annual LACOE Facilities inspections **Outcomes**: > 92.5% of items in compliance or good repair; 100% of items in disrepa

Actions/Services	Scope of Service	Pupils to be
Schools will ensure risk management site inspections of campus by property and liability carrier	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will train custodial staff in use of Facility Inspection Tool and hold follow up meetings after completion of monthly checklists to ensure compliance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Schools will correct or take steps toward correcting all areas in need of repair or replacement before the next monthly checklist	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

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.	Re 1__ Local : S

Identified Need :	Students must have access to lessons and materials that allow them to progress toward mastering s	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	School-wide and for all significant subgroups

LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	**Method for measuring**: Documentation of teacher participation in CCSS-aligned pr classroom observations by administrators verifying implementation of standards-alig tool. **Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn classroom observation tool rubric on items involving CCSS implementation.		
Actions/Services		Scope of Service	**Pupils to be**
School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. New teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal.		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	**Method for measuring**: Documentation of teacher participation in CCSS-aligned pr classroom observations by administrators verifying implementation of standards-alig tool. **Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn classroom observation tool rubric on items involving CCSS implementation		
Actions/Services		Scope of Service	**Pupils to be**
School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. New teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool twice a year formally, and		All schools	_X_ALL OR:

informally at the discretion of the Principal		__Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20	
Expected Annual Measurable Outcomes:	**Method for measuring**: Documentation of teacher participation in CCSS-aligned pr classroom observations by administrators verifying implementation of standards-alig tool. **Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn classroom observation tool rubric on items involving CCSS implementation

Actions/Services	Scope of Service	Pupils to be
School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. New teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21	
Expected Annual Measurable Outcomes:	**Method for measuring**: Documentation of teacher participation in CCSS-aligned pr classroom observations by administrators verifying implementation of standards-alig tool. **Outcome**: (1) All new teachers will attend CCSS-aligned PD; (2) Teachers will earn classroom observation tool rubric on items involving CCSS implementation

Actions/Services	Scope of Service	Pupils to be
School will provide no less than 1 hour of professional development during Fall Semester to its teachers on the implementation of CCSS curricula. New teachers must attend. Continuing teachers may request to participate in an alternative professional development activity at the discretion of the Principal	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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

		__Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**Parent Involvement** – The School will support a community of learners (Parents, Staff and Students) with parent involvement in workshops, activities and input opportunities.	Re 1__ Local : S
Identified Need :	Parents play a monumental role in student life outside of school. Therefore, parent involvement in asset in ensuring student success.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: School-wide and for all significant subgroups	

LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Annual School Climate Survey; Documentation of parent p activities through workshop/school activity sign-in sheets **Outcomes**: (1) Establish baseline for parent satisfaction with opportunities for partic school life on annual survey (2) At least 80% of parents will attend at least two scho eligible parents will attend parent-student-teacher conferences		
Actions/Services		Scope of Service	**Pupils to be**
School will administer Annual School Climate Survey to parents in the final months of the school year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Annual School Climate Survey; Documentation of parent p activities **Outcomes**: (1) Attain an increase of now less than 3% in parent satisfaction with op school events and school life on annual survey (2) At least 81% of parents will atten year. (3) 75% of eligible parents will attend parent-student-teacher conferences		
Actions/Services		Scope of Service	**Pupils to be**

School will administer School Climate Survey to parents in the final months of the school year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes:	**Method for Measuring**: Annual School Climate Survey; Documentation of parent p activities **Outcomes**: (1) Attain an increase of no less than 3% on parent satisfaction with opp school events and school life on annual survey (2) At least 82% of parents will atten year. (3) 78% of eligible parents will attend parent-student-teacher conferences

Actions/Services	Scope of Service	Pupils to be
School will administer Annual School Climate Survey to parents in the final months of the school year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: Annual School Climate Survey; Documentation of parent p activities **Outcomes**: (1) Attain an increase of no less than 2.5% on parent satisfaction with op school events and school life on annual survey (2) At least 83% of parents will atten year. (3) 80% of eligible parents will attend parent-student-teacher conferences

Actions/Services	Scope of Service	Pupils to be
School will administer Annual School Climate Survey to parents in the final months	All	_X_ALL

of the school year	schools	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**Statewide Assessments** – Students will be expected to demonstrate annual progress towards mastering grade level standards.	Re 1__ Local : S

Identified Need :	To foster college and career readiness, and in anticipation of the new accountability system for Cal School must be effective at providing instruction that allows students to master state content standa	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Schoolwide and all significant subgroups

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP Proficiency Level % in Math and ELA **Outcome**: N/A CAASPP is not administered in grade 9

Actions/Services	Scope of Service	Pupils to be
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
After June classes conclude, school leadership, including lead teachers, will formally meet to discuss actionable data indicators through an analysis of CAASPP	All schools	_X_ALL OR:

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		__Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19		
Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP Proficiency Level % in Math and ELA **Outcome**: Outcome: N/A – The CAASPP summative is not administered for 9th gra	
Actions/Services	Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP Proficiency Level % in Math and ELA **Outcome**: Establish student performance benchmark for future growth targets in Ma	
Actions/Services	Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom	All	_X_ALL

observations per teacher per year, once in fall semester and once in spring semester	schools	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP Proficiency Level % in Math and ELA **Outcome**: Increase % of students achieving "Standard Met" or "Standard Exceeded" significant subgroups by 2% from the base-line year

Actions/Services	Scope of Service	Pupils to be
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

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).	Re 1__ Local : S

Identified Need :	Utilizing a common statewide benchmark of academic success, the School must demonstrate acade exceeding the state academic performance expectations	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Schoolwide and for all significant subgroups

LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	**Method for Measuring**: API or successor indicator **Outcome**: N/A – CDE will not establish an API for the 2016-17 school year.		
Actions/Services		Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	**Method for Measuring**: API or successor indicator **Outcome**: Conditional on CDE action – Establish baseline API (or successor indicat significant subgroups.		
Actions/Services		Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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		_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	**Method for Measuring**: API or successor indicator **Outcome**: Conditional on CDE action – Meet or exceed point growth target establis baseline API (or successor indicator) schoolwide and for all significant subgroups.		
Actions/Services		Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method for Measuring**: API or successor indicator **Outcome**: Conditional on CDE action – Meet or exceed point growth target establis baseline API (or successor indicator) schoolwide and for all significant subgroups.		
Actions/Services		Scope of Service	**Pupils to be**
School will provide highly qualified instructional personnel to provide students with high-quality instruction throughout the year		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will monitor effective instruction through 2 formal classroom observations per teacher per year, once in fall semester and once in spring semester		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**A-G Course of Study Completion Rates (College Readiness) -** Number of students on track to complete A-G requirements successfully by graduation will increase each year.	Re 1__ Local : S
Identified Need :	The students must prepare students with the knowledge and skills necessary to thrive in a post-seco	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and all significant subgroups	

LCAP Year 1: 2017-18			
Expected Annual Measurable Outcomes:	**Method for Measuring**: A-G On-Track Rates via transcript review. **Outcomes**: 75% of students will be on track to complete A-G requirements		
Actions/Services		Scope of Service	**Pupils to be**
School will ensure that all A-G courses are approved by the University of California		High	_X_ALL

	School	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will implement communication strategies to ensure that students and parents are aware of A-G course requirements, course offerings, and timelines. These include but shall not be limited to summer bridge programming for incoming 9th graders, and parent workshops throughout the school year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School leadership shall audit student transcripts for A-G on/off track status	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method for Measuring**: A-G On-Track Rates via transcript review. **Outcomes**: 78% of students will be on track to complete A-G requirements

Actions/Services	Scope of Service	**Pupils to be**
School will ensure that all A-G courses are approved by the University of California	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will implement communication strategies to ensure that students and parents are aware of A-G course requirements, course offerings, and timelines. These include but shall not be limited to summer bridge programming for incoming 9th graders, and parent workshops throughout the school year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School leadership shall audit student transcripts for A-G on/off track status	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: A-G On-Track Rates via transcript review. **Outcomes**: 81% of students will be on track to complete A-G requirements	
Actions/Services	Scope of Service	**Pupils to be**
School will ensure that all A-G courses are approved by the University of California	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will implement communication strategies to ensure that students and parents are aware of A-G course requirements, course offerings, and timelines. These include but shall not be limited to summer bridge programming for incoming 9th graders, and parent workshops throughout the school year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School leadership shall audit student transcripts for A-G on/off track status	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Petition Year 4: 2020-21		
Expected Annual Measurable Outcomes:	**Method for Measuring**: A-G Completion Rates via transcript review. **Outcomes**: 83% of students will complete A-G requirements	
Actions/Services	Scope of Service	**Pupils to be**
School will ensure that all A-G courses are approved by the University of California	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will implement communication strategies to ensure that students and parents are aware of A-G course requirements, course offerings, and timelines. These include but shall not be limited to summer bridge programming for incoming 9th graders, and parent workshops throughout the school year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot

		Subgroups:(Spe
School leadership shall audit student transcripts for A-G on/off track status	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**English Learner Adequate Progress Rate** - EL students will advance at least one level on the CELDT/ELPAC each year.	Re 1__ Local : S
Identified Need :	In order to ensure that ELs reclassify within a reasonable amount of time, the School must monitor program via student performance the California English Language Development Test and subsequ Proficiency Assessments for California through the lens of progress over time.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: English Learners	

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: CELDT proficiency **Outcome**: Establish CELDT performance baselines schoolwide and for all significa

Actions/Services	Scope of Service	Pupils to be
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot

		Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	**Method for Measuring**: CELDT proficiency **Outcome**: EL students will advance at least one performance level on the annual Cl than the baseline year.		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year		All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20	
Expected Annual Measurable Outcomes:	**Method for Measuring**: ELPAC proficiency **Outcome**: EL students will advance at least one performance level on the ELPAC a year

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will monitor English proficiency of RFEP students using the Pearson	All	__ALL

GRADE assessment and CAASPP ELA for a period of at least 2 years after reclassification	schools	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: ELPAC proficiency **Outcome**: EL students will advance at least one performance level on the ELPAC a year

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
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

		__Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**English Learner Reclassification Rate** – The reclassification rate will increase each year.	Re 1__ Local : S

Identified Need :	English Learners must become proficient in English. It is the obligation of the School to provide a Development program that enables students to acquire English language skills within a reasonable program must be measured. The School shall utilize the EL reclassification rate as a component of	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	English Learners

LCAP Year 1: 2017-18

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

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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

		__Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19	
Expected Annual Measurable Outcomes:	**Method for Measuring**: # and % of English Learners that reclassify annually **Outcome**: 15% reclassification rate

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20

Expected Annual Measurable Outcomes:	**Method for Measuring**: # and % of English Learners that reclassify annually **Outcome**: 16% reclassification rate

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
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

		__Foster Youth proficient __Ot Subgroups:(Spe
School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21	
Expected Annual Measurable Outcomes:	**Method for Measuring**: # and % of English Learners that reclassify annually **Outcome**: 17% reclassification rate

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will seek to provide Beginning Teacher Support and Assessment Induction throughout the year	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

School will provide interventions for LTELs through Pearson iLit ELL	All schools	__ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**AP Examination Pass Rate -** The School will realize annual increases in the percent of students passing AP exams with a score of 3 or higher.	Re 1__ Local : S

Identified Need :	Advanced Placement classes prepare high school students for the rigors of post-secondary educatio demonstrate their content mastery to colleges and universities, may earn credit to expedite their de evidence for the effectiveness of the AP courses for school leadership.	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	Schoolwide and for all significant subgroups

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method of Measuring**: AP Exam score reports; AP Exam pass rates (AP Exams wi AP Exams proctored) **Outcome**: N/A – AP courses will not be offered in Year 1; however, if a student ele independently, the School will request a score report and maintain the results record

Actions/Services	Scope of Service	Pupils to be
Teacher committee will release time for training and implementation to ensure articulation within content area classes leading toward AP courses.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method of Measuring**: AP Exam score reports; AP Exam pass rates (AP Exams wi AP Exams proctored) **Outcome**: N/A – AP courses will not be offered in Year 2; however, if a student ele independently, the School will request a score report and maintain the results record

Actions/Services	Scope of Service	Pupils to be
Teacher committee will release time for training and implementation to ensure articulation within content area classes leading toward AP courses	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	**Method of Measuring**: AP Exam score reports; AP Exam pass rates (AP Exams wi AP Exams proctored) **Outcome**: Establish Benchmark schoolwide and for all significant subgroups		
Actions/Services		Scope of Service	**Pupils to be**
Teacher committee will release time for training and implementation to ensure articulation within content area classes leading toward AP courses		High schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide fee waivers for low income students		High schools	__ALL OR: _X_Low Incom __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method of Measuring**: AP Exam score reports; AP Exam pass rates (AP Exams wi AP Exams proctored) **Outcomes**: The AP exam pass rate shall increase by 2%		
Actions/Services		Scope of Service	**Pupils to be**
Teacher committee will release time for training and implementation to ensure articulation within content area classes leading toward AP courses		High schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide fee waivers for low income students		High schools	__ALL OR: _X_Low Incom __Foster Youth proficient __Ot Subgroups:(Spe

GOAL:	**Early Assessment Program (EAP) College Preparedness Rate -** The School will use results from EAP to help measure college-readiness	Re 1__

	Local : S
Identified Need :	As with the AP Exams above, the CAASPP results demonstrate to California State University cam Community Colleges student content mastery. Through the EAP program, students can avoid reme and advance in their chosen degree program in less time.
Goal Applies to:	Schools: All Applicable Pupil Subgroups: Schoolwide and for all significant subgroups

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP scores and EAP scale correlation **Outcome**: N/A – CAASPP summative will not be administered in 9th grade

Actions/Services	Scope of Service	Pupils to be
Schools will provide appropriate, standards- aligned textbooks/curriculum materials	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide no less than 1 hour of professional development per year to its teachers on the implementation of CCSS curricula	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP scores and EAP scale correlation **Outcome**: N/A – CAASPP summative will not be administered in 9th or 10th grade

Actions/Services	Scope of Service	Pupils to be
Schools will provide appropriate, standards- aligned textbooks/curriculum materials	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide no less than 1 hour of professional development per year to its teachers on the implementation of CCSS curricula	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20	
Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP scores and EAP scale correlation **Outcome**: (1) Establish baseline % students achieving "Standard Exceeded" or "Sta summative assessment schoolwide and for all significant subgroups (2) Establish bas "Standard Exceeded" or "Standard Met" on the CAASPP Math summative assessme significant subgroups

Actions/Services	Scope of Service	Pupils to be
Schools will provide appropriate, standards- aligned textbooks/curriculum materials	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide no less than 1 hour of professional development per year to its teachers on the implementation of CCSS curricula	High School	_X_ALL OR: __Low Income

		__Foster Youth proficient __Ot Subgroups:(Spe
School administrators will verify that curricula and materials are being effectively utilized through use of a classroom observation tool	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will offer an CSU ERWC course in 11th grade	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method for Measuring**: CAASPP scores and EAP scale correlation **Outcome**: (1) The % of students achieving "Standard Exceeded" or "Standard Met" assessment shall increase by 2% schoolwide and for all significant subgroups (2) Th Exceeded" or "Standard Met" on the CAASPP Math summative assessment shall inc all significant subgroups		
Actions/Services		Scope of Service	**Pupils to be**
Schools will provide appropriate, standards- aligned textbooks/curriculum materials		High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide no less than 1 hour of professional development per year to its teachers on the implementation of CCSS curricula		High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School administrators will verify that curricula and materials are being effectively		High	_X_ALL

utilized through use of a classroom observation tool	School	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will offer an CSU ERWC course in 11th grade	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**School Attendance Rate** - The School will maintain a high Cumulative Attendance Rate school wide and for all statistically significant subgroups.	Re 1__ Local : S
Identified Need :	Students cannot be reached by the instructional program if they do not attend school. Therefore, th of attendance for students to be engaged.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and for all significant subgroups	

LCAP Year 1: 2017-18

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

Actions/Services	Scope of Service	Pupils to be
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Cumulative Attendance Rate **Outcomes**: The cumulative attendance rate shall exceed 93%	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Cumulative Attendance Rate **Outcomes**: The cumulative attendance rate shall exceed 94%	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21	
Expected Annual Measurable Outcomes:	**Method for Measuring**: Cumulative Attendance Rate **Outcomes**: The cumulative attendance rate shall exceed 95%

Actions/Services	Scope of Service	Pupils to be
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**Chronic Absenteeism Rate -** The School will limit chronic absenteeism, defined as <=90% cumulative attendance.	Re 1__ Local : S
Identified Need :	To prioritize school action around attendance, and address the State's priority, the school will mai students	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and for all significant subgroups	

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for measuring**: Individual Cumulative Attendance rate, Chronic Absenteei **Outcome**: % of students that are chronically absent shall not exceed 12%

Actions/Services	Scope of Service	Pupils to be
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19		
Expected Annual Measurable Outcomes:	**Method for measuring**: Individual Cumulative Attendance rate, Chronic Absenteei **Outcome**: % of students that are chronically absent shall not exceed 11%	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for measuring**: Individual Cumulative Attendance rate, Chronic Absenteei **Outcome**: % of students that are chronically absent shall not exceed 10%	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method for measuring**: Individual Cumulative Attendance rate, Chronic Absenteei **Outcome**: % of students that are chronically absent shall not exceed 10%		
Actions/Services		Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
GOAL :	**Dropout Rate** - The School will prevent dropouts by ensuring all students have access to quality curriculum, that parents are engaged, and that there are effective wrap-around supports for students at-risk of dropping out.		Re 1__ Local : S
Identified Need :	Completing K-12 education is a fundamental necessity for a successful adult life. Students must pe 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: 2017-18			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Preliminary Cohort Dropout Rate **Outcome**: The preliminary 1 year cohort dropout rate shall not exceed 15%		
Actions/Services		Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School leadership will communicate with families of students with attendance rates		All	_X_ALL

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.	schools	OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide advisory teachers with dropout prevention training and support	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method for Measuring**: Preliminary cohort dropout rate **Outcome**: The preliminary 2 year cohort dropout rate shall not exceed 15%

Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide advisory teachers with dropout prevention training and support	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot

		Subgroups:(Spe
School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	**Method for Measuring**: Preliminary cohort dropout rate **Outcome**: The preliminary 3 year cohort dropout rate shall not exceed 14.5%		
Actions/Services		Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide advisory teachers with dropout prevention training and support		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits		All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21		
Expected Annual Measurable Outcomes:	**Method for Measuring**: 4-Year Cohort Dropout Rate **Outcome**: The cohort dropout rate shall not exceed 14.5%	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will conduct monthly attendance reviews to monitor student attendance	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
School will provide advisory teachers with dropout prevention training and support	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for chronically absent students, including attendance counseling and home visits	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
GOAL :	**Graduation Rate -** The School will maintain high graduation rates (with the longitudinal goal of reaching 95% 4-Year Cohort Graduation Rate).	Re 1__ Local : S
Identified Need :	The LA's Promise Charter High School #1 mission is to graduate all students college and career re essential stepping stone for successful adult life.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and for all significant subgroups	
LCAP Year 1: 2017-18		

Expected Annual Measurable Outcomes:	**Method for Measuring**: Cohort enrollment, Progress toward graduation **Outcome**: N/A – No student is expected to graduate in 9th grade	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will monitor cohort enrollment throughout the year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School shall provide an Individualized Graduation Plan for each student. School leadership will review each students plan with the student to ensure knowledge of graduation requirements and track progress toward completion.	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 2: 2018-19		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Cohort enrollment, Progress toward graduation **Outcome**: N/A – No student is expected to graduate in 9th or 10th grade	
Actions/Services	Scope of Service	**Pupils to be**
School leadership will monitor cohort enrollment throughout the year	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School shall provide an Individualized Graduation Plan for each student. School leadership will review each students plan with the student to ensure knowledge of graduation requirements and track progress toward completion.	High School	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Cohort enrollment, Progress toward graduation, Cohort gra students have the option of graduating in 11th grade. As it is unclear of the CDE wou the school will utilize an internal 3 year cohort graduation data based upon available **Outcome**: At least one student graduates within 3 years	
Actions/Services	Scope of Service	**Pupils to be**

School leadership will monitor cohort enrollment throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School shall provide an Individualized Graduation Plan for each student. School leadership will review each students plan with the student to ensure knowledge of graduation requirements and track progress toward completion.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School shall provide concurrent English and History sessions or summer school sections to allow students to complete diploma requirements within 3 years.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: 4-Year Cohort Graduation Rate **Outcomes**: The School shall meet or exceed a 4-year cohort graduation rate of 75%

Actions/Services	Scope of Service	**Pupils to be**
School leadership will monitor cohort enrollment throughout the year	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School shall provide an Individualized Graduation Plan for each student. School leadership will review each students plan with the student to ensure knowledge of graduation requirements and track progress toward completion.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL:	**School Suspension Rate** – The School will minimize the use of suspensions	Re 1__ Local : S

Identified Need :	Students must attend class in order to learn the skills necessary to satisfy the state's content standa 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: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: Suspension rate – defined as the quotient of unduplicated c more incidents for which the pupil was suspended during the academic year (July 1 - unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Suspension rate shall not exceed 2%

Actions/Services	Scope of Service	Pupils to be
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual	**Method for Measuring**: Suspension rate – defined as the quotient of unduplicated c more incidents for which the pupil was suspended during the academic year (July 1 - unduplicated count of pupils with a primary, secondary, or short-term enrollment du

Measurable Outcomes:	**Outcomes**: Suspension rate shall not exceed 2%	
Actions/Services	Scope of Service	**Pupils to be**
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe
LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Suspension Rate – defined as the quotient of unduplicated more incidents for which the pupil was suspended during the academic year (July 1 - unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Suspension rate shall not exceed 2%	
Actions/Services	Scope of Service	**Pupils to be**
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: Suspension Rate – defined as the quotient of unduplicated more incidents for which the pupil was suspended during the academic year (July 1 - unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Suspension rate shall not exceed 2%

Actions/Services	Scope of Service	Pupils to be
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice for teachers and staff	All schools	_X_ALL OR:

		__Low Income __Foster Youth proficient __Ot Subgroups:(Spe
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 __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	Student Expulsion Rate – The School will minimize the use of expulsion	Re 1__ Local : S
Identified Need :	The School is obligated to ensure that all students have the opportunity to succeed as a member of students are entitled to a Free Appropriate Public Education.	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and for all significant subgroups	

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method for Measuring**: Expulsion Rate - defined as the quotient of the unduplicate or more incidents for which the pupil was expelled during the academic year (July 1 unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Expulsion rate shall not exceed 1%

Actions/Services	Scope of Service	Pupils to be
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff	All schools	_X_ALL OR:

		__Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19	
Expected Annual Measurable Outcomes:	**Method for Measuring**: Expulsion Rate - defined as the quotient of the unduplicate or more incidents for which the pupil was expelled during the academic year (July 1 unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Expulsion rate shall not exceed 1%

Actions/Services	Scope of Service	Pupils to be
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot

		Subgroups:(Spe
LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Expulsion Rate - defined as the quotient of the unduplicate or more incidents for which the pupil was expelled during the academic year (July 1 unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Expulsion rate shall not exceed 1%	
Actions/Services	Scope of Service	**Pupils to be**
School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
Petition Year 4: 2020-21		
Expected Annual Measurable Outcomes:	**Method for Measuring**: Expulsion Rate - defined as the quotient of the unduplicate or more incidents for which the pupil was expelled during the academic year (July 1 unduplicated count of pupils with a primary, secondary, or short-term enrollment du **Outcomes**: Expulsion rate shall not exceed 1%	
Actions/Services	Scope of Service	**Pupils to be**

School will utilize restorative practices as an alternative to more severe means of discipline	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide classroom management training and support to teachers	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide training and support in Restorative Justice and CHAMPS for teachers and staff	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will provide non-scholastic support for students with behavioral issues, including psycho-social counseling	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**Student Satisfaction** - The School will maintain a high level of satisfaction from students on the Annual School Climate Survey	Re 1__ Local : S
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: 2017-18	
Expected Annual Measurable Outcomes:	**Method of Measuring**: Annual School Climate Survey **Outcome**: Establish baseline % for positive student responses on annual survey

Actions/Services	Scope of Service	Pupils to be
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 __Foster Youth proficient __Ot Subgroups:(Spe
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, and Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will administer Annual Stakeholder feedback in May or June	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19

Expected Annual Measurable Outcomes:	**Method of Measuring**: Annual School Clime Survey **Outcome**: % positive responses shall among students shall increase by no less than 4

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
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, and Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will administer Annual Stakeholder feedback in May or June	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20		
Expected Annual Measurable Outcomes:	**Method of Measuring**: Annual School Clime Survey **Outcome**: % positive responses shall among students shall increase by no less than	
Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
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, and Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe
School will administer Annual Stakeholder feedback in May or June	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21		
Expected Annual Measurable Outcomes:	**Method of Measuring**: Annual School Clime Survey **Outcome**: % positive responses shall among students shall increase by no less than	
Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe
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, and Week 11 of spring semester. Administrators will encourage teachers to update grades every 2 weeks.	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

School will administer Annual Stakeholder feedback in May or June	All schools	_X_ALL OR: __Low Income __Foster Youth proficient __Ot Subgroups:(Spe

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.	Re 1__ Local : S

Identified Need :	The School will abide by EDC 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as ap	
Goal Applies to:	Schools:	All
	Applicable Pupil Subgroups:	School-wide and for all significant subgroups

LCAP Year 1: 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 Scho

Actions/Services	Scope of Service	Pupils to be
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 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 Scho

Actions/Services	Scope of Service	Pupils to be
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20

Expected Annual	**Method for Measuring**: Master schedules, student schedules, WASC accreditation

Measurable Outcomes:	**Outcomes**: All students will have access to the course sequence outlined in the Scho

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21

Expected Annual Measurable Outcomes:	**Method for Measuring**: Master schedules, student schedules, WASC accreditation **Outcomes**: All students will have access to the course sequence outlined in the Scho

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

GOAL :	**English Literacy** - Students will demonstrate grade level proficiency in English literacy	Re 1__ Local : S
Identified Need :	The School places a strong emphasis on the necessity of English literacy for students to thrive acad	
Goal Applies to:	Schools: All	
	Applicable Pupil Subgroups: Schoolwide and for all significant subgroups	

LCAP Year 1: 2017-18

Expected Annual Measurable Outcomes:	**Method of Measuring**: Pearson GRADE Assessment **Outcome**: 60% of students will achieve a grade level equivalent lexile of no more th grade level

Actions/Services	Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 2: 2018-19			
Expected Annual Measurable Outcomes:	**Method of Measuring**: Pearson GRADE Assessment **Outcome**: 65% of students will achieve a grade level equivalent lexile of no more th grade level		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

LCAP Year 3: 2019-20			
Expected Annual Measurable Outcomes:	**Method of Measuring**: Pearson GRADE Assessment **Outcome**: 69% of students will achieve a grade level equivalent lexile of no more th grade level		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

Petition Year 4: 2020-21			
Expected Annual Measurable Outcomes:	**Method of Measuring**: Pearson GRADE Assessment **Outcome**: 73% of students will achieve a grade level equivalent lexile of no more th grade level		
Actions/Services		Scope of Service	**Pupils to be**
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 __Foster Youth proficient __Ot Subgroups:(Spe

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 following table contains the proposed LCAP for LA's Promise Charter High School #1:

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 school wide 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.

Measureable Goals and the Local Control Accountability Plan

In a concerted effort to simplify goal oriented activities of LA's Promise Charter High School #1, the school will align its measureable pupil outcomes with the growth goals articulated in the school's Local Control Accountability Plan (LCAP). Each measureable pupil outcome is explicated in 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 in order to extend the growth trajectory to the end of the petition's 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.

Measureable Pupil Outcomes of the Education Program

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 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 High School 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 legislation, 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 text book 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, LAPCHS#1 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 for the goal below 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. 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 teacher's achieving a 3 out of 4 by way of the observation tool.

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 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 High School #1 will provide structured opportunities for parent engagement, including workshops, activities, and governance opportunities. The School will monitor parent

participation though event attendance records. The annual goals of having parents attending at least 2 are as follows: Year 1 – 80%, Year 2 – 81%, Year 3 – 82%, Year 4 – 83%. 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 – 75%, Year 3 – 78%, Year 4 – 80%. 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, and Year 4 a 2.5% increase over Year 3.

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, Grade 11 – LA's Promise Charter High School #1 students are expected to attain proficiency in grade level standards as measured by the CAASPP summative assessments in Math and ELA. Because the CAASPP is only administered in 11th grade during high school, Year 3 will establish baseline performance regarding the % of students achieving "Standard Met" or "Standard Exceeded" on the Math and ELA summative assessments. The goal for Year 4 is to realize a 2% increase in the % of students achieving "Standard Met" or "Standard Exceeded" over the baseline.

Academic Performance Index (API; or successor measure) – Historically the API has been based on statewide assessment results. LAPCHS#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 measure success by meeting state-prescribed growth targets schoolwide and for all significant subgroups as annual measurable outcomes in each available year.

A-G Course of Study Completion Rates – The mission of LA's Promise Charter High School #1 is to graduate all students college and career ready. As many of our partner school students elect to attend University of California or California State University campuses for their post-secondary education, the School must do everything it can to ensure that students are adequately prepared to gain admission into these systems. Completing the A-G requirements is a direct indicator of college readiness. The School will ultimately measure success through the A-G completion rate in Year 4. In Years 1-3, the school will monitor student progress toward completion, where students making adequate progress are designated "on-track". The A-G on-track goals are: Year 1 – 75%, Year 2 – 78%, Year 3 – 81%. The Year 4 A-G completion goal is 83%.

English Learner Adequate Progress Rate – CELDT, and in the coming years ELPAC, will determine English Language proficiency for English Learners attending LAPCHS#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, and the goal for Year 4 will be a 3% increase over Year 3.
English Learner Reclassification Rate – the school reclassification rate is determined in part by assessment data in the form of CEDLT/ELPAC outcomes as well as Pearson Group Reading Assessment and Diagnostic Evaluation (GRADE) outcomes. For English Learners with the possibility of reclassifying, the GRADE with 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%
AP Examination Pass Rate – Students enrolled in AP courses will be highly encouraged to take the corresponding AP examination for their course. AP exam results are a key indicator of college readiness, and reflect the end of course effectiveness of the school's Advanced Placement program. College readiness and course effectiveness will be measured by the AP Exam Pass Rate (defined as AP Exams with passing score divided by total AP Exams proctored). LAPCHS#1 will begin offering AP courses during Year 3. As such, Year 3 will establish the baseline AP Exam Pass Rate, whereupon the goal for Year 4 will be to realize a 2% increase in the AP Exam Pass Rate.

Early Assessment Program (EAP) College Preparedness Rate - As with the AP Exams and A-G completion rate above, the CAASPP results demonstrate to California State University campuses and select California Community Colleges student content mastery. Through the EAP program, students can avoid remedial post-secondary coursework, and advance in their chosen degree program in less time. Success will be measured by the % of students achieving "Standard Met" or "Standard Exceeded" on the summative CAASPP assessments in Math and ELA. The summative CAASPP assessments will be administered first in Year 3, which will set the baseline performance. The goal for Year 4 will be to realize a 2% increase in the % of students achieving "Standard Met" or "Standard Exceeded" on the summative CAASPP assessments in Math and ELA over the baseline.

<u>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.</u>

Cumulative Attendance Rate – As a student must be in class for the education program to have any impact on learning, LA's Promise Charter High 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 monthly basis at the individual, subgroup, and school levels. The annual cumulative attendance goals are: Year 1 – 92%, Year 2 – 93%, Year 3 – 94%, Year 4 – 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 goals are: Year 1 – 12%, Year 2 – 11%, Year 3 – 10%, Year 4 – 10%.

Dropout Rate – LA's Promise Charter High School #1 acknowledges that high school grades, in particular grade 9 and 10, are a crucial window for dropout prevention. As such, the School will provide Advisory teachers with dropout prevention training and support. The school will monitor the 4-year cohort, and will track a preliminary dropout rate based upon the cohort enrollments for each year for Years 1-3. The annual cohort dropout rate goals are: Year 1 – 15%, Year 2 – 15%, Year 3 – 14.5%, Year 4 – 14.5%.

Graduation Rate – The LA's Promise Charter High School #1 mission is to graduate all students college and career ready. High school graduation is an essential stepping stone for successful adult life. The School will do everything it can to assist students on their progress toward obtaining a high school diploma, and advancing toward their post-secondary endeavors. Success will be measured by the 4-year cohort graduation rate, first calculated after Year 4. Given the school's course sequence and 8-block schedule, it is possible to obtain and LAPCMS#1 diploma in 3 years. The School will aim to have at least one student elect this option in Year 3. The 4-year cohort graduation rate goal will be 75%. This is based on graduation data from Augustus F. Hawkins High School, and the LA's Promise partner high schools.

<u>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.</u>

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 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 High 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.

Student Satisfaction – The Annual School Climate Survey will measure the degree to which students are satisfied with their education at LA's Promise Charter High 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, and the goal from Year 4 will be a 3% increase from Year 3.

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 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 High 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 73%.

Student Assessment Plan

A high-performing school should have systems for regularly assessing the progress of individual students and for planning or changing instruction to suit their needs.[20] School leadership at LA's Promise Charter High School #1 will strive to implement a school-wide data driven culture to optimize comprehension of student skills at the individual, subgroup, and school-wide levels. The School 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. School Leadership will analyze student assessment data to identify areas of broad common needs, as well as determine the academic strengths and weaknesses of individual students. Student academic progress may be measured through a variety of diagnostic, formative, benchmark, and summative assessment instruments to measure student progress towards reading

[20] Richardson, Kathy (2003), *Assessing Math Concepts: Hiding Assessment*, Mathematical Perspectives

comprehension and Common Core standards and provide timely feedback.

The following is the proposed assessment plan and its various components for Year 1 at LAPCHS#1. 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 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.

Assessment	**Type**	**Grade Levels**	**Timing/ Schedule**	**Purpose**
Pearson GRADE Assessment	Diagnostic, Summative	All	First/last week of classes	Assign grade-level reading scores
Assessments and Reporting Online Math Diagnostics	Diagnostic	All	First week of classes	Gauge basic skill knowledge in mathematics
Teacher Created Standards-Aligned Writing Prompts	Diagnostic, benchmark, summative	All	Three times per year	Assess writing abilities: 1) upon entering the grade; 2) progress toward standard mastery; and 3) summative performance
Standards Based Curricular Unit Assessments	Benchmark	All	Weekly, Biweekly	Determine progress; design in-class interventions and differentiated instruction
Smarter Balanced Interim Comprehensive Assessments	Diagnostic, Benchmark	9th – 11th	Annually, January	Determine progress toward grade level standard proficiency
Smarter Balanced Interim Assessment Blocks	Formative	9th – 11th	Annually, November & March	Determine progress toward grade level standard proficiency in specific claims

California Assessment of Student Performance and Progress (CAASPP)	Summative	11th	Annually, April - May	Identify areas for strengthening instructional program and plan for following year
FITNESSGRAM® Physical Fitness Test	Diagnostic	9th	Annually	Determine student fitness level

The final resource, Smarter Balance Interim Assessment Blocks (IABs), necessitates a grade level rollout plan. LA's Promise Charter High School #1 proposes to utilize the following assessment schedule for IABs as of Year 1.

ELA

	November	**March**
Grade 9	Read Literary Texts	Read Informational Texts
Grade 10	Edit/Revise	Brief Writes
Grade 11	Listen/Interpret, Research	Explanatory Performance Task

Math

	November	**March**
Grade 9	Algebra and Functions - Linear	Algebra and Functions - Quadratic
Grade 10		Mathematics Performance Task
Grade 11	Geometry - Right Triangle Ratios	

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.

Benchmark assessments will take place approximately every 6-8 weeks, with some instruments utilized annually, while others may be administered weekly or biweekly. For example, graded unit tests may occur weekly or once every two weeks, while the CAASPP

Interim Comprehensive Assessment would be taken near the midpoint of each year.

Formative and benchmark assessment will be used to bolster the LAPCHS#1 mission of graduating every student college- and career-ready. The School will ensure that students are meeting grade-level proficiency standards. For students who do not exhibit grade-level proficiency, LACHS#1 will leverage student assessment data to draft an appropriate teacher created instructional plan that includes the necessary intervention resources for each student or student group. Through thoughtful and thorough analysis, LAPCHS#1 will utilize assessment results to develop targeted improvement strategies for individual student performance, subgroup performance, and the instructional program writ large.

Data Analysis and Reporting

LA's Promise Charter High School #1 will seek to implement a sophisticated data driven culture school-wide. 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 school wide levels. During the summer before a typical school year, school leadership – led by the principal and including lead teachers – will meet to review and identify trends in school and subgroup API (or an equivalent replacement metric), standardized assessment data (CAASPP, CELDT/ELPAC, Fitnessgram), and data from internal school assessments. College Board examination results pertaining to ACT, SAT, PSAT and AP test administration will also be reviewed, where available.

Non-assessment academic data will also be examined, and may include graduation rates, attendance, tardies, suspensions, expulsions, college acceptances, and final course marks.

Non-academic measures under review will include parent participation in workshops and activities, student participation in extended learning opportunities, and the results of the stakeholder satisfaction surveys.

The resulting collection of data will provide school leadership with a multidimensional and highly robust baseline to begin the year's analysis cycle. 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.[21] A cycle of continuous improvement begins with inquiry, as staff members look critically at the success of their efforts. LAPCHS#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.

[21] Richard DuFour and Robert Eaker. (1998). Professional Learning Communities at Work: Best Practices for Enhancing Student Achievement.

- **Continuous improvement**: A cycle of data-driven analysis and adjustment will be embedded in our school culture. LAPCHS#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 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 CAASPP Interim Common Assessments (ICAs) in ELA and Math, with the ultimate goals of meeting or exceeding the standard on the 11th grade summative assessment. The specific annual ICA improvement 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"

Administrators may then lead professional development that reviews the strengths and weaknesses in each curricular area during the first department meeting. Teachers will examine test items, standards, and other information to deepen their knowledge and understanding of student rigor expectations. Faculty and administrators will determine student subgroup performance, identify growth areas, and make decisions on how to modify and enhance the existing educational program based on performance analysis.

Teachers will use classroom based data to measure student progress toward meeting or exceeding common core standards to modify and enhance their instructional practices, pacing, or approaches to a topic as needed. Teachers will meet together at least once quarterly for a formal data review, but will meet weekly in departmental or grade level groups and are encouraged to discuss available data. Teachers should engage regularly in evidence-based conversations with students to evaluate their personal efficacy and depth of understanding of standards or claim areas.

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 make themselves available to LAPCHS#1 for professional development planning and delivery. 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

LAPCHS#1 is committed to making data readily available to its broader community through a variety of means, including the School Accountability Report. 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, school wide 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 LAPCHS#1.

Grading Policy

Teachers will evaluate student achievement against state standards and the school's stated outcomes and formally report student progress through letter marks at least twice per semester, including progress reports at regular intervals. In addition to marks, teachers include comments regarding the completeness, quality, and level of understanding of student work as well as descriptions of attitudes and behaviors at 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). 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.

Achievement Level	Mark	% Range	Standard Level/ Grade Points	Standards Based Rubric
Traditional Grading				
			Standards Based Grading	
Markedly superior work	A	90% and up	4	The student demonstrates an in depth understanding of the material by completing advanced applications

Satisfactory work	B	80% - 89%	3	The student has mastered the complex, targeted knowledge and skills for the class
Nearly Satisfactory work	C	70% - 79%	2	The student understands the foundational material that supports the targeted learning, but is still working to master the complex material for the class.
Needs improvement	D	60% - 69%	1	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.
No progress	F	59% and below	0	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.

Work Habits & Cooperation	
Excellent (Exceeds Expectations)	E
Satisfactory (Meets Expectations)	S
Unsatisfactory (Does not Meet Expectations)	U

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, 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.

LAPCHS#1 will use of 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 on a bi-weekly basis 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 Policy

Students shall be placed at the appropriate grade level based on the number of credits earned each year. Accordingly, the following minimum number of credits must be earned for each grade level to be promoted, based on the ~~230~~ 210 credit graduation requirements:

9th to 10th – ~~55~~ 50 credits
10th to 11th – ~~110~~ 100 credits
11th to 12th – 1~~70~~ 160 credits
Graduation – ~~230~~ 210 credits

Only those students who earned a sufficient number of credits shall be promoted to the next grade level. Students shall be retained at the end of the school year if they do not have sufficient credits to progress to the next grade. Student will also be retained if they have not passed both semesters of grade level English. The Principal may promote a student at any time during the school year when evidence has been received that the student has earned a sufficient number of credits or classes for advancement. Requirements for Graduation are included in Element 1: The Educational Program.

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 High School #1 (LAPCHS#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 LAPCHS#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 High School #1 will rest with LA's Promise's Board of Directors.

LAPCHS#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.

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

LAPCHS #1 shall not charge tuition.

LAPCHS #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.

LAPCHS #1 will comply with the Brown Act.

Members of LAPCHS #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 High 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. The Schools Committee involvement in ensuring the successful operation of the charter school include, but are not limited to:

- 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 High 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. LAPCHS#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 LAPCHS#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, and District policy as it relates to charter schools, as they may be amended from time to time. Charter School shall comply with all applicable federal and state reporting requirements, including but not limited to the requirements of CBEDS, CALPADS, the Public Schools Accountability Act of 1999, and Education Code section 47604.33.

Charter School shall comply with the Brown Act, 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 LAPCHS#1.

Some of the business and operational processes of LAPCHS#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 LAPCHS#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.

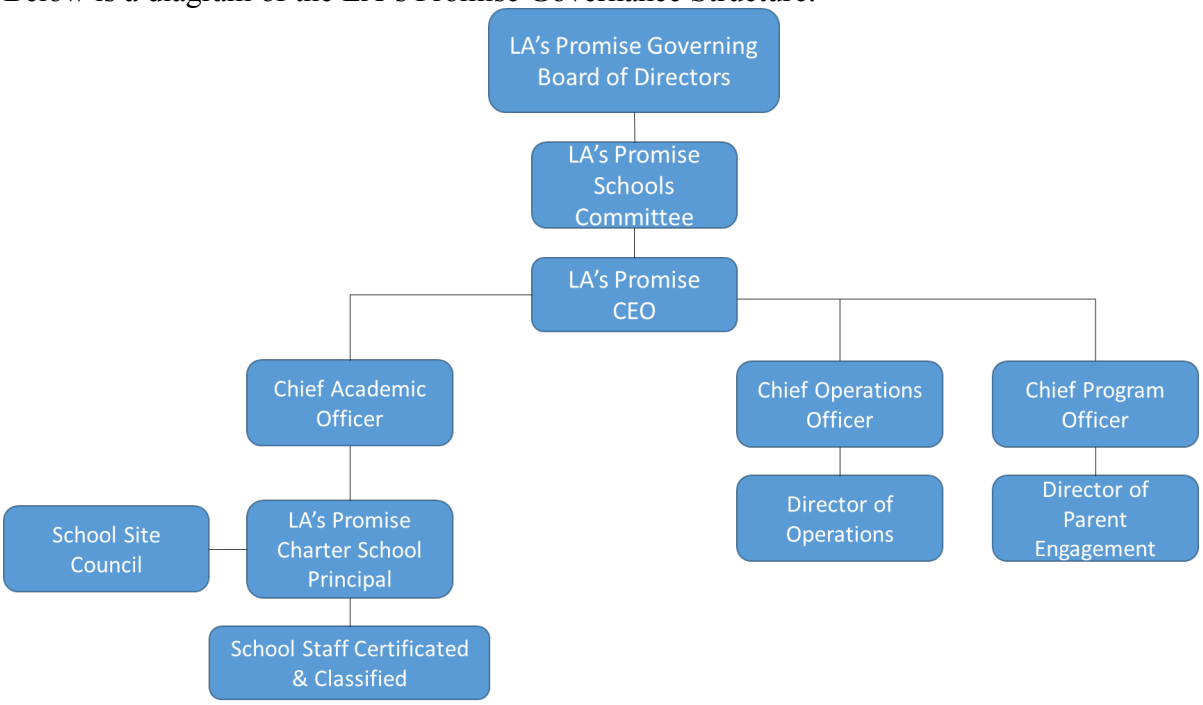
Additionally a School Site Council (SSC) made up of the Principal, teachers, classified staff, parents, students, and community members will be set up in order to provide suggestions and recommendations to the site Principal and/or to the LA's Promise Board on issues including, but not limited to, budgeting, curriculum, school policies, school/community participation, and the general direction of LAPCHS#1.

School Site Council

LA's Promise is proud of its track record with parent engagement. Its successful Promise Parent 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 LAPCHS#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.

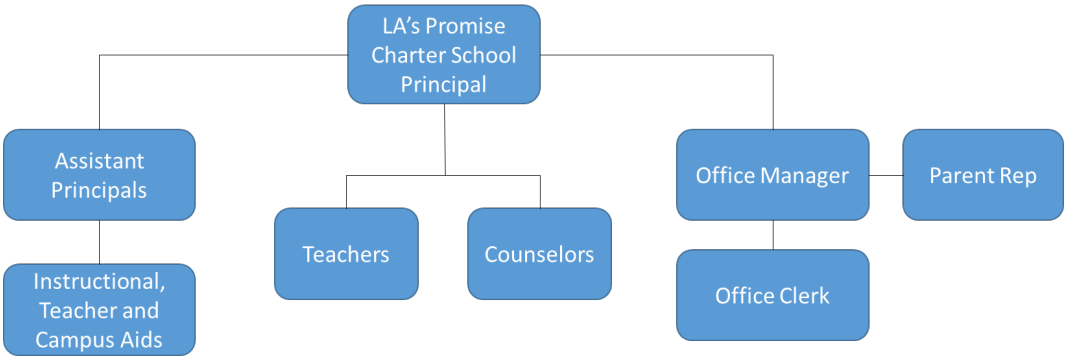
The SSC will review and approve the school's single plan for student achievement, monitor its implementation throughout the year recommend it to the Board for approval, and in addition, provide numerous opportunities for students and parents to contribute to the school's operations and growth. The SSC 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 which may be comprised of the Chief Academic Officer, the Chief Operations Officer, the Director of Operations, the Director of Schools, the Director of Finance & Analytics, the Director of Communications, the Chief Development Officer, 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 High 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 LAPCHS#1 alleging its noncompliance with these laws or alleging any actions which would be prohibited by these laws. LAPCHS#1 will notify all its students and employees of the name, office address, and telephone number of the designated employee or employees.

LAPCHS#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.

LAPCHS#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
LAPCHS#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. LAPCHS#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 High 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, LAPCHS#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. LAPCHS#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
LAPCHS#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 LAPCHS#1 will actively help to promote the mission, instructional program and the organizational core values.

Hiring/Selection Process
The key positions at LAPCHS#1 include but are not limited to, the principal, teachers, office personnel, certificated and non-certificated staff. LAPCHS#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 LAPCHS#1 employment application. LAPCHS#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. LAPCHS#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 LAPCHS#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 LAPCHS#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

ROLE	MINIMAL RESPONSIBILITIES	MINIMUM QUALIFICATIONS	MINIMAL PERFORMANCE MEASURES	WHO EVALUATES & HOW OFTEN
Principal	Provide instructional leadership for the ultimate academic success of the school 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	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) Have demonstrated educational leadership and vision Have worked successfully with students of diverse backgrounds and socioeconomic	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.	Chief Academic Officer Director of Schools Twice a year

	Develop school systems and structures that will maximize student learning Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format Hire and support the professional development and growth of faculty Manage school revenues and expenses to stay within agreed upon budget Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.	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 Proven ability to work collaboratively with a diverse team of teachers Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges Bilingual (English/Spanish) highly desirable		
Assistant Principal	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	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	Ability to achieve educational outcomes as prescribed by the Principal Ability to complete minimal responsibilities as outlined in this description	Principal Twice a year

	the mission of the school Support the development of school systems and structures that will maximize student learning Evaluate academic achievement through detailed data analysis and present that information to faculty and administrators in an easily accessible format Maintain work hours extending beyond school hours for other professional duties or functions such as staff meetings, etc.	least three years of teaching experience in urban areas with marked success and quantifiable and objective student performance gains that surpass state averages Proven ability to work collaboratively with a diverse team of teachers Analytical problem-solver and solutions-oriented strategic thinker who overcomes difficult organizational challenges Bilingual (English/Spanish) highly desirable		
Office Manager	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	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)	Evaluations will be based upon adequate completion of assigned job Duties, achievement of yearly goals and regular & punctual attendance as determined by the school site administrative team.	Principal Twice a year

		College degree preferred Bilingual in Spanish and English Oral and Written Proficiency Required		
Counselor	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 students' 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.	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	Ability to achieve educational outcomes as prescribed by the Principal Ability to complete minimal responsibilities as outlined in this description	Principal Twice a year

	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 professional duties or functions such as staff meetings, etc.			
Teachers	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	Passionate about improving public education to help all children reach their potential Must hold a single subject 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	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

		Excellent verbal and written communication skills are essential Successful manager of an urban classroom who has used structure and high expectations to drive student success Experienced classroom teacher with demonstrated quantifiable and objective student performance gains Demonstrated ability to work well in a team, especially with parents and community members Basic understanding of data analysis Minimum three years of urban teaching preferred		
Chief Executive Officer	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	Demonstrated success leading and managing an education reform agenda, successfully meeting or exceeding mission targets, achieving ambitious goals and driving significant policy change results	Ability to achieve educational and organization goals as prescribed by the LA's Promise Board of Directors	LA's Promise Board of Directors Twice a year

	Conceptualize innovative strategies for working in a bipartisan and non-partisan way with lawmakers and leaders across the state	Ability to bring targeted stakeholders together through the leverage of relevant networks, contacts and communication skills	Ability to attract, grow and lead premier team that achieves desired results.	
	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	Facilitative and collaborative work style, with the ability to build bridges across divergent and competing interests, successfully driving consensus	Ability to raise funds to sustain and grow 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	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.	Ability to coordinate all responsibilities to effectively operate the organization and keep it in good fiscal, legal, operational, and program health.	
	Oversee fundraising planning and implementation, generating a revenue base that ensures the ongoing financial sustainability of the organization	Successful management of campaigns, mobilization, and/or outreach, ideally on a national stage	Ability to complete minimal responsibilities as outlined in this description	
	Coach and manage senior leadership team and drive organizational effectiveness, while developing future leadership within the organization	Track record of successfully meeting or exceeding organizational targets, achieving ambitious goals and driving significant impact		

	Give direction and leadership toward the achievement of the organization's philosophy, mission, strategy, and its annual goals and objectives	Experience with project management highly desired		
	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 Operations	Develop monthly financial reports for the organization and	The successful candidate will have	Ability to achieve outcomes as	Chief Executive

Officer	each department	a minimum of five years' experience in the non-profit or educational sector, experience working with schools in an underserved community, and a commitment to developing our organization's position as a vital community asset	prescribed by the Chief Executive Officer	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 financial model for the organization's operation	Strategic Vision and Agility-ability to think strategically, anticipate future consequences and trends, and incorporate them into the organizational plan		
	Manage an effective human resource system for LA's Promise	Capacity Building—ability to effectively build organization and staff capacity, developing a top-notch workforce and the processes that ensure the organization runs smoothly		
	Coordinate professional growth of LA's Promise team members	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			
	Review and oversee the implementation an effective annual evaluation process for LA's Promise team members	Knowledge of State laws governing the operation of schools specifically those impacting Human Resources.			
	Oversee department's efforts to support efficient school site HR	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			
	Foster a healthy, safe, clean LA's Promise facility that supports team members' productivity and well-being	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		
	Ensure that operational systems preserve and grow a healthy and efficient LA's Promise culture, propel it towards its mission, and ensure corporate integrity	Entrepreneurial - a hard worker with a high energy level, an action-oriented individual who excels in an unstructured environment		
	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			
Chief Academic Officer	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.	A track record of success driving student achievement in secondary education as a principal and/or administrator;	Ability to achieve educational goals as prescribed by the Chief Executive Officer	Chief Executive Officer Twice a year
	Maintain the high quality leadership characteristic of LA's Promise school Principals.	Successful experience turning around troubled schools;	Ability to grow a network of strong and effective school leaders.	
	Supervise, inspire, challenge, align, and develop Academic Team members by demonstrating best practices and providing high-quality instructional leadership, constructive evaluations, coaching and mentorship.	Successful experience working in a large, urban school system with high populations of culturally and linguistically diverse students;	Ability to complete minimal responsibilities as outlined in this description	

	Develop academic goals and objectives in the areas of curriculum, professional development and assessment. Ensure goals are aligned to resources, are measureable for accountability and regular reports, and are pursued through research-based best strategies for success.	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;			
	Ensure schools provide all students high quality instruction and supports so that all students are prepared for college and career.	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;			
	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.	Demonstrated knowledge of best and innovative practices in curriculum, instruction, assessment, performance management and learning technology;			
	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 Learners and Standard English	A strong understanding of K-12 curriculum and programming;			

	Learners.				
	Support innovative learning opportunities such as blended learning and Linked Learning to accelerate student learning.	Excellent communication and team building skills;			
	Work with the Academic Team to set school specific as well as network academic goals, with appropriate benchmarks, data collection, reporting, and reflection.	Ability to think strategically and systemically and participate in long-term strategic planning;			
	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 professional development programs for teachers and principals that include 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. Interface with key education leaders across all sectors and stay abreast of critical education policy issues and innovations. Serve as a member of the LA's Promise Executive Team, participating in key strategic decision making for the organization and engaging in cross-department coordination of strategies and services.	Graduate degree in education or related field; doctorate degree preferred; A valid California Administrative Credential; Minimum of 10 years of instructional leadership and classroom experience in urban schools.		
Chief Program Officer	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. Evaluate all existing strategies and implement most impactful programs in support of mission and strategic plan. Act as spokesperson, where appropriate, for all non-academic/non-instructional	The successful candidate will have a minimum of five years of experience in the community, wrap-around services, health, parent engagement or educational sector. Experience working with schools in an underserved community desirable. Strong organizational, administrative, presentation, verbal and written communication skills. Strong project management skills and background.	Ability to achieve enrichment, college going, parent engagement and health outcomes as prescribed by the Chief Executive Officer Ability to attract, grow, and lead a team of effective school and community program providers and partners. Ability to complete minimal responsibilities as	Chief Executive Officer Twice a year

	initiatives.		outlined in this description	
	Collaborate with the development and academic teams on education and community activities, and assist with fundraising efforts and grants management as required.	Experience in effectively managing others.		
	Effectively manage the Wrap Around Services and College Access team members and budgets. Ensure that team members establish department and individual goals aligned to mission and are supported to achieve them.	The candidate will have a proven record of developing successful large-scale creative initiatives that incorporate inspired ideas and innovative solutions.		
	Establish and cultivate relationships with leaders in the community, area institutions and politicians and other organizations, using collaboration as a key engagement tool.	BA/BS required; Advanced degree preferred.		
	Revamp the existing 7 to 7 program with more strategically needed course offerings, implementing a system for student recruitment and tracking impact.	Resourceful, creative, able to multitask, prioritize and manage time effectively.		
	Develop new initiatives such as Promise Parent College.	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.			
	Develop a strategic plan for the effective implementation of parent and community engagement initiatives across all school sites.	A proven ability to manage and grow a team toward goal and objectives.			
	Ensure effective operation of Parent Centers & Parent Programming for maximum engagement & student benefit.	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	Knowledge of Community Schools model as well as adult learning theory			

	programming and African American parent outreach. Ensure there is alignment of all college access programs and events. 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 impact health initiatives. 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	Entrepreneurial - a self-starter with a high energy level and an action-oriented individual.		
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	Bachelor's Degree required; MBA Preferred.	Ability to achieve outcomes as prescribed by the Chief Operations Officer	Chief Operations Officer Twice a year

	Be a resource and thought partner to principals in managing school-site operations, analyzing year-to-date results, and forecasting end-of-year performance	4+ years' experience in a fast-paced, highly analytical professional environment. Ideal candidate will have 2-3 years of experience managing school operations; charter school experience highly preferred	Ensure schools operate efficiently to maximize their resource potential. Manage a team of effective school support professionals.	
	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, coordinates with LA's Promise budget, and is monitored on a monthly basis	2+ years' experience managing others in a professional environment	Ability to complete minimal responsibilities as outlined in this description	
	Serve as liaison between Headquarters and schools to ensure implementation/communication of best practices in school operations	Strong financial acumen		
	Manage LA's Promise IT Team.	HR certificates, training and experience preferable		
	Support strategic aspects of office technology (both at Headquarter and at School Sites); ensuring consistency, cost effectiveness, and quality of systems to meet goals of the organization	Strong ability to plan and organize work for self and others and manage projects		
	Serve as the second line of support for Headquarter IT troubleshooting	Demonstrated history of increasing responsibility,		

		leadership and can be trusted to handle confidential information with discretion.		
	Assist the Chief Operations Officer and Executive team on special projects and initiatives as necessary	Advanced experience with computers, Word, Excel or similar type programs required.		
	Support the LA's Promise activities, either headquarter events, or in working with other departments when needed	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.	Ability to build collaborative, coordinated, and supportive relationships		
Director of Parent Engagement	Create and implement plan for parent collaboration.	Bachelor's or advanced degree preferred.	Ability to achieve outcomes as prescribed by the Chief Program Officer	Chief Program Officer Twice a year
	Oversee Promise Parent College	Training or relevant experience in community organizing, grassroots marketing, parent development and/or project management.	Ability to work closely with schools to build robust parent engagement on each campus.	

	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, 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.).	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 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	Ability to complete minimal responsibilities as outlined in this description	
Director of Schools	· Cultivate a shared vision and culture of high expectations, accountability and innovation across the charter schools that move all stakeholders toward	· A track record of success driving student achievement in secondary education as a principal and/or	Ability to achieve educational goals as prescribed by the Chief Executive Officer	Chief Executive Officer Twice a Year

	outstanding educational opportunities and outcomes for every student. · Coach principals to become outstanding school leaders that cultivate quality instruction benefitting a diverse student population (i.e.: Special Ed, English Learners, low socio-economics) · Supervise, inspire, challenge, align, and develop school leaders and their teams by demonstrating best practices and providing high-quality instructional leadership, constructive evaluations, coaching and mentorship. · Develop academic goals and objectives in the areas of curriculum, professional development and assessment. Ensure goals are aligned to resources, are measurable for accountability (e.g. LCAP) and regular reports, and are pursued through research-based best strategies for success. · 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 and areas of expertise. · Ensure schools provide all students a high quality instructional program with supports so that all students are prepared for college and career. · Guide school leaders and their teams in the development of school curriculum, facilitate collaboration among school sites, and supervise the	administrator; · Experience turning around troubled schools, and/or working with schools in high-need communities; · Experience working in a large, urban school system with high populations of culturally and linguistically diverse students; · A track record of success in delivering high quality education and supports for English Language Learners; · Experience with coaching, mentoring and growing the capacity of school leaders and effectiveness of teaching across a campus and at the individual teacher level; · 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	Ability to grow a network of strong and effective school leaders. Ability to complete minimal responsibilities as outlined in this description	

	engagement of curriculum consultants. · Support innovative learning opportunities such as blended learning, Linked Learning, and Project Based Learning to accelerate student learning. · Help establish school programs for diverse learners like gifted, AP, special-education students, and English Language Learners. · Work with schools on schedules, matrices, planning, and testing. · Work with the Academic Team to set school specific as well as organization wide academic goals, with appropriate benchmarks and methods for data collection, reporting, and reflection. · Foster a culture of data-based decision making that is predicated on formative and summative data. Regularly use data systems and the integration of data at all school and organizational levels to inform decision-making. · Support schools in development of assessments and software systems for collecting and analyzing data. · Working with school sites to ensure all testing and reporting requirement are met. Examples include SBAC, interim assessments, AP exams, English Language Learner exams, and more. · Manage a best in class professional development program for teachers and principals that includes an	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; · Superb management and interpersonal skills and the ability to work collaboratively with all stakeholders; · Demonstrated ability to effectively manage limited resources to reach an organization's desired goals; · Experience working in a community school that coordinates essential wrap-around and enrichment opportunities for school, student,		

	evaluation process aligned with LA Promise Fund Charter Schools' vision. · Create and implement a plan for developing or delivering content specific coaching, assessments, and charter schools sharing of supports and best practices among faculty. · Provide ongoing professional development for faculty to develop and utilize data on a regular basis. · Provide ongoing training for faculty to assume greater responsibilities and achieve career growth. · Interface with key education leaders across all sectors and stay abreast of critical education policy issues and innovations. · Serve as a member of the LA Promise Fund Management Team, participating in key strategic decision making for the organization and engaging in cross-department coordination of strategies and services, including the student recruitment strategies to ensure maximum enrollment. · Liaison between charter schools and LA Promise Fund headquarters to share best practices, ensure compliance, and align and leverage resources while cultivating strong relations. · Create and review educational materials for fund development and participate in presentations to potential funders and partners. · Other duties as assigned.	family and faculty benefit; · Experience working with or for a not-for-profit; · Experience working in a charter school or for a CMO; · Graduate degree in education or related field; doctorate degree preferred; · A valid California Administrative Credential; · Minimum of 10 years of instructional leadership (a minimum of 3 of those years as a principal) and classroom experience in urban high schools.		

Teachers
LAPCHS#1 will seek instructional staff holding appropriate California teaching credentials for all positions with core instructional responsibilities. LAPCHS#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 LAPCHS#1 student for concurrent high school credit, the college will determine the qualifications for the teacher.

Teacher qualification for other classes
LAPCHS#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
LAPCHS#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. LAPCHS#1 shall ensure that all teachers meet applicable state requirements for certificated employment including the provisions of Education Code section 47605(l). Charter School shall maintain current copies of all teacher credentials and make them readily available for inspection. 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 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.

- 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
LAPCHS#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

LAPCHS#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 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.

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 LAPCHS#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, LAPCHS#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

LAPCHS#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 LAPCHS#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 2001 ("NCLB"). LAPCHS#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 LAPCHS#1 shall have the right to continue attending LAPCHS#1 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to LAPCHS#1 shall end in the event the NCLB-PSC student's resident District school exits Program Improvement status.

LAPCHS#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. LAPCHS#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 LAPCHS#1 under the NCLB-PSC program increases in subsequent years, LAPCHS#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 School wide 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

LAPCHS#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 High 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 High School #1 will continue to focus student recruitment in the immediate and surrounding neighborhoods.

LA's Promise Charter High School #1 has no specific admissions requirements. LA's Promise Charter High 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 High School #1 shall be nonsectarian in its programs, curriculum, and operations. LA's Promise Charter High School #1 does not charge tuition. LA's Promise Charter High School #1 shall adhere to all state and federal laws regarding the minimum age of students. LA's Promise Charter High 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 High 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
LAPCHS#1 is committed to serving all students, including low-income, economically disadvantaged students and educationally disadvantaged students. LAPCHS#1 will tailor its student recruiting efforts and student enrollment processes to attract all students from the communities in which it serves. Additionally, LAPCHS#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 LAPCHS#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 LAPCHS#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, LAPCHS#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 High 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 LAPCHS#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 High 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 LAPCHS#1
3) Children of LAPCHS#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, LAPCHS#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 non-LAPCHS#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 the number of available seats will be reduced respectively.
- 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 lottery will be initiated by the Principal or CEO designee 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 non-LAPCHS#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 non-LAPCHS#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-LAPCHS#1 employee who will read the name out loud along with any preference(s)
- The employee will provide the card to a second non-LAPCHS#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 High 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 its 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 Actuals & 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 and applying for expungement of the expulsion record.

Readmission

Charter School's governing board shall adopt rules establishing a procedure for the filing and processing of requests for readmission and the process for the required review of all expelled

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

Reinstatement

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

Gun Free Schools Act

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

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 LAPCHS#1 Parent-Student Handbook.

To ensure stakeholder "buy-in," the school-wide discipline policies at LAPCHS#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, LAPCHS#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 High 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

LAPCHS#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, or the 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. 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 LAPCHS#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 LAPCHS#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 High 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

The suspension of a student will be at the discretion of the Principal of LAPCHS#1 or the Principal's designee. 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 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 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.
In the event of a decision to expel a student from LAPCHS#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 LAPCHS#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 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 LAPCHS#1 will have access to appropriate retirement plans as outlined below. LAPCHS#1 accepts and understands obligations to comply with Ed.Code 47611 and 41365.

Retirement Rights and Systems
LAPCHS #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 401k 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 LAPCHS#1 will be eligible for Workers' Compensation Insurance, Unemployment Insurance, State Disability Insurance and Medicare as applicable with LAPCHS#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 LAPCHS#1 employee handbook will outline working conditions for all employees. Employment terms and conditions shall be agreed upon by both LAPCHS#1 and the employee.

Compensation
LAPCHS#1 negotiates salaries with employees based on experience, past performance, areas of specialty, and other factors determined by LA's Promise management team and agreed to by prospective employee on an individual contract basis. LAPCHS#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 LAPCHS#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~~ Director of Schools that a grievance has been denied or unresolved by the site principal within five (5) workdays of the Principal's denial. The ~~CAO~~ Director of Schools 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~~ Director of Schools shall provide a written response within seven (7) workdays of the meeting.
3. The Employee shall notify the LA's Promise Board of Directors, within ten (10) calendar days of the ~~CAO~~ Director of School's denial that a grievance is pending, using the Notification of Grievance Form available in the main office of LAPCHS#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

LAPCHS#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. LAPCHS#1 and/or LA's Promise selects the staff. LAPCHS#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 Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th Floor
Los Angeles, California 90017

LA's Promise
LA's Promise Charter High 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 LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

ELEMENT 16. Charter School Closure
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 LAPCHS#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 LAPCHS#1 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

1) LAPCHS#1 committed a violation of any of the conditions, standards, or procedures set forth in the charter.

2) LAPCHS#1 failed to meet or pursue any of the pupil outcomes identified in the charter.

3) LAPCHS#1 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.

4) LAPCHS#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 LAPSCHS#1 in writing of the specific violation, and give LAPCHS#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 CEO 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
President/CEO LA's Promise
202 W 1st Street, Suite 160
Los Angeles, CA 90012

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 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:

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   Los Angeles, CA 90012

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:

1) File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines
2) File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63)
3) Make final federal tax payments (employee taxes, etc.)
4) File its final withholding tax return (Treasury Form 165)
5) 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.

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 the District. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the 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 the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office

of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

Internal Fiscal Controls

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

Apportionment Eligibility for Students Over 19 Years of Age

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

Local Control and Accountability Plan

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