



HOME OF THE MOUNTAINEERS

“Climbing Toward College & Career Readiness”

Charter Renewal Petition

Submitted to

**Los Angeles Unified School District
Board of Education**



January 12, 2015

**Renewal for Five-Year Term
July 1, 2015 – June 30, 2020**

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Assurances and Affirmations

Charter School (also referred to hereinafter as “ACS” and “Charter School”) shall:

- **Be nonsectarian in its programs, admission policies, employment practices, and all other operations.**
EC 47605(d)(1)
- **Not charge tuition.** EC 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.** EC 47605(d)(1)
- Except as provided in Ed. 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 the school.** EC 47605(d)(2)(A)
- Except for existing students of the charter school, determine attendance by a public random drawing if the number of pupils who wish to attend the charter school exceeds the school’s capacity. Preference shall be extended to pupils currently attending the 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 the charter school without graduating or completing the school year for any reason, the 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.** EC 47605(d)(3)
- **Meet all statewide standards and conduct the pupil assessments required pursuant to Educ. Code sections 60605 and 60851 and any other statewide standards authorized in statute or pupil assessments applicable to pupils in non-charter public schools.** EC47605(c)(1)
- **Consult, on a regular basis, with the charter school’s parents, legal guardians, and teachers regarding the school’s educational programs.** EC 47605(c)(2)

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

Element 1: The Educational Program

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

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

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

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

Ararat Charter School (ACS) 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 ACS shall annually submit a Local Control and Accountability Plan (LCAP) or LCAP update, as appropriate, to the Charter Schools Division and the Los Angeles County Superintendent of Schools on or before July 1. In accordance with Ed. Code sections 47604.33 and 47606.5, ACS shall annually update its goals and annual actions to achieve those goals identified in the charter pursuant to Ed. 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. ACS shall comply with all requirements of Ed. Code section 47606.5, including but not limited to the requirement that ACS "shall consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the annual update." Ed. Code § 47606.5(e).

ACADEMIC CALENDAR AND SCHEDULES

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

TRANSITIONAL KINDERGARTEN

ACS shall comply with all applicable requirements regarding transitional kindergarten.

WASC ACCREDITATION

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

ENGLISH LEARNERS

ACS is required to timely identify potential English Learners (ELs) and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners must be (1) based on sound educational theory; (2) adequately supported

with trained teachers and appropriate materials and resources; and (3) periodically evaluated to make sure the program is successful and modified when the program is not successful.

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

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

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

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

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

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

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

SELPA Reorganization

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

all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Modified Consent Decree Requirements

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

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

- End of Year Suspension

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

- Statewide Assessment Data (Including Charter Schools)

The usual file including District ID.

- Norm day

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

- CBEDS (Including Charter Schools)

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

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

- Dropout (Including Charter Schools)

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

- Monthly SESAC and Suspension data (Including Charter Schools)

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

The MCD requires charter schools to implement the District’s integrated student information system which is referred to as My Integrated Student Information System (MiSiS). MiSiS is a suite of applications which is designed to capture all District student data. All charter schools are required to utilize MiSiS beginning August 1, 2014 upon the release of Milestone 8 which includes the final set of functionalities required to

comply with the MCD. Upon charter school full utilization of MiSIS, the list of required data above will automatically be captured within MiSIS.

General Information

<u>1. GENERAL INFORMATION</u>	
• The contact person for Charter School is:	Dr. Berjouhi Koukeyan and Vahe Boujekian
• The address of the single occupancy Charter School is (KLA):	6555 Sylmar Avenue, Van Nuys, CA 91401
• The address of the co-location Charter School is (Erwin):	13400 Erwin St., Van Nuys, Ca 91401
• The contact phone number for Charter School is:	818-994-2904 (KLA) 818-787-8521 (Erwin)
• The target community of the Charter School is:	Van Nuys & North Hollywood Community
• This location is in LAUSD Board Districts 3 & 6:	KLA- Board District 6 Erwin- Board District 3
• This location is in LAUSD Educational Service Center:	North
• The grade configuration of Charter School is:	TK-5
• The projected enrollment 2015 – 2020:	340
• The grade level(s) of the students in the first year will be:	TK-5
• The scheduled opening date of Charter School is:	August 26, 2015
• The enrollment capacity is:	340
• The type of instructional calendar:	Traditional
• The bell schedule for Charter School will be:	M-F, 7:50 am to 3:00 pm
• The term of this charter shall be from:	July 1, 2015 to June 30, 2020

Charter Renewal Criteria

API Scores (CDE Data Quest)

In accordance with Education Code Section 47607(a)(3)(A), the District shall consider increases in pupil academic achievement as the most important factor in determining whether to grant a charter renewal.

The following shall serve as documentation confirming that Ararat Charter School exceeds the statutory criteria required for renewal set forth in Education Code Section 47607(b).

- The Charter School has exceeded its API growth target in 2012 and 2013, both schoolwide and for all numerically significant subgroups of pupils served by the Charter School. (Education Code Section 47607(b)(1)). In its first year of operation, 2011, Ararat Charter School did not have numerically significant subgroups per CDE. In 2011, ACS was a K-3 school with a total number of 39 second and third grade students.

Year	API Growth Score Schoolwide	API growth Target	Actual Growth	Met Growth Target School wide and subgroups
2011	801	B	B	B
2012	878	A	77	Yes
2013	877	A	-1	Yes

- Ararat Charter School has three numerically significant subgroups: White, English Learners and Socio-economically disadvantaged. The data indicates that all three subgroups achieved at a high level and met all their growth targets. The Non-Weighted 3-year Average API as issued by the State are: Schoolwide 852, White 850, EL 829 and SED 849

Year	API Growth Score Schoolwide	Sub-groups			Met Targets
		White	EL	SED	
2011	801	801	753	798	B
2012	878	874	867	875	Yes
2013	877	875	867	875	Yes

- The Charter School ranked in decile 8 in statewide ranking and decile 10 in similar school ranking in 2013. (Education Code Section 47607(b)(2)).
- The above mentioned data indicates that Ararat Charter School has met and exceeded the charter renewal standards of Education Code Section 47607(b). Furthermore, Ararat Charter School's sub-group performance data as described in the table above further solidifies its renewal status under Education Code Section 47607(a) (3).

Community Need for Charter School

The purpose of Ararat Charter School is to provide parents with choices about what style of public school their child will attend. In its first year of implementation 2010, Ararat Charter School started with 120 students in grades K-3. In successive years, 4th grade, 5th grade, and TK were added respectively. Currently ACS serves 384 students, with 600 on the waiting list. Based on this current enrollment and number of students on the waiting list, ACS is a school of choice in the community. ACS intends to reduce enrollment from 384 to 340 to comply with the projected enrollment of 340 in the original petition. This will be accomplished by matriculating the number of 5th graders and reducing the number of TK sections from two to one.

Ararat Charter School is located in Van Nuys, California. The school is on split campuses. Grades TK through 2nd are on the initial campus at 6555 Sylmar Ave. The second site is a co-location on the Erwin Street Elementary School campus at 13400 Erwin St. This site houses the 3rd through 5th grades.

The two campuses are located in the 91401 zip code and based on the 2010 census data, the socio-economic demographics for these communities is 78.7% Socio-economically disadvantaged.

Based on the 2013 LAUSD School Experience Survey, 97% of the parents said that they felt welcome at the school, 90% indicated that their child's teacher informs them about their child's progress and 97% felt that their child is safe on the school grounds. Additional data include: each year 98% reenrollment retention rate of students, and a waiting list of 600.

Of the students who completed the survey, 87% said that they felt safe on the school grounds, 94% said that the adults at the school know their names, and 80% felt "what we are learning takes a lot of thinking." (Source: LAUSD *School Experience Survey*)

The demand to attend ACS is great because of the support system that the school has established to serve the needs of students both in the academic, social and affective domains. This demand is evidenced by the number of applicants, the current enrollment (384), and by the number of students on the waiting list (600).

2. Records of Performance (California Department of Education DataQuest)

ACS provides an academic environment equal to or better than other public elementary schools in the community. This is evidenced by the comparison data of 1) Resident Schools: Coldwater Canyon, Erwin, Hazeltine, Kittridge, and Saticoy 2) Comparison Schools: Colfax Charter, Lankershim, Maurice Sendak, Toluca Lake, and Victory. The data in the charts below compare ACS with comparison and resident schools 3 year schoolwide non-weighted API averages and numerically significant subgroups 3 year schoolwide non-weighted API averages. The following data provides the quantifiable justification for our claim that Ararat Charter School provides parents with a school that out performs resident and comparison schools.

**2013 Non-Weighted Ararat Charter School Comparative Performance Indicators
3-Year Average API Scores for Schoolwide and Numerically Significant Sub-Groups**

Schools	Schoolwide Non-Weighted 3-Year Avg.	Socio- Economically Disadvantage	English Learner	Black/African -American	Hispanic/ Latino	White
Resident Schools:						
Coldwater Canyon ES	835	833	817	-	830	869
Erwin ES	803	802	765	715	798	826
Hazeltine ES	771	771	758	731	767	794
Kittridge ES	810	810	792	-	803	846
Saticoy ES	805	805	777	-	779	823
Comparison Schools:						
Colfax Charter ES	924	872	832	915	887	940
Lankershim ES	801	799	787	724	799	851
Maurice Sendak ES	808	808	780	845	803	865
Toluca Lake ES	841	828	775	880	827	880
Victory ES	786	785	759	-	784	783
<i>Ararat Charter ES</i>	<i>852</i>	<i>849</i>	<i>829</i>	-	-	850

DATA ANALYSIS BASED ON THE ABOVE DATA

ACS's three year average of 852 is the highest among the Resident schools and is among the two highest in the Comparison schools, with a score of 924 for Colfax Charter.

Subgroups: ACS has the following three numerically significant subgroups: White, SED, and EL. Therefore the comparison with the Resident and Comparison schools will be made with the three following subgroups:

SED: ACS's score of 849 is the highest among the Resident schools and is among the two top scores in the Comparison schools with a score of 872 for Colfax Charter ES.

EL: ACS's score of 829 is the highest among the Resident schools and among the top two highest in the Comparison schools with a score of 832 for Colfax Charter ES:

WHITE: ACS'S score of 850 is among the two highest in the Resident schools with a score of 869 for Coldwater Canyon ES. However, among the Comparison schools, the ACS white population score of 850 is among the two lower scores.

CONCLUSION: The overall API and for all other subgroups, ACS's API scores are either the highest or are among the two highest schools with the exception of the White subgroup. When compared with the Comparison schools ACS's White subgroup is one of the two lower schools. It is important to note that the White population was 94% and the EL subgroup comprised 53.9% of the student population.

2013 – CST English Language Arts (ELA) – Schoolwide - Grades 2-5 Averages

Schools	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic
Resident Schools:					
Coldwater Canyon ES	19	30	33	13	5
Erwin ES	22	29	31	11	7
Hazeltine ES	9	31	39	13	8
Kittridge ES	19	31	29	13	7
Saticoy ES	24	31	26	12	7
Comparison Schools:					
Colfax Charter ES	40	28	11	3	1
Lankershim ES	19	27	33	16	4
Maurice Sendak ES	23	30	28	13	5
Toluca Lake ES	30	31	24	11	4
Victory ES	19	29	30	16	7
<i>Ararat Charter ES</i>	34	36	20	6	4

2013 – CST ELA – Percent Proficient and Advanced by Numerically Significant Sub-Groups

Schools	Schoolwide	SED	EL	Hispanic/Latino	White
Resident Schools:					
Coldwater Canyon ES	49	49	11	49	36
Erwin ES	51	51	14	50	56
Hazeltine ES	40	39	18	38	N/A
Kittridge ES	50	50	13	50	51
Saticoy ES	55	55	16	51	57
Comparison Schools:					
Colfax Charter ES	68	74	56	72	91
Lankershim ES	46	47	13	38	N/A
Maurice Sendak ES	53	54	13	54	N/A
Toluca Lake ES	61	59	8	57	64
Victory ES	48	34	17	48	N/A
<i>Ararat Charter ES</i>	70	71	58	N/A	69

CST English/Language Arts

- **Advanced and Proficient:** ACS's combined scores of 70% advanced and proficient is the highest among the Resident schools and is one (1) point higher than Colfax Charter ES's score of 69% in the Comparison schools.
- **Basic:** ACS's score of 20% is the lowest among the Resident schools and the second lowest among the Comparison schools with a score of 11% for Colfax Charter ES.
- **Below Basic and Far Below Basic:** ACS's score of 10 % Below basic and Far Below Basic is the lowest among the Resident schools and the second lowest score of 4% for Colfax Charter ES.

In the area of English Language Arts, ACS's scores indicate movement in the right direction, increasing the percent of students scoring Advanced and Proficient and decreasing the per cent of students in the Below Basic and Far Below basic.

2013 – CST Mathematics – Schoolwide - Grades 2-5 Averages

Schools	% Advanced	% Proficient	% Basic	% Below Basic	% Far Below Basic
Resident Schools:					
Coldwater Canyon ES	40	28	18	12	2
Erwin ES	36	28	17	15	4
Hazeltine ES	21	33	25	16	5
Kittridge ES	41	29	16	12	2
Saticoy ES	34	27	22	13	3
Comparison Schools:					
Colfax Charter ES	66	23	7	3	1
Lankershim ES	31	29	22	13	5
Maurice Sendak ES	41	26	18	13	2
Toluca Lake ES	39	32	17	10	2
Victory ES	29	27	22	16	6
Ararat Charter ES	53	28	20	4	1

2013 – CST Math – Percent Proficient and Advanced by Numerically Significant Sub-Groups

Schools	Schoolwide	SED	EL	Hispanic/Latino	White
Resident Schools:					
Coldwater Canyon ES	68	69	45	67	91
Erwin ES	64	64	38	62	73
Hazeltine ES	54	54	44	53	N/A
Kittridge ES	70	70	49	70	69
Saticoy ES	61	60	37	50	67
Comparison Schools:					
Colfax Charter ES	89	85	69	85	92
Lankershim ES	60	60	37	58	N/A
Maurice Sendak ES	67	68	33	66	N/A
Toluca Lake ES	71	70	8	69	82
Victory ES	56	56	20	57	
Ararat Charter ES	81	81	63	N/A	81

CST Math

- **Advanced and Proficient:** ACS's combined score of 81% in Advanced and Proficient, is the highest among the Resident schools and the second highest among the Comparison schools, with a score of 89% for Colfax Charter ES.

- **Basic:** ACS's score of 20% scoring Basic, is the same as the average score of the Resident schools of 20%. With respect to the Comparison schools, ACS' score of 20%, whereas, the average of the Comparison schools is 17%.
- **Below Basic and Far Below Basic:** ACS's score of 5% is the lowest among the Resident schools and the second lowest of the Comparison schools with a score of 4% for Colfax Charter ES.

In the area of mathematics, ACS's scores indicate movement in the right direction, increasing the percent of students scoring Advanced and Proficient and decreasing the per cent of students in the Below Basic and Far Below basic categories.

ACS' internal data is based on the following: 1) Report Card Grades (APL) for Math Reading and Writing, and 2) Benchmark Assessments in Math, Reading, and Writing.

GRADE LEVEL AVERAGE SCORES 2013 – 2014						
Grade-Level	Math Academic Performance Level	Math Benchmark Assessment	Reading Academic Performance Level	Reading Benchmark Assessments	Writing Academic Performance Level	Writing Benchmark Assessments
Kindergarten	4.4	4.4	4.5	3.4	4.3	4.2
Grade 1	4.6	4.5	4.7	3.4	4.6	4.8
Grade 2	4	3.8	3.8	2.9	3.9	3.3
Grade 3	3.6	3.0	3.5	2.6	3.5	3.2
Grade 4	3.7	3.2	3.3	2.6	3.7	3.7
Grade 5	3.6	2.8	3.4	3.1	3.1	3.5
School Total	3.98	3.69	3.86	3.0	3.85	3.78

(5)=Advance 100-90 (4)=Proficient 89-80 (3)=Basic 79-70 (2)=Below Basic 69-60 (1)=Far Below Basic 59-50

The table above is a snapshot of the annual assessment outcomes. With the exception reading benchmarks, the students in all other areas are approaching the proficiency level of 4, the math being the stronger subject area. The schools grading policy defines an APL of 3 as demonstrating basic competency.

Successes of Educational Program and Innovative Features

ACS is a dynamic and engaging learning community where students are challenged and inspired to develop as learners, leaders, and citizens of their school and community. With complete stakeholder involvement, we have grown into a thriving school since opening our doors in 2010. ACS believes that each and every child can be academically successful, and that each and every student is unique. At ACS learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. ACS continues its commitment of providing an average class size of 26. This enables teachers to provide differentiated instruction and in class interventions consistently. Teachers use meaningful assessment methods in order to meet the needs of each student. ACS also offers curriculum embedded and explicit intervention programs with focus in Language Arts. Based on ACS Benchmark assessments, students scoring basic and below basic, participate in the intervention programs. These interventions are offered as part of the differentiated instruction during the daily literacy block and after school programs.

In addition, the highlights of our innovative features include:

Curriculum Maps: ACS has extensive Curriculum Maps that are created to help teachers stay on track and to ensure curricular continuity. The standards based curriculum and Curriculum Maps that are aligned with the common core state standards (CCSS), provide vertical and horizontal articulation, thus minimizing gaps in the

student's learning. Each guide is specific to the grade-level and details when particular content standards should be taught and/or assessed. It carefully outlines the curriculum to ensure vertical and horizontal articulation. While still offering teachers flexibility on how to teach, its integration with common assessments is crucial to judging student progress. Its intent is to ensure that all content is covered and identify where interventions might be required and/or modification to the delivery of instruction.

Constructivism: ACS has created a learning environment that includes meaningful content with choices for learning: adequate time, space and materials, immediate and meaningful feedback and benchmarks of progress, enriched environment and collaborative learning opportunities. The Constructivist teaching used at ACS, emphasizes thinking, understanding, reasoning and applying knowledge while it does not neglect basic skills. It is guided by five basic elements: 1) activating prior knowledge, 2) acquiring knowledge, 3) understanding knowledge, 4) using knowledge, and 5) reflecting on knowledge (Tolman and Hardy, 1995). Since the Constructivist learning environment also lends itself to Problem-Based Learning (PBL) strategies, ACS students at all grade levels produce interdisciplinary problem-based projects. These projects allow students to think critically and analytically. We also use multiple models in our math instruction. At their own pace, students build on math concepts with concrete manipulatives and then move on to pictorial representations and finally, abstract (numerical) representations. The overall expectations for communication and collaboration with peers benefit all students, especially students who demonstrate a lack of mastery in their English language development.

Evaluation: Ararat Charter School's certificated evaluation processes is rigorous and provides a pathway towards the educator's incremental growth and development. This system allows teachers to set measurable goals, define strategies, and collect data that are based on student achievement. This evaluation process helps to ensure teacher feedback, reflection, growth and professional development.

Staff Development: ACS' rigorous staff development has also contributed to the success of its programs. One of the major contributing factors toward academic success is teacher training. The Charter School provides 10 days of staff development during the summer. These days are held on noncontract days as reflected in our academic calendar. Teachers are paid a stipend to attend the summer and Saturday staff development programs. These costs are reflected in the operational budget and grants that we have received thus far. Each year, the school assesses its staff development needs for the subsequent years of implementation. Some of the topics covered and planned for in the coming summer professional development but not limited to include Common Core based performance tasks and performance tasks, close reading strategies, Write From the Beginning, STEM, Constructivist approach to teaching and data analysis.

World Languages: In addition to acquiring language proficiency, the students develop cultural responsiveness and respect for diversity. According to the World-Readiness Standards for Learning Languages, learning additional languages creates a roadmap to guide students to develop competence to communicate effectively and interact with cultural understanding. Moreover, students who add another language to their preparation are not only college- and career-ready, but are also "world-ready"—that is, prepared to add the necessary knowledge, skills, and dispositions to being culturally responsive.

Music: ACS has a music consultant that provides classroom music, with an emphasis on choir in grades 3 -5. With a focus on cultural diversity, students learn to sing in English, Armenian, and Spanish.

Significant Achievements:

The following shall serve as documentation confirming that Ararat Charter School exceeds the statutory criteria required for renewal as set forth in Education Code Section 47607(b): (Source: cde.ca.gov/Dataquest)

- ACS has attained its API growth target in the last three years, both schoolwide and for numerically significant groups of students served by the charter school (if such data was available), exceeding the requirement of Education Code Section 47607(b)(1).

- ACS has achieved a statewide API rank of 8 or higher in the last three years, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(2).
- ACS has achieved a similar schools API rank of 10 in the past year, exceeding the minimum threshold rank of 4 required in Education Code Section 47607(b)(3).

Furthermore, the CST data below substantiates the academic achievement of ACS' students. Over a three year period of time ACS has increased the number of students scoring advanced and proficient, and decreased the number of students scoring Below Basic and Far Below Basic.

Three- Year CST Comparative Score

English/Language Arts

Grade	% Advanced			% Proficient			% Basic			% Below Basic			% Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
2 nd	25	39	42	45	37	36	20	16	12	5	6	5	5	1	5
3 rd	0	33	22	26	22	33	53	22	29	11	15	13	11	7	3
4 th	-	19	46	-	42	27	-	27	15	-	8	8	-	4	4
5 th	-	-	24	-	-	48	-	-	24	-	-	0	-	-	4

Math

Grade	% Advanced			% Proficient			% Basic			% Below Basic			% Far Below Basic		
	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013	2011	2012	2013
2 nd	50	39	58	15	37	27	20	16	10	15	6	3	0	0	1
3 rd	0	33	41	26	22	32	53	22	22	11	15	3	11	7	2
4 th	-	54	69	-	27	15	-	15	8	-	4	8	-	0	0
5 th	-	-	44	-	-	36	-	-	16	-	-	4	-	-	0

- ACS has increased the percent of students scoring proficient and above.
- ACS has decreased the percent of students scoring Below and Far Below Basic.

3) Based on the Oversight evaluation results of 2013, ACS received the highest rating of *4 in governance, finance, academics, and operations*.

Los Angeles Unified School District Annual Visit SUMMARY OF RATINGS					
Year	Governance		Student Achievement and Educational Performance	Organizational Management & Operations	Fiscal Operations
2011 – 2012	3		3	3	3
2012 – 2013	3		4	3	3
2013 – 2014	4		4	4	4
2014 – 2015	3		4	4	3
(4)=Accomplished (3)=Proficient (2)=Developing (1)=Unsatisfactory					

4) In the Spring of 2012, Ararat Charter School received WASC certification for a three year period of time. In the fall of 2015, ACS will seek full WASC accreditation.

Support for Academic Success

ACS provides an array of support systems for academic success in the form of interventions and enrichment programs. These interventions are designed to make possible for students to meet the Charter School's targeted instructional goal of making, at a minimum, one Academic Performance Level (APL) of growth per year.

To ensure that all students master the skills, teachers provide differentiated instruction and interventions. These are in the form of but not limited to: 1) *Benchmark grouping*; 2) *Strategic Grouping*; and 3) *Intensive grouping*. Using the concept of vertical and horizontal enrichment, advanced learners are provided with opportunities of acceleration and enrichment to study concepts in more depth and complexity (Shore et al. 1991).

The following materials are used in the intervention programs: 1) For English Learners, the English Learner Support Guide provided by the publishers of *Imagine It!*; 2) For students achieving below grade level, materials aligned with *Image It!*, 3) For special needs students, we use *Voyager* program. In addition, the Charter School's Student Success Team (SST) is used on an as needed basis to identify students in need of additional support.

The enrichment programs are embedded within the classroom day as well after school. They include visual and performing arts such as production of plays, music, and Meet the Masters as well as Zumba, folk dance, yoga, choir, Student Counsel, and Yearbook.

A complete description of intervention and enrichment programs is provided in their respective sections of Element 1, for English Learners, GATE, Achieving Below Grade Level, Economically Disadvantaged, Students with Disabilities, and Students in Other Sub-groups.

Positive School Climate

Ararat Charter School believes that all students can be served in an inclusive and supportive environment. In an effort to make a child's vision of success a reality, the school provides the following annual events: *College and Career Fair*, *Math and Literacy Fair (a venture between school and home)*, *World Day for Cultural Diversity*, *Multi-lingual Performing Arts Programs*, *Student Council*, *Pennies for Patients service learning*, , and *Community Fundraising*. All students participate in these events which positively affect the school's culture through the united efforts of students, parents, and community members. Each of these events provide teachers with opportunities to expand students' knowledge about the world and their community, teach empathy, encourage volunteerism, and provide avenues where students can learn important leadership skills, including but not limited to critical thinking and problem solving, that will help them advance in the 21st Century.

Positive Behavior Support

Ararat Charter School's Discipline Plan, seeks to create a learning community where students, staff, and parents work together to create a safe, respectful, responsible, and caring environment. ACS recognizes that to support the programs the Charter School must teach, model and reinforce the ACS Behavior Expectations of being safe, responsible, and respectful. ACS strongly believes that social skills curriculum is vital for all students to learn. The teachers utilize the Second Step curriculum to teach critical social skills in the classrooms. ACS encourages positive behavior and seeks ways to acknowledge students that demonstrate positive behavioral expectations. Recognition is awarded during school-wide and classroom based recognition programs on a monthly basis for Citizenship, Character, Academic Achievement, and Attendance. ACS has a very low suspension rate with a four year average suspension rate of 2.5 students from 2010 – 2014. Additionally, to promote cultural sensitivity and awareness, all students in TK -5th grade are taught Spanish and Armenian language and culture during the school day.

Challenges and Opportunities for Growth:

Ararat Charter School takes great pride in its accomplishments. However, the school faces some challenges that need to be addressed for the school to move forward and soar. Here are some of the critical needs that the school has to overcome:

- First and foremost is the challenge of securing adequate facilities to accommodate the growing needs of student enrollment. In its first year of implementation 2010, Ararat Charter School started with 120 students in grades K-3. In successive years, 4th grade, 5th grade, and TK were added respectively. Currently ACS serves 384 students, with 600 on the waiting list. ACS is located on 2 sites: 6555 Sylmar Avenue, Van Nuys, CA 91401, and 13400 Erwin St., Van Nuys, Ca 91401. The current facilities are allocated by LAUSD under Prop 39, and will only accommodate up to 340 students. Therefore, in order to meet its demand of increased enrollment, ACS is seeking financing opportunities to acquire its own facility. The governing board is taking action on this item and has attended presentations by Clearinghouse CDFI, Campus 360, and Young, Minny, and Corr, LLP.
- Equally important, is the school's commitment to address the issue of diversity among its student population, staff and governance. The governing board has created a Diversity Committee that has established a plan of action to increase the school's diversity by 4% annually to achieve an ethnic and racial balance of 70:30. (Refer to Charter School's Diversity Plan).
- Implementation of the Common Core Standards and preparing students for the State Assessment is a critical challenge. Teachers have attended and will continue to attend CCSS trainings provided by LACOE or the state. Curricular alignment and long range plans have incorporated CCSS to ensure that literacy is integrated throughout the core subjects of history, science, math, and technology. Professional development will continue to support the teaching and learning occurring at ACS.
- Preparing students for the 21st Century skills and the skills that they need in the area of technology present challenges. ACS follows the technology standards and provides instruction in keyboarding, word processing, Excel, PowerPoint, and/or photo shop on a weekly basis. Additionally teachers incorporate the skills obtained from this instruction in the classroom to further enhance the learning and to engage all students. This is a learning process for all members of the ACS community that is facilitated through ongoing efforts in having the students utilize these programs coupled with ongoing professional development for teachers.
- Increasing parent participation and involvement is important for the school. Engaging parents is always a challenging task when dealing with a population of where both parents are employed or one is at home taking care of younger siblings. However, Charter School addresses this challenge by sending out written communication to all parents well in advance of the events, trainings, and meetings to increase their participation. Child care is provided when needed to encourage attendance. In addition, the charter school has a School Leadership Council (SLC) and Parent Involvement Committee (PIC) that organize school activities and events. Parents also have opportunities to volunteer in their child's classroom and for school functions.

3. Surrounding Schools Demographic Data (Source: CDE DataQuest, 2014))

Table 1 – Surrounding Schools Demographic & Performance Data

SURROUNDING SCHOOLS DEMOGRAPHIC AND PERFORMANCE DATA														
Schools within 2 Miles Radius of: 6555 Sylmar Ave. Van Nuys CA 91401 & 13400 Erwin St., Van Nuys CA 91401														
LAUSD Schools	# of Students 2013	% Students Eligible for Free/Reduced Lunch	% of Special Ed. Students	% of English Learners	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3	[YEAR] Growth API	Met School wide Growth Target?	Met Subgroup Growth Targets?	2010-13 API 3 Year Average	2012-13 API Statewide Rank	2012-13 API Similar Schools Rank	2013-14 School Performance Framework Classification (SPF)
Erwin ES	748	91.8%	10.9%	41.4%	Latino 486 64.9%	White 198 26.5%	African-American 39 5.2%	798 (+1)	No	No	803	5	6	Service and Support
Van Nuys ES	582	76.5%	10.3%	63.7%	Latino 550 92.9%	White 16 2.7%	African-American 39 6.6%	740 (+2)	No	No	742	2	5	Service and Support
Kittridge ES	813	92.7%	10.7%	60.8%	Latino 664 81.7%	White 122 15.0%	African-American 39 4.8%	810 (-1)	Yes	No	810	5	10	Achieving
Coldwater Canyon ES	769	93.2%	7.2%	52.9%	Latino 651 84.7%	White 66 8.6%	African-American 39 5.1%	852 (-21)	Yes	Yes	835	6	10	Service and Support
Chandler LA	567	59.8%	11.6%	20.3%	Latino 257 45.3%	White 218 38.4%	African-American 39 6.9%	850 (-23)	Yes	No	862	7	7	Service and Support
Cardenas EL	593	79.%	9.8%	64.9%	Latino 543 91.6%	African-American 21 3.5%	White 16 2.7%	675 (-28)	No	No	707	1	1	Watch
Hazeltine ES	752	90.6%	10.4%	55.2%	Latino 638 84.8%	White 45 6.0%	African-American 40 5.3%	759 (-26)	No	No	772	3	6	Service and Support
Charter Schools														
Ararat CS	349	60.7%	5.7%	53.9%	White 321 91.9%	Latino 25 7.2%	African-American 2 0.5%	877 (-1)	Yes	Yes	869	8	10	Achieving
No other Charter Schools found within the 2 mile radius														

Student Population to be Served

4. Target Student Population

Ararat Charter School is a TK-5th grade public Charter School in the city of Van Nuys, California. ACS offers a comprehensive standards-based curriculum, focusing on Constructivist approaches to teaching. A full description of the instructional programs is described in the Instructional Design section of Element 1.

At ACS, ninety percent of the students live within a three-mile radius of the Charter School's current locations on Sylmar Ave. and Erwin St. According to the 2010 U.S. Census, the demographics of the city of Van Nuys are the

following: Race/Ethnicity – 61% Hispanic/Latino, White 25%, and other 14%. With respect to languages spoken, 64% are English proficient, with a median household income of \$39,408. The education level of the city is 20% college degree, 25% some with college, and 56% with some high school or less. Population trends have shown that Van Nuys has increasingly become an immigrant community of Hispanics and Latinos, who make up 61% of the population. Many are foreign born, and 51% are at less than English language proficiency.

Ararat Charter School Demographic Table

School Year	Total Student Enrollment	% SED	% English Learner	% White	% Hispanic/Latino	% African American/Black	% Filipino
2010-11	120	65% (78)	73% 88	96% (116)	2.5% (3)	0%	1% (1)
2011-12	254	71% (180)	73% (185)	95% (242)	4% (11)	.4% (1)	0%
2012-13	317	74% (234)	57% (182)	94% (298)	5% (17)	.3% (1)	.3% (1)
2013-14	349	59% (202)	54% (188)	93% (326)	6% (22)	.3% (1)	0%
2014-15	384	67% (252)	51% (195)	90% (345)	9% (36)	.5% (2)	.1% (1)

According to the table above, the two significant ethnic groups are: White (90%) and Latino (9%). Based on the 2014-15 demographic data of ACS and the 2010 Census data for the city of Van Nuys, one of the biggest challenges ACS faces is in the area of ethnic diversity.

To address this challenge, ACS has developed and is implementing a Diversity Plan. Administrators, teachers, and parent volunteers engage in the following activities to educate the community about ACS: attend LAUP meetings, drop-off materials at local preschools and daycares, attend local street fairs, send informational postcards, host prospective parent events, host park playdates, provide school tours, and visit local malls and religious institutions. We also host a Community Fair every winter, which includes information about the school, classroom tours, games, food, and music. The Community Fair gives prospective families a sense of the close-knit and supportive community at ACS.

In addition to the strong and rigorous instructional programs, ACS provides activities and multicultural programs that help students understand and value their own culture as well as that of others. ACS utilizes culturally responsive curriculum as reflected in the school's ELA and social studies programs and textbooks. Celebrations include World Day and Cultural Diversity and school performances encompass three different languages and their associated cultures (English, Spanish, and Armenian).

5. Five-Year Enrollment Plan

In its first year of implementation 2010, Ararat Charter School started with 120 students in grades K-3. In successive years, 4th grade, 5th grade, and TK were added respectively. Currently ACS serves 384 students, on 2 sites: Grades TK-2 at 6555 Sylmar Avenue, Van Nuys, CA 91401; and Grades 3-5 at 13400 Erwin St., Van Nuys, CA, 91401. These current facilities allocated by LAUSD under Prop 39, will only accommodate up to 340 students. Therefore, ACS intends to reduce enrollment from 384 to 340 to comply with the projected enrollment of 340 in the original petition. This will be accomplished by matriculating the number of 5th graders and reducing the number of TK sections from two to one.

Enrollment Roll-Out Plan					
Grade	2015-2016	2016-17	2017-18	2018-19	2019-20
K (incl. TK)	28	52	78	52	52
1	52	54	52	78	52
2	52	52	54	52	78
3	52	52	52	54	52
4	78	52	52	52	54
5	78	78	52	52	52
Total	340	340	340	340	340

Goals and Philosophy

6. Vision and Mission

Vision

The vision of Ararat Charter School is for all students to be high-achieving, lifelong learners and thinkers, who will become productive, thoughtful and responsible world citizens with an appreciation for cultural diversity.

Mission

ACS is committed to developing, nurturing, and educating the whole child to her/his maximum potential in an environment that actively engages students in rigorous and relevant programs. The Common Core State Standards based curriculum promotes academic excellence and prepares all students for success in college and career readiness. ACS recognizes the multicultural composition of the society and values cultural and linguistic diversity.

Our students will....

- ❖ Achieve academic excellence in a small learning environment that emphasizes critical thinking, self-inquiry and collaboration
- ❖ Engage in fine arts programs, such as visual and performing arts.
- ❖ Acquire digital literacy in informational technology.
- ❖ Demonstrate positive attitudes and appreciation of cultural diversity.
- ❖ Act with a sense of civic responsibility and demonstrate social consciousness.
- ❖ Practice good habits of personal fitness and well-being.

7. “Educated Person” in the 21st Century

Ararat Charter School is committed to providing instructional programs and resources to enhance the chances for every student to acquire the skills and competences for 21st Century Learning. The standards below are outlined by The Partnership for 21st Century Skills <http://www.p21.org/> and the English language Arts Framework, 2013, CDE. To achieve the 21st Century Learning Skills, ACS provides core academic subject knowledge and understanding to enable students to think critically and communicate effectively.

Furthermore, using the Common Core State Standards in ELA and Literacy in History/Social Studies, Science, and Technology as a guide students are learning and applying the essential skills of critical thinking, problem-solving, written and oral communication and collaboration. Listed below are the 21st Century Learning Standards.

Core Subjects and 21st Century Themes – Mastery of core subjects and 21st century themes is essential to student success. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics. In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills – Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills – Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills – Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems – Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

8. How Learning Best Occurs/Current Learning Theories/Life Long Learners

ACS believes that constructivist pedagogy to teaching is the best way for students to become self-motivated, competent, and life-long learners.

The *constructivist* approach incorporates elements from the following schools of thought: *Developmental Stages* as defined by Jean Piaget, *Behaviorist* orientation to learning, *Multiple Intelligences* developed by Howard Gardner, Jerome Bruner, *Bloom's Model of critical thinking (Taxonomy)*, *Accelerated Schools Modal* developed by Levin

and colleagues at Stanford, *and Problem-Based learning*.

Constructivist approaches also allow students to engage in learning activities based on their learning styles. Howard Gardner, author of Multiple Intelligences proposes that each person has a different intellectual composition and that we can improve education by addressing the multiple intelligences of our students, such as, visual, verbal, logical, kinesthetic, rhythmic, intrapersonal, interpersonal, naturalist, and existentialist.

Jerome Bruner in his *The Process of Education: Towards a Theory of Instruction (1966)* wrote: “*to instruct someone, is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think for himself.*”

A full description of constructivism is in the Instructional Design section of Element 1.

How Learning Best Occurs:

ACS has adopted a constructivist approach to teaching and learning because it is the most effective way of developing student mastery of both state standards and habits of heart and mind described as learning outcomes. Given the target population, ACS believes that this educational approach has been demonstrated to be effective with a variety of students and can, therefore, be considered appropriate for our students.

Evidence from research in the fields of cognitive science, brain function and education concludes that learning best occurs when educational programs:

1. Develop and implement curriculum that is relevant, age appropriate and meaningful.
2. Create learning environments in which representations of world experiences and knowledge serve to invite students “...to experience the world’s richness, empower them to ask their own questions and seek their own answers, and challenge them to understand the world’s complexities” (Brooks and Brooks, pp. 5, 1999)
3. Ensure teachers continually strive to teach students at their instructional level (ZPD - zone of proximal development) based on ongoing formal and informal assessments.
4. Articulate and establish high expectations. Engage students in rigorous academic studies to continually improve their capacity and performance, reaching beyond their own perceived limits.
5. Model and guide early learners in developing high level thinking skills.
6. Consistently provide a variety of modalities for access to learning, including visual, auditory, and kinesthetic that inspires children to engage in ongoing practice of self-reflection and self-assessment, that facilitates taking responsibility for their own learning.
7. Offer students a degree of choice in terms of what they read, what they write, and what they construct as evidence of having met learning objectives.

9. Goals For Enabling Pupils to Become and Remain Self-Motivated, Competent, and Life-Long Learners

ACS offers a collaborative, experiential learning environment that emphasizes individual student achievement and inspires children to reach beyond themselves. The implementation of its curriculum is grounded on recent empirical research in constructivist theory (Piaget, J. (1926). *The Language and Thought of the Child*, Dewey, J. (1916). *Democracy and Education*, Bruner, J. (1960) *The Process of Education*, Eisner, E. (1990) *Qualitative Inquiry in Education*, and Marzano, R. (2005). *Classroom Management that Works*). To this end ACS strives to empower students to become competent, self-motivated, and life-long learners as described below. ACS teachers implement learning experiences grounded in constructivist learning theory. The constructivist approach to teaching and learning invites students to experience concepts “as a process of knowledge generation in which prior knowledge is elaborated and changed on the basis of fresh meanings negotiated with peers and teacher” (Frensham, Gunstone,

and White, 1995, p.51).

Competent learners: The backward planning approach that teachers take in creating lessons and curriculum, coupled with data driven instruction efforts guide teachers in refining their pedagogy in light of student assessment information. In addition, the constructivist teaching methodology requires students to reflect after formative assessments, a practice considered essential in improving student's understanding of the way they learn best. In this way, students develop a strong foundation of knowledge and competence in learning upon which they can build in the future.

Self-motivated learners: ACS believes that self-motivation requires students to internalize the benefits of learning. ACS will, therefore, seek to connect students' personal interests and questions with curricular and extra-curricular opportunities. ACS is providing students with the means of making connections between their studies, themselves and life beyond the school's walls.

Lifelong learners: A lifelong learner is one who has both the interest in and the ability to continue to learn outside a formal school setting. Our program as described above in the context of developing competent and self-motivated learners also inspires lifelong learning. ACS's emphasis on self-initiated learning and responsible citizenship throughout the program fosters student appreciation for the many positive impacts their skills and abilities have on the world.

Instructional Programs:

- All curriculum design is aligned with the Common Core State Standards.
- All teachers use, with fidelity, curriculum maps/ Curriculum Mapsto insure vertical articulation.
- Standardized testing required by the State continues to be an integral part of our assessment.
- School developed benchmark assessments, such as, rubrics, project, student portfolios and student exhibits are an integral part of our ongoing assessment of student progress.
- Selected lessons are taught across the disciplines through project-based curriculums
- Provide a collaborative experiential learning environment for students to develop their interpersonal skills and nurture mutual respect, civic responsibility and life-long learning.
- The school provides intervention and enrichment activities consistently
- ACS offers students the opportunity to learn world languages, Armenian and Spanish

Professional Development:

- Provide a professional development program that is job-embedded and is based on inquiry approach and research.
- Continue to strengthen partnerships with Institutions of Higher Education for professional growth such as CLULA and develop a partnership with UCLA Center X
- Provide teachers with opportunities to develop their leadership skills by serving as mentors and facilitators.
- ACS has developed teacher evaluation process that is based on student outcomes.

Community and Family participation:

- Partner with community organizations to provide students with opportunities for field trips.
- Secure members of the community to serve as speakers, presenters and mentors.
- Provide students with opportunities to engage in community service.
- Establish a family education program in literacy.
- Establish Parent Advisory committee to provide valuable input into school issues.

10. Local Control Accountability Plan (Ed. Code §47605(b)(5)(A)(ii))

“Ararat Charter School will comply with all requirements pursuant to *California Education Code § 47605(b)(5)(A)(ii)* including developing annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils as identified in *California Education Code § 52052*, for each of the applicable eight (8) state priorities identified in *California Education Code § 52060(d))*”

The ACS Local Control and Accountability Plan (“LCAP”) is included here to describe the Charter School’s annual goals and actions in the state priorities, as well as its student outcomes aligned with the state priorities

LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP)

TEACHER ASSIGNMENTS AND CREDENTIALING STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019
Goal: Provide all students access to highly qualified teachers and maintain effective employee work force Metric: Teacher assignments (Williams)	Maintain the appropriate credentials and assignments of teachers in the subject areas and grade-levels for the pupils they are servicing	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant
ACCESS TO INSTRUCTIONAL MATERIALS STATE PRIORITY #1: BASIC SERVICES						
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES				
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019
Goal: Provide students with instructional materials that align with state common core standards Metric: CCSS aligned instructional materials (Williams)	Provide pupil access to CA Common Core Standards aligned instructional materials for all students. The design and implementation of curriculum is a critical component of the alignment of content and instruction to the Common Core State Standards, as well as development of multiple channels, pathways, and models assisting students in completing the standards-aligned content. <ul style="list-style-type: none"> • Supplemental curriculum and materials supporting Common Core State Standards • Content Design lessons • Curriculum maps aligned to Common Core State Standards • Alignment of curriculum with Common Core State Standards, English Development Standards 	100% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant

Facilities Maintenance State Priority #1: Basic Services							
Annual Goals (Identify school wide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: School Report Card & SARC					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: ACS will have a safe campus facilities conducive to a safe learning environment based on occupancy and the number of students enrolled. Metric: School Report Card & SARC report	Maintain school facilities that are safe, clean, and in good repair ACS will conduct test of the alarm system and comply with any requirements set forth by city agencies following an inspection.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.	100% in good or exemplary repair ACS will have on hand a Certificate of Occupancy, Fire Permit, and evidence of alarm testing.
Implementation of State Content and Performance Standards State Priority #2							
Annual Goals (Identify school wide and subgroup goals as applicable)	Specific Annual Actions	Measurable Outcomes Method for Measuring: Summative Evaluations, Professional Development Attendance					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: Implement Common Core state standards All teaching staff will receive year-long training and feedback on Common Core aligned pedagogy. Metric: Conduct summative evaluation of the following; Pacing Guide implementation, Assessment, Student Achievement Data PD agendas and sign-in sheets	Curriculum: Make necessary modifications to Curriculum Maps and assessments based on summative evaluation to align with CAASPP <ul style="list-style-type: none"> Supplemental curriculum and materials supporting Common Core State Standards Content Design lessons Curriculum maps aligned to Common Core State Standards Professional Development: Professional development of instructional staff will be conducted reflecting the priorities and topics below, which support the implementation of Common Core State Standards and the state's priorities as identified by the State Board of Education and California Department of Education. Priority topics in the LCAP year forward include: <ul style="list-style-type: none"> Common Core Standards-Focused Professional development improving instructional capacity in all content areas Positive behavior support systems Common Core State Standards English Language Arts shifts, mathematics and supplemental programs Response to instruction and intervention (RTI) Effective use of technology in the classroom for teaching and learning Assessment of student progress Writing, Speaking, and listening standards Content standards integration Integration of Visual and Performing Arts 	80% Compliant	90% Compliant	100% Compliant	100% Compliant	100% Compliant	100% Compliant

	<ul style="list-style-type: none"> • Teacher growth & development • Strategies for students with disabilities in General Education settings • Access to core strategies for English learners <p>Staffing:</p> <ul style="list-style-type: none"> • Response to instruction and intervention facilitators • Common Core Standards facilitators • Content Specials consultants • Resource specialist • Content Specialist Consultants • Arts Integration Consultants 					
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PARENT INVOLVEMENT

STATE PRIORITY #3

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: To increase parent training, participation and awareness of student performance and to provide specific plans for the parent and teachers to work together towards increased student achievement. Metric: Parent workshops and parent conference agendas and sign ins for CCSS, ELPAC, CAASPP, Technology PD's Parent Council Meetings	Provide parent training, learning opportunities and workshops Supporting Common Core State Standards literacy, EL Master Plan requirements and progress monitoring and provide parent notifications of ELD placement, progress, and reclassification Staff will encourage parents to attend Parent/Teacher conferences to support the academic and social/emotional growth of their children..	5% of 268 households	13%	15%	18%	21%	25%
Goal: To increase the number of parents providing input about school conditions Metric: School Experience Survey	Increase the number of parents completing the School Experience Survey	75%	80%	85%	90%	95%	95%
Goal: To train parents on how to support learning at home and at school Metric: Parent workshop agendas and sign ins for CCSS, ELPAC, CAASPP, Technology PD's	Increase percentage of parents trained on academic initiatives by providing a minimum of 3 workshops per year on ELPAC, CCSS, English Learner Master Plan, Use of Technology	15%	20%	25%	30%	35%	40%

STATEWIDE ASSESSMENTS STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: To increase performance of students on Common Core aligned assessments in Math and ELA- leading to increased performance on CAASPP To increase performance of all significant subgroups of students on Common Core aligned assessments in Math and ELA- leading to increased performance on CAASPP Metric: CAASPP Data	Provide training from several sources to increase teacher expertise in pedagogy. Purchase Common Core aligned materials. Create time in regular school day schedule for teachers to work together to reflect and practice teaching strategies. Analyze data to direct improvements. Provide training for teachers to conduct a 3 tier intervention program.	2014-2015 percent of student proficient on initial CAASPP	ACS increase the number of students reaching proficient by 3% from the baseline data on CAASPP	ACS increase the number of students reaching proficient by 5% from the baseline data on CAASPP	ACS increase the number of students reaching proficient by 7% from the baseline data on CAASPP	ACS increase the number of students reaching proficient by 9% from the baseline data on CAASPP	ACS increase the number of students reaching proficient by 10% from the baseline data on CAASPP
ACADEMIC PERFORMANCE INDEX (API) STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: ACS will meet or exceed API growth targets or equivalent as mandated by CDE Metric: CAASPP Data	Increase students scoring Proficient and above on the CAASPP baseline English language arts and mathematics scores established in 2014-2015	2014-2015 API Score	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE	ACS will meet or exceed API growth targets set by CDE
A-G COURSE/ CTE COURSE OF STUDY COMPLETION RATE(S) [High School Only] STATE PRIORITY #4: STUDENT ACHIEVEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	NOT APPLICABLE						

ENGLISH LEARNER ADEQUATE PROGRESS RATE								
STATE PRIORITY #4: STUDENT ACHIEVEMENT								
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES						
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
Goal: ACS will meet or exceed CAASPP growth targets set by CDE for English Learners Metric: CAASPP Data	To increase the number of English learners demonstrating progress towards mastery of the English language.	2014-2015 percent of EL students scoring proficient on initial CAASPP	ACS EL students will increase to be proficient by 2% from the baseline data on CAASPP	ACS EL students will increase to be proficient by 4% from the baseline data on CAASPP	ACS EL students will increase to be proficient by 6% from the baseline data on CAASPP	ACS EL students will increase to be proficient by 8% from the baseline data on CAASPP	ACS EL students will increase to be proficient by 10% from the baseline data on CAASPP	
ENGLISH LEARNER RECLASSIFICATION RATE								
STATE PRIORITY #4: STUDENT ACHIEVEMENT								
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES						
		Method for Measuring: California English Language Development Test. (CELDT) / English Language Proficiency Assessments for California (ELPAC) - CELDT/ELPAC Data	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: A minimum of 15% of English Learners will reclassified to RFEP annually as measured by state mandated reclassification criteria 90% of students who are continuously enrolled students who are EL reclassified to English fluency before the end of 5 th grade. Metrics: CELDT/ELPAC	To increase the number of English Learners who achieve full English language proficiency Utilizing the new ELD standards to provide access to CCSS ELA/Literacy standards and other content areas Provide training from several sources to increase teacher expertise in ELD pedagogy. Purchase ELD Common Core aligned materials.	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria	15% of English Learners will reclassify to RFEP annually as measured by state mandated reclassification criteria
AP EXAMINATION PASSAGE RATE [High Schools Only]								
STATE PRIORITY #4: STUDENT ACHIEVEMENT								
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES						
		Method for Measuring:						
	NOT APPLICABLE	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	
EAP COLLEGE PREPAREDNESS RATE [High Schools Only]								
STATE PRIORITY #4: STUDENT ACHIEVEMENT								

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	NOT APPLICABLE						
SCHOOL ATTENDANCE RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Monthly, Quarterly, Annual ADA Reports					
Goal: To achieve or maintain school attendance rates that support student learning Metric: Attendance Rate	Increase annually the percent of students attending 175-180 days	(96%	96%	96%	96%	96%	96%
	Implementation of safe school plan for student discipline and Increase attendance incentive programs Utilize school nurse and counselors						
CHRONIC ABSENTEEISM RATE STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Monthly Suspension/Expulsion Reports, California Longitudinal Pupil Achievement Data System (CALPADS) EOY Reports					
Goal: To decrease chronic absenteeism Metric: Attendance Rate	Decrease the number of students missing 10 or more school days each year Parent workshops and meetings to raise awareness level regarding the importance of continuous attendance Provide incentives and recognitions to students for improvement in attendance Utilize SST and SARB procedures Utilize school nurse and counselors	11%	9%	7%	6%	5%	4%
DROPOUT RATE [Middle and High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:					
	NOT APPLICABLE						
GRADUATION RATE [High Schools Only] STATE PRIORITY #5: STUDENT ENGAGEMENT							

ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring:					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	NOT APPLICABLE						
STUDENT SUSPENSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Monthly Special Education Student Assessment Coordination (SESAC) Reports					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: Reduce the loss of instructional time due to the number of out of school suspension	Continue positive behavior support plans and activities that have resulted in low suspension rates at ACS <ul style="list-style-type: none"> • School Climate • Student engagement • School Attendance Rates • Implementation of safe school plans for student discipline • Student discipline training 	4	3	2	2	1	1
Metric: SESAC							
STUDENT EXPULSION RATE STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Student Discipline Records, Attendance Records, and Expulsion Date					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Goal: Maintain less than 1% expulsion rate	Continue positive behavior support plans and activities that have resulted in no expulsions at ACS <ul style="list-style-type: none"> • School Climate • Student engagement • School Attendance Rates • Implementation of safe school plans for student discipline • Student discipline training 	0	0	0	0	0	0
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[OTHER LOCAL MEASURE(S) OF SCHOOL CLIMATE] STATE PRIORITY #6: SCHOOL CLIMATE							
ANNUAL GOALS (Identify schoolwide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
--	--	--	--	--	--	--	--
BROAD COURSE OF STUDY STATE PRIORITY #7							
ANNUAL GOALS	SPECIFIC	MEASURABLE OUTCOMES					

(Identify school wide and subgroup goals as applicable)	ANNUAL ACTIONS	Method for Measuring: _____					
		Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	NOT APPLICABLE						→
[OTHER STUDENT OUTCOMES]							
STATE PRIORITY #8 →							
ANNUAL GOALS (Identify school wide and subgroup goals as applicable)	SPECIFIC ANNUAL ACTIONS	MEASURABLE OUTCOMES					
		Method for Measuring: Equipment and Infrastructure Inventory Evaluation of Teacher and Student Outcomes					
Goal: Increase access to technology resources for the school, teachers, and students Increase capacity of internet speed and infrastructure	<ul style="list-style-type: none"> ACS will have high speed Internet access so that students can do online research and teachers can design web and learning quests. Students will become proficient at using presentations like PowerPoint, using desktop publishing software, and using the Internet for research. 	Baseline	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Metric: Inventory of equipment, infrastructure, and evaluation of student and teacher current outcomes		65%	75%	85%	90%	95%	95%

Note: The charter petition may identify additional local school priorities, the goals for the school priorities, and the specific annual actions to achieve those goals. Education Code § 47605(b)(5)(A)(ii).

Instructional Design

11. Curricular and Instructional Design and Structure

ACS believes that each and every child can be academically successful, and that each and every student is unique. The School believes that learning best occurs in self-contained classrooms led by teachers with the skills and knowledge of a variety of teaching techniques and methods, and specialized materials that can meet the instructional needs of every student. ACS also believes in the use of meaningful assessment methods in order to meet the needs of each student.

A major effort is made to ensure that each child maximizes the understanding and mastery of all instructional areas. We believe that the potential for learning best occurs in environments that include meaningful content with choices for learning: adequate time, space and materials, immediate and meaningful feedback and benchmarks of progress, enriched environment and collaborative learning opportunities.

The educational philosophy at ACS synthesizes the *constructivist* approach with elements from the following schools of thought: *Developmental Stages* as defined by Jean Piaget, *Behaviorist* orientation to learning, *Multiple Intelligences* developed by Howard Gardner, Jerome Bruner, *Bloom's Model of critical thinking (Taxonomy)*, *Accelerated Schools Modal* developed by Levin and colleagues at Stanford, and *Problem-Based learning*.

In addition, learning best occurs when students are operating within their Zone of Proximal Development (ZPD). The Zone of Proximal Development delineates the differences between a student's ability and potential to learn. Therefore, ACS will utilize scaffolding techniques, such as, structuring learning experiences that are differentiated to meet the needs of each child within the ZPD.

(Vygotsky, 1978)

Constructivism views learning as a process in which the learner actively constructs or builds new ideas or concepts based upon current and past knowledge. Constructivism has two major elements: 1) cognitive constructivism, which is about how the individual learner understands things as proposed by Jean Piaget. In terms of developmental stages, Piaget claims that learning is dependent on the developmental stages of the individual. Elementary level students, who are at the concrete level of operations, learn by being engaged in hands-on activities and using models. Jean Piaget suggested that through processes of *accommodation and assimilation*, individuals internalize knowledge and construct new knowledge from their experiences: and 2) social constructivism which emphasizes how meaning and understanding grow out of social encounters (Vygotsky). A significant basis for constructivism was laid down by Vygotsky in his theory of the *Zone of Proximal Development (ZPD)* claiming that students do best when they are working in collaboration with an adult.

Constructivist teaching and learning theories and strategies are consistent with the theories of Benjamin Bloom's Model of Critical Thinking. In an environment where students learn by doing and experimenting and building new knowledge, they would have the opportunity to put into practice Blooms' Taxonomy, such as, knowledge, comprehension, application, analysis, synthesis and evaluation.

Jerome Bruner in his *The Process of Education: Towards a Theory of Instruction* (1966) wrote: "*to instruct someone, is not a matter of getting him to commit results to mind. Rather, it is to teach him to participate in the process that makes possible the establishment of knowledge. We teach a subject not to produce little living libraries on that subject, but rather to get a student to think for himself.*"

Constructivist approaches also allow students to engage in learning activities based on their learning styles. Howard Gardner, author of Multiple Intelligences proposes that each person has a different intellectual composition and that we can improve education by addressing the multiple intelligences of our students, such as, visual, verbal, logical, kinesthetic, rhythmic, intrapersonal, interpersonal, naturalist, and existentialist.

Philosophical principles from *Accelerated Schools* that underlie instructional programs include that powerful learning experiences are provided for all children through the integration of curriculum, instruction and organization, including at-risk children.

Constructivist learning environment also lends itself to Problem-Based Learning (PBL) strategies. PBL is a student-centered instructional strategy in which students work cooperatively in groups to seek solutions to real world problems. PBL prepares students to think critically and analytically, and to find and use appropriate learning resources (*Bloom's Taxonomy*).

Constructivist teaching also emphasizes thinking, understanding, reasoning and applying knowledge while it does

not neglect basic skills. It is guided by five basic elements: 1) activating prior knowledge, 2) acquiring knowledge, 3) understanding knowledge, 4) using knowledge, and 5) reflecting on knowledge (*Tolman and Hardy, 1995*)

An eight year study by Aikin and Wilford and David Bensman's recent (2000) follow-up of Central Park East graduates both show that constructivist education produces young men and women with habits of mind needed to create healthy, stable, self-directed, productive lives.

Other studies conducted with elementary students indicate the following findings. The first study conducted by Guthrie et al (2004) compared instructional methods for third grade reading comparing traditional approach such as teacher directed lessons, with that of constructivist including student choices, collaboration and hands-on activities. The constructivist approach resulted in better student reading comprehension, cognitive strategies and motivation. The second study conducted by Jong Suk Kim found out using constructivist teaching with 6th graders resulted in better achievement than the traditional teaching methods. Students also showed better retention of knowledge than those taught by the traditional approach. This study also found out that students preferred the constructivist methods over the traditional.

The following table indicates the academic achievement of the schools that utilize the constructivist approach to teaching. (CDE DataQuest 2013 API)

Table 2 – Constructivist Charter Schools

	2013 API	Sig. Subgroup Growth API 13	% Students Eligible for Free/ Reduced Lunch/API	% Students English Learners w/API	Major Ethnicity #1 % w/API	Major Ethnicity #2 % w/API	Major Ethnicity #3 % w/API
Our Community (K-6)	864	Latino/806	37/839	9/813	White 57/891	Latino 30/806	African American 5/862
Open Charter Magnet (K-5)	917	Asian/930	46/874	28/878	White 106/947	Latino 41/896	African American 73/879
Pacoima (K-5)	792	Latino/794	100/793	72/771	-	Latino 97/794	African American 2/780-
Larchmont (K-5)	909	White/937	39/858	15/875	White 50/937	Latino 21/819	Asian 16/965
Westside Innovative School House (K-5)	895	White/920	20/905	-	White 52/920	Latino 33/865	African American 30/879
Ararat (K-5)	877	White/875	80/875	75/867	White 97/875	Latino 3/875	-

- *The average API of numerically significant ethnic subgroups as reported by the schools is: Latino/875, Black/850, and White/914.*
- *The average API of SED is 857 and ELs is 840.*
- At ACS the overall API is 877, with White 875, Latino 875, SED 875, and EL 867

The 2013 API scores for ACS as stated above indicate that with respect to the total population, White, Latino, and SED subgroups there is no achievement gap. With respect to EL subgroup, the API of 867 denotes a narrow achievement. Therefore, the data supports the benefits of constructivist theory, which include, but not limited to: 1) children learn more and enjoy learning; 2) education works based when it concentrates on thinking and

understanding; 3) constructivist learning is transferable; 4) constructivism gives student ownership of what they are learning; 5) by grouping learning activities in an authentic, real-world context, constructivism stimulates and engages students; and 6) constructivism promotes social and communication skills.

Consistent with the above mentioned theories, we believe that students learn by doing, actively scaffolding new knowledge and experience onto old. Students at ACS work with real things (models, manipulative, animals, gardens, calculators, technology, etc., as much as possible. Students participate in learning opportunities where they can apply the five E's of constructivism: *engage, explore, explain, elaborate, and evaluate*. Thus the Constructivist approach to teaching and learning is the basis of our educational program. Furthermore, the active learning strategies inherent in the constructivist approach are validated by the findings of *How People Learn: Brain, Mind, Experience, and School* (1999), an authoritative synthesis of research on learning that was jointly commissioned by the U.S. Department of Education and the National Science Foundation.

Therefore, ACS' constructivist approach emphasizing individualization and data driven instruction for the Charter School's general population and special needs students (English Learners, Gifted and Talented Students, Students Achieving Below Grade Level, Socioeconomically Disadvantaged, and Students with Disabilities) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths.

Adding to the constructivist approach, the following practices further ensure that the needs of all students are met in the most effective way possible.

1. Small class sizes allow the teachers to truly know their students;
2. A significant amount of instructional planning time is allotted;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other's varying expertise in handling learning differences;
4. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5. Formative and summative assessments that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

12. Curriculum and Instruction

Curriculum

All of the following descriptions rely on a conceptual framework derived from California Common Core State Standards (CCSS). *The following courses are Core Subjects:*

1. English Language Arts

English Language Arts instruction is a priority at ACS. We recognize that fluency in Language Arts is the enabling skill that is of paramount significance in acquiring competency in academic disciplines, and experiencing personal, social and economic success. Literacy is the key to becoming independent and lifelong learners.

To this effect, ACS continues to provide a comprehensive Language Arts program based on the following four domains: *1) Reading; 2) Writing; 3) Written and Oral Language Conventions; 4) Listening and Speaking, and Language Functions.*

The English Language Arts curriculum developed by the staff is based on the “*Common Core State Standards and Instructional Connections for the Language Arts as described in the ELA/ELD Framework*. In addition, to the comprehensive curriculum, teachers have developed a curriculum mapping guides in the form of Long Range plans for each trimester. These plans delineate the standards for ELA and Literacy in History/Social Studies, Reading

Standards for Information Text (K-5) Reading Standards for Foundational Skills (K-5), Writing Standards (K-5), and College and Career Readiness Anchor Standards for Reading, Writing, Speaking, and Listening.

These plans ensure that the core curriculum and essential standards and skills are covered at each grade level coherently and consistently. ACS utilizes the long-range plans as a vehicle for the vertical/horizontal articulation approach to guarantee that the CCSS aligned core curriculum is articulated across grade levels.

Furthermore, the Long Range plans include summative benchmark assessments developed by the staff to assess student progress and mastery. These assessments are administered three times a year. As recommended in the Framework, a two-hour literacy block is provided per day, per grade level.

ACS students have a variety of opportunities to write for many different purposes as we use the California Common Core State Standards to guide our writing instruction. Writer's Workshop is implemented across grade levels where students select a topic and move through the steps of the writing process to become more proficient writers. Writing is also emphasized in other content areas. For example, writing is an important component of our math program, where students explain their mathematical thinking. Students write to communicate their observations of the scientific process. Within social studies and the arts, students use writing to communicate their understanding.

When designing the language arts curriculum, teachers collaboratively plan instruction to incorporate higher order thinking skills, rich core literature, and interdisciplinary practices. Teachers regularly engage students in cooperative group learning models that encourage discourse and enrich language development. Within these programs, teachers meet the needs of each individual child through differentiated instruction.

2. Mathematics

The mathematics program at ACS has been designed to provide access to rigorous, standards-based mathematics to all students through a balanced instructional program focusing on problem solving, concept development, and procedural fluency. The articulated aim for math instruction at ACS is to promote mathematical proficiency for all students. In order to demonstrate mathematical proficiency, students must have both conceptual understanding and procedural fluency of grade-level standards, apply a variety of strategies to solve real-world problems and justify their thinking with a mathematical explanation. A productive disposition towards mathematics is essential for achieving these ends. In other words, students need to have the confidence in approaching mathematics that comes from success and builds both effort and perseverance (Kilpatrick, 2001).

To promote mathematical literacy and proficiency for every student, our mathematics program reflects three major principles of how students learn mathematics: 1) connect to student's prior knowledge, 2) develop conceptual frameworks in a sequential manner that involve essential knowledge, 3) incorporate the role of metacognition into instruction (Donovan, 2005) 4) support students understanding of mathematics by having them defend and explain their responses orally and in writing.

The major goals of the ACS mathematics program incorporate *the eight Mathematical Practice Standards described in the California Common Core Mathematics Framework adopted November 6, 2013. Students in grades TK-5:*

- *Make sense of problems and persevere in solving them.*
- *Reason abstractly and quantitatively.*
- *Model with math.*
- *Use appropriate tools strategically.*
- *Attend to precision.*
- *Look for and make use of structure.*
- *Look for and express regularity in repeated reasoning.*

Similarly, the mathematics program is based on the following themes permeated in the mathematics standards. It is standards based aligned with curriculum, assessment and resources. The curriculum utilizes a balanced approach among computational skills, problem-solving, and concept development. Technology and literacy are used to facilitate and enhance mathematics learning. The mathematics program also address the needs of all students, providing differentiated instruction to English learners, advanced learners, special education and at risk of failing students.

The Common Core State Standards in mathematics define what students should understand and be able to do in their study of mathematics for each grade level. Mathematical procedures and problem-solving skills are developed using the CA Mathematics Framework.

Furthermore, using the Framework as a guide, teachers develop Long Range Plans/ Curriculum Maps for each trimester. Focusing on the key or essential standards as described in the Framework, these Long Range plans delineate the specific key standards and concepts and skills that will be covered each trimester. The Long range plans also describe the standards that need to be mastered at each grade level and the summative school benchmark assessments for each trimester.

To ensure that all students master the skills, teachers provide differentiated instruction and interventions. These are in the form of but not limited to: 1) *Benchmark grouping*; 2) *Strategic Grouping*; and 3) *Intensive grouping*. Using the concept of vertical and horizontal enrichment, advanced learners are provided with opportunities of acceleration and enrichment to study concepts in more depth and complexity (Shore et al. 1991).

With respect to instructional strategies, teachers utilize a *metacognitive* approach to instruction that promotes students' ownership of their learning by defining learning objectives and monitoring their progress towards achieving them. Part of a problem-solving approach to mathematics is the expectation that not all students solve the same problem in exactly the same way. Thus, discussions are an essential element in our math program that provide opportunities for students to explain, justify, and support their strategies to other students and to their teacher. Students are frequently asked, "How did you figure that out?" or "Can you explain how you got the answer?" as a way to build metacognition.

Because students are expected to apply their learning in a variety of contexts, teachers' curriculum materials include a variety of resources. Our textbook series provides students with a more formalized approach to mathematics that requires them to make connections to prior learning and apply it in a new context. Word problems, textbooks, and manipulative are seen as tools that can be used to access the ideas, concepts, and skills delineated by the CA Mathematics Framework.

3. History-Social Studies

ACS prepares students for the challenges of living in a fast-changing society. Our approach incorporates the CCSS for ELA and Literacy/History/Social Studies in grades TK-5. With the standards, students in kindergarten through grade three are introduced to the basic concepts of each discipline: history, geography, civics, and economics. Beginning at grade four, the disciplines are woven within the standards at each grade. The curriculum maps that ACS has prepared include the common core standards for ELA & Literacy in History/Social Studies. The literacy standards include reading and writing of informational text, opinion, research skills, use of technology, and presentation and publication of stories.

The goals of the social studies program fall into the following three categories as described in the content Framework:

- *Knowledge and cultural understanding*, incorporating learning's from history and other humanities, such as, geography, and social sciences.
- *Democratic understanding and Civic values*, incorporating an understanding of our national identity, heritage, civic values and rights and responsibilities.

- *Attainment and Social participation*, including basic skills such as, study skills, critical thinking skills and participation skills.

ACS is utilizing a social studies curriculum that is aligned with the Common Core State Standards and Mac Millan McGraw Hill CA Vistas 2010 which includes instructional strategies, assessment and resources. The curriculum and instructional program addresses the foundational skills and knowledge as students are introduced to facts, concepts and principles, organized under the three strands stated above. These basic learnings serve as curriculum strands, unifying the curriculum across the grade levels, kindergarten thru fifth grade. In the primary curriculum, grades K-3, focus is placed on the important learnings young children have developed during infancy and re-school years and through geography and back in time though history to link the student with people from the past. The social studies curriculum is based on the following standards:

- Kindergarten – Learning and Working Now and Long Ago***
- Grade One – A Child’s Place in Time and Space***
- Grade Two – People Who Make a Difference***
- Grade Three – Continuity and Change***
- Grade Four – California: A Changing State***
- Grade Five – United States History and Geography: Making a New Nation***

In addition to the curriculum, teachers prepare Long Range plans for each trimester, indicating the sequence of standards and skills that are covered. ACS has also developed benchmark assessments for each trimester to evaluate student mastery.

Since social science instruction is intended for all learners, instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core Social Studies program, ACS provides differentiated instruction to English learners, special needs students, struggling learners and advanced learners. This instruction comes in the following forms: 1) Curriculum Maps/Pacing Guides; 2) pre-teaching of essential elements and vocabulary; 3) enrichment and project based activities for advanced learners; 4) accommodations based on 504 and IEP plans for students with disabilities; and 5) hands-on, research and project based activities provide additional tools to teach and reinforce concepts and skills.

In addition, ACS emphasizes the use of fiction and non-fiction literature, Internet, and interdisciplinary planning to reach the goals of this History/Social Science Framework.

4. Science

Empowering our students to pursue science education is the guiding force for our science program. In order to achieve this goal, our program must ignite students' curiosity and engage them in meaningful interactions with both the natural and designed worlds that surround them.

The overarching goal of the program is to promote scientific literacy for all our students through an inquiry-based approach. The science program at ACS is based on the following guiding principles as described in the Science Framework for California Public Schools. (*ACS will make revisions as appropriate when the new Science Framework, which is to align with the CCSS aligned Next Generation Science Standards, is completed and adopted.*)

1. Provide standards based Content and instructional materials.
2. Develop academic language of science used in content standards.
3. Reflect a balanced approach between investigation and experimentation skills along with direct instruction and reading.
4. Use multiple instructional strategies.
5. Utilize on-going assessment.
6. Engage students in learning.
7. Use technology to teach students how to assess their knowledge and enhance computer literacy.
8. Provide adequate resources.

9. Establish connections with other core subjects.

ACS has developed a science curriculum that is aligned with the Science standards, instructional strategies, assessment and resources. The curriculum and instructional program addresses the foundational skills and knowledge as students are introduced to facts, concepts, principles, and theories organized under Physical, Life and Earth science. The Investigation and Experimentation Strand delineated by the California Science Framework is integrated into the three strands. Scientific thinking and reasoning is promoted through the integration of science process skills throughout the K-5 program.

In addition to the curriculum, teachers have prepared Long Range plans for each trimester, indicating the sequence of standards and skills that are covered. ACS also developed benchmark assessments for each trimester to evaluate student mastery.

Science instruction is designed so that each student has the opportunity to master the science standards. To provide equal access to the core science program, ACS provides differentiated instruction to English learners, special needs students, struggling learners and advanced learners. This instruction could come in the following forms: 1) pre-teaching of essential elements of scientific vocabulary; 2) enrichment and project based activities for advanced learners; 3) accommodations based on 504 and IEP plans for students with disabilities; and 4) hands-on activities that provide additional tools to teach and reinforce concepts and skills.

With respect to instructional strategies, teachers are cognizant of the fact that scientific thinking involves the use of observed phenomena to describe what was experienced, generate new questions, collect data, and develop explanations about our physical world. Therefore, the science program at ACS focuses on the specific needs of our student population by providing them with structured opportunities to interact with their physical environment which include both natural and designed worlds. Teachers engage students with hands-on, standards-based lessons that provide opportunities to make observations and connect to prior knowledge. This instructional strategy builds coherence into our program while providing a sound practice for meeting the needs of our second language learners. Teachers model the use of the process skills. In the primary grades this involves making accurate observations, communicating those observations, collecting data, and generating new questions, and at the upper elementary levels, teachers model hypothesizing and designing experiments in directed lessons prior to promoting students' use of those skills.

While the Next Generation Science Standards provide an articulated sequence of K-5 content in the three content strands, the science process skills promote program coherence across the grades. The instructional program at ACS integrates the use of observation, communication, measurement, classification, inference, and prediction skills to further advance students' scientific thinking. These process skills are the skeletal structures that make science education come to life for students by engaging them with opportunities to interact and reflect. As students progress through the K-5 curriculum, their experiences with these process skills act as scaffolds for future experiences where the skills become more advanced and complex.

Cooperative group work and classroom discussions are important instructional practices used to promote and develop the social learning context needed by our students to support their language development. Students communicate using scientific language and vocabulary by engaging in oral and written discussions around the topic being investigated. Students construct meaning by explaining and justifying their thinking using evidence-based explanations.

In addition, science enrichment activities, such as outdoor science camp, and field trips further develop our students' knowledge and experience.

5. Health and Physical Education

The Physical Education and Health component addresses the needs of the whole child. Our health and wellness policy reflects an overall mission to provide students with physical and academic development. Students have 100 minutes each week in which they engage in physical education. The school provides tools/equipment in order to

ensure that students are engaged in developmentally appropriate and structured psychomotor activities that build fine and gross motor development, and teach cooperation, collaboration and sportsmanship.

To this end ACS is using the research-based *SPARK* Physical Education program developed by the San Diego State University Research Foundation, which is dedicated to creating and implementing, programs to promote lifelong wellness. *SPARK* Physical Education programs align with Common Core State Standards in English Language Arts and Literacy in Health and PE. The program includes: 1) standards for Physical Education and Fitness, 2) Curriculum Maps with instructional units, and specific lessons, and 3) list of resources and equipment to be used.

The following courses are non-core subjects:

6. Visual and Performing Arts

Our vision at ACS provides an interdisciplinary Arts program throughout the learning process, whether it is music, art, drama, or dance. With any or all of these, children develop a sense of self as well as gain respect for all cultures.

As described in the Visual and Performing Arts Framework for California Public Schools, ACS offer standards based instruction in dance, music, theatre, and the visual arts to ensure that students reach the proficient level of achievement in each of the following five strands of the content standards: *artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relationships, and applications*. The grade level content standards as described in chapter 4 of the framework serve the basis of curriculum development.

Furthermore, art integrated into the curriculum can deepen students' understanding of social studies content, literary concepts, and writing and art techniques. These skills are embedded within our curriculum throughout the day and placed in context of meaningful experiences. For instance, while exploring the theme of *My Place in History* (second grade social studies standards) our students might also learn about proportion, symmetry, and observation. They also experience various visual art techniques such as drawing, painting, collage and installation to produce self or family portraits.

At ACS we have made a commitment to music education and in addition to its cross-curricular implications, devotes resources to a systematic approach to the skills it requires. A music specialist provides music instruction and choir for grades 3 -5. When funds become available the music program will become available to grades K-2.

Through our music program, our students acquire basic knowledge of musical history, composers, theory, reading musical notation and the skills and mechanics of singing. These skills are developed within the charter school's chorus and through performance opportunities during school wide productions each year. These include a cross-cultural range of music from folk tunes to the classics.

With respect to the visual arts, ACS has adopted the "Meet the Masters" program that is based on the Visual and Performing Arts Framework. In this program, students are introduced to the great masters, such as Da Vinci, Monte, O'Keefe, Rockwell, Van Goth, and many more artists. Students study the characteristics of the Masters and have the opportunity to create their own original masterpieces based on the style of the Masters. The curriculum is produced and combined into four age appropriate levels: Kindergarten, Beginning (grades 1 -2), Intermediate (grades 3-4) and Advanced (grade 5). The program provides specific lessons activities, instructional strategies, and resources that a classroom teacher can utilize.

We believe that our community extends beyond the boundaries of our school and neighborhood. We cultivate close

relationships with many of the art organizations in the city such as, Los Angeles County Museum of Arts, Museum of Tolerance, the Getty Museum, the Hollywood Bowl and others. Our goal for the Visual and performing arts is to help our children develop a lifelong passion for the arts.

7. World Language (Spanish and Armenian)

The current locations of ACS are located in a multi-ethnic environment in Van Nuys. Therefore, the population of the school is diverse based on the student demographic data as stated in Table 1, Element 1

As anticipated by the demographic and census data and the two locations of the school, a significant number of the students attending ACS are of Latino and Armenian heritage. Therefore, the school offers Spanish and Armenian as required subjects. In developing the instructional program, the school follows the guidelines described in the Foreign Language Framework, California Schools. The guidelines provided in the framework are not language specific, but provide a framework of instruction for any foreign language.

Progress in these languages does not impact the students' chances of being promoted to the next grade level. Measuring academic progress and promotion to the next grade level is based on the students' progress in the core academic subjects only (English Language Arts, Mathematics, Science, and Social Studies).

The prevalence of varied cultures in the Los Angeles area has enriched our American culture. The same diversity creates a special need for communication, mutual understanding, tolerance, and valuing of differences between peoples. Command of at least two languages by the time young people complete school enable them to be more actively involved in their communities and society at large. As the world seems to be shrinking with the increase in technology, mass media, and global communication our children need to be expanding their repertoire of languages and increasing their sensitivity, understanding and appreciation of various cultures. Both Spanish and Armenian are rich languages that are prevalent across the Los Angeles area, including the San Fernando Valley, Glendale, Pasadena, and Hollywood. Students who speak multiple languages have many additional personal and professional opportunities open to them.

"Studying a foreign language completes and improves a student's education while providing the foundation for further personal enrichment, Scholastic achievement and economic opportunities."

Foreign Language Framework, California Public Schools CDE 2003

The framework further contends that students who can communicate in more than one language are able to grow academically and personally. As students become increasingly proficient in a new language, they develop greater cultural sensitivity and awareness and acquire a "*better understanding of the learner's own language.*"

In addition to gaining experience in another language, studying languages provides students with knowledge of the richness of the cultures of the languages being learned, such as Arts, music, literature, and social conventions with respect to holidays, institutions and family life.

ACS follows the continuum as described in the Foreign Language Framework. The continuum consists of five (5) different levels with levels I and II applying to the elementary level of instruction, per the following continuum. Based on this continuum, ACS has developed Long Range plans that specify the standards and skills in reading and writing. These Long Range plans specify what standards and skills are covered each trimester and how they are assessed. Per the Framework, the curriculum covers the following major areas:

- Vocabulary and concept development

- Modes of expression, such as, listening, speaking, reading and writing
- Text types, such as, word, phrase, sentence and paragraphs

LANGUAGE LEARNING CONTINUUM - STAGES I AND II		
Function	Context	Text Type
Stage I		
<i>Students develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>
<ul style="list-style-type: none"> • Greet and respond to greetings • introduce and respond to introductions • Engage in conversations • express likes and dislikes • Make requests • Obtain information • understand some ideas and familiar details • Begin to provide information 	<ul style="list-style-type: none"> • When speaking, in face-to-face social interaction 	<ul style="list-style-type: none"> • Use short sentences, learned words and phrases, and simple questions and commands when speaking writing, and listening • Understand some ideas and familiar details presented in clear, uncomplicated speech when listening • Understand short texts enhanced by visual clues when reading
Stage II		
<i>Students develop the ability to:</i>	<i>Students can perform these functions:</i>	<i>Students can:</i>
<ul style="list-style-type: none"> • Express their needs • Describe and compare; use and understand expressions indicating emotion 	<ul style="list-style-type: none"> • When listening, in social interaction and using audio or video texts • When reading, using authentic materials, e.g., menus, photos, posters, schedules, charts, signs, short narratives, advertisements, tickets, brochures, and other media When writing notes, lists, poems, postcards, and short letters and short guided compositions 	<ul style="list-style-type: none"> • Use and understand learned expressions, sentences, and strings of sentences, questions, and polite commands when speaking • Create simple paragraphs when writing • Understand important ideas and some details in highly contextualized authentic texts when reading
ACCURACY		
Stage I		
<ul style="list-style-type: none"> • Communicate effectively with some hesitation and errors, which do not hinder comprehension • Demonstrate culturally acceptable behavior for Stage I functions • Understand most important information 		
Stage II		
<ul style="list-style-type: none"> • Demonstrate increasing fluency and control of vocabulary show no significant pattern of error when performing Stage I functions • Communicate effectively with some pattern of error, which may interfere slightly with full comprehension when performing Stage II functions • Understand oral and written discourse, with few errors in comprehension when reading; demonstrate culturally appropriate behavior for Stage II functions 		

CONTENT

Stages I and II include the following topics:

- “*The Self*”: family, friends, home, rooms, health, school, schedules, leisure activities, campus life, likes and dislikes, shopping clothes, prices, size and quantity, and pets and animals.
- “*Beyond Self*”: geography, topography, directions, buildings and monuments, weather and seasons, symbols, cultural and historical figures, places and events, colors, numbers, days dates, months, time, food and customs, transportation, travel, and professions and work.
- *Using Culturally Appropriate Behavior*
- *Develop Cultural Responsive and Value Diversity*
- *Performances*: songs, dances, skits reflecting different cultures

Interdisciplinary

Ararat Charter School recognizes the importance of an interdisciplinary curriculum. In order for children to learn in real-life contexts, connecting disciplines allows them to develop a deeper understanding about the world.

Within an interdisciplinary curriculum, students construct knowledge by connecting learning from discrete events to a comprehensive understanding about the world and how things function. It is a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, topic, issue, problem, or work (Jacobs, 1989).

Since constructivism is the central focus of instructional strategies, one of its aspects is teaching based on “big ideas” and “big concepts”. Thematic interdisciplinary strategies provide different pathways to reach a common goal. Thus students of all abilities feel successful when they reach the same goals choosing different pathways based on their interests and abilities.

Students in kindergarten through fifth grade have equal access to interdisciplinary activities that incorporate literacy standards in reading and writing of informational text with Social Studies, Science, Math, and technology. In addition to integrating content areas on a regular basis in daily lessons, all students are required to produce interdisciplinary projects each trimester as part of ACS’ project-based learning strategies.

In planning for interdisciplinary activities teachers, use the following 2nd grade interdisciplinary approach.

Classification of Fossils

Reading Read fiction and non-fiction stories about dinosaurs and discuss about the author’s purpose.	Language Arts Sort the dinosaurs according to their weight and height and write the degrees of adjectives: heavy, heavier, heaviest	Writing Write a compare/contrast paragraph about dinosaurs by using Thinking Maps (meat-eaters vs. plant eaters)	Math Choose one dinosaur at time, use a scale, measure their weights and find out how many students would it take to measure up to the dinosaur.
Life Science Observe and categorize the dinosaurs according to the shape of the teeth (carnivore/herbivore)	Fine Arts Produce a series of illustrations for a storybook or cartoon which can be hardcopy or electronic in final output for a selected children’s audience.	Social Studies Search, find and mark fossil location on the contour map and label continents. Write title, legend, directional indicator, scale and date	Music/ PE Dinosaur Stomp Puppet Show Musical

An example of ACS 3rd grade projects based on interdisciplinary activities included the following: Animal Studies targeting science, math, reading and writing. The Biography activity, targeted social studies, reading and writing; and the Solar System, incorporated Science, Math, reading, writing and art.

By engaging in interdisciplinary activities students at ACS understand: how subjects and skills are interconnected, and apply prior knowledge to new situations. They are able to create and synthesize, learn and apply research skills, and work collaboratively with their peers. Furthermore, students learn the context of the lessons through: questioning and planning, doing and observing, managing and recording data, organizing and processing, analyzing, discussing and writing explanations, and presenting and publishing.

Civic Responsibility/Character Education

To achieve its goal on developing students' sense of responsibility and social consciousness, ACS has incorporated a character education program. This program focuses on the following traits: *trustworthiness, respect, responsibility, fairness, caring and citizenship*. Participation is incorporated in the curriculum, instruction and classroom management. Activities could come from the following areas:

1. School-wide: *cross grade tutoring, word/trait of the month, mottos and slogans, quotation of the week, codes of conduct, theme assemblies, schools service projects, recognition hall for students and school murals*
2. Classroom: *personal journals, stories with a message, essay writing, personal mission statements, role playing*
3. Individual/group projects: *cartoon drawings, original quotations, picture books, poster making, song writing, play writing and performing, commercial writing with a message, speech presentations, reporter interviews*

Interventions

ACS offers curriculum embedded and explicit intervention programs with focus in English Language Arts. Based on ACS Benchmark assessments, students scoring basic and below basic, participate in the intervention programs. These interventions are offered as part of the differentiated instruction during the daily literacy block and after school programs.

“Successful elementary schools provide all students with quality instruction and offer broad range of interventions strategies that are used to bring students up to grade level expectations. Schools need a comprehensive approach to preventing academic failure and to ensuring that all students meet high expectations”

Recommendation #8:
Implement Aggressive Interventions Strategies
California Department of Education
Elementary Makes the Grade 2000

ACS uses the intervention programs of *Imagine It* for Language Arts. The main features of the program are: 1) curriculum, which incorporates 30-40 minute daily lessons that include the five essential components of reading, such as, alphabet knowledge, phonemic awareness, phonics and reading fluency: 2) it also includes leveled reading

passages within 12 topical units: 3) and assessments.

13. Comprehensive Course List Secondary: (Not Applicable to ACS)

14. Instructional Methods and Strategies

Ararat Charter School presents a balanced approach to instruction, which incorporates reading, writing, listening and speaking in all subject areas. ACS has developed Curriculum Maps for the common core state standards (CCSS) in English Language Arts and Math, and is in the process of updating the current Curriculum Maps for Social Studies and Science. All Curriculum Maps describe the standards, activities, and assessments that all teachers implement with fidelity. In addition, the Curriculum Maps include a pathway to include English Language Arts and Literacy/ History Social Studies Standards. Based on the state requirements of standards-based content and assessment, the school utilizes viable curricula aligned with the Common Core State Standards and has developed benchmark assessments to measure the extent students meet the standards.

Teachers receive on-going professional development in the implementation of this curriculum, and are encouraged to supplement and adapt materials according to the needs of the student population.

The principal and professional staff are knowledgeable of local instructional networking opportunities. Staff explore their applicability to the Charter School environment and their potential to leverage school resources, further develop site expertise, and enhance student-learning outcomes.

The Charter School operates a longer school day and the number of minutes of instruction in the student year exceeds the state standards annual instruction minutes by 15,975 minutes.

Teachers use a variety of instructional strategies to ensure students' academic success. Some of the instructional strategies that are utilized to ensure that instruction is differentiated to meet the needs of all students are listed below:

- Emphasis is on big ideas and concepts
- Individual and small group instruction
- Visuals and realia, manipulatives
- Review/Preview
- Think-Pair-Share
- Wait Time
- RASP (Repeat, by all, some, or one person)
- Questioning to encourage analysis and interpretation
- Checking for understanding and monitoring student progress

15. Instructional Methodologies and Instructional Materials

The instructional programs at ACS encompass themes from major research findings conducted over the past 40 years. They address the following areas: 1) School level factors, such as "*Guaranteed and viable curriculum*"; 2) Teacher level factors, such as, *instructional strategies and curriculum design*; and 3) Student level factors, such as, *motivation and home environment*. These factors have been identified as having the greatest impact on student achievement. (*Marzano and Teddie, 2000; Good & Brophy, 1986*).

In addition, the school recognizes that learning is not a linear process. Students are provided with learning opportunities and teaching strategies where they are able to construct personal meaning, such as, process writing, problem-based mathematics, investigative science, and experiential social studies.

The teaching strategies at ACS are based on the constructivist approach, where students are engaged in meaningful work, and are given opportunities to investigate, question, analyze, and construct new meanings and understandings. (*Bruner, 1966, 1996, Cortez, 1986, Wiggins and Mc Tigh 2005*)

Instructional Materials/Textbook

Pursuant with EC Section 60605, ACS has successfully implemented the SBE adopted core curriculum and textbooks in English Language Arts, Mathematics, Science and Social studies.

English Language Arts

ACS uses the standards-based core literacy program, ***Imagine It*** 2009 (SRA/McGraw-Hill) and has purchased the supplementary resources that align with the CCSS. Decades of research have shown that *Imagine It's* systematic teaching of phonemic awareness and sound-spelling correspondences enhance reading proficiency in general. Studies have demonstrated that *Imagine It* improves reading skills and reduces reading disabilities in high-risk populations. This literacy program has interdisciplinary connections with science, math, and character education.

To further enhance the use of literacy across the curriculum, , ACS provides supplemental materials such as Wonders Readers and Writers and Workshop (McGraw Hill) to support the implementation of the common core state standards.

Math

ACS uses K-2 Pearson ***enVision*** Math (2015) and Grades 3 -5 Pearson ***enVision*** Math (2014). Both series are aligned with the Common Core State Standards for Mathematics. The texts are designed to equip students with a strong foundation in mathematics. Topics are covered in depth and taught to mastery. By focusing on mathematical understanding, the program aims to help students develop logical and critical lifelong problem-solving skills. The pedagogical approach and methodology include: Concrete to Pictorial and the Abstract (*Developmental stages of Piaget*). It utilizes the spiral approach and develops metacognition.

To further enhance the program, ACS provides teacher made supplemental materials to support implementation of the common core state standards.

History/Social Studies

ACS uses the state approved McGraw-Hill, ***California Vista*** curriculum and materials that are aligned with the State Framework for History/ Social Studies, grades TK-5. Teachers have aligned the current History/Social Studies curriculum to reflect the ELA and Literacy/History/Social Studies common core state standards. To further enhance the program, ACS provides teacher made supplemental materials to support implementation of the common core state standards.

Science

ACS utilizes Full Option Science System (FOSS) (2010). Developed by Lawrence Hall of Science at U.C. Berkeley, the FOSS program is comprised of 27 modules, organized in four strands: *Life Science, Physical Science, Earth Science, and Scientific Reasoning and Technology*. Each module offers hands-on investigations on the module topic. Consistent with our *constructivist* approach, the program was created to engage students in learning scientific concepts and critical thinking skills by actively constructing ideas through their own inquiries, investigations and analysis. Teachers have aligned the Charter School's science curriculum with the New Generation Science Standards to ensure that content knowledge, essential language arts skills, cooperative collaboration, and the scientific method are taught throughout the year. The curriculum maps and that ACS has prepared include the common core standards for the Sciences. In addition, they include the literacy standards for reading and writing of informational text, opinion, research skills, use of technology, and presentation.

To further enhance the program, ACS provides teacher made supplemental materials to support implementation of the common core state standards.

World Languages: Spanish and Armenian

For both Spanish and Armenian, the instructional materials are age and grade level appropriate and centered on short stories within a cultural context. By using short stories, students are able to apply the modes of expression within a cultural context, such as art, literature, holidays, social conventions and institutions. In addition to the textbooks, teachers use a variety of supplemental resources such as, magazines, videos and DVDs.

The textbook used for Spanish instruction is Mac-Wright Group McGraw Hill *Viva El Espanol* (2010). The Armenian textbook is *Mayreni Lezoo* by Davitian and Marianian Educational Foundation.

16. Technology Related Skills and Supports

ACS' community of learners uses technology to enhance their educational goals and experiences, develop an appreciation of learning, and become life-long learners and contributing members of society. To be an educated person of the 21st century, ACS believes that students must have technology infused throughout the curriculum in order to develop the essential skills necessary to become contributing and productive members of society.

"...teaching of computer science in high school should equip graduates to: (a) understand the computer as an information, computation, and communication device; (b) use the computer in the study of the other Basics and for personal and work-related purposes; and (c) understand the world of computers, electronics, and related technologies."

A Nation at Risk - April 1983

Being technology literate is an especially important element for our students. In order to implement effective integration of technology, Technology Model Classrooms were developed, where teachers have LAN (Local Area Network) computers, networked printers, LCD projectors and ELMOs. Students use technology in a variety of manners that are functional, from writing book reports with a word processor to using the Internet in order to conduct research in different content areas and make use an excel spreadsheet in order to compute the total cost of a trip to the grocery store.

At ACS technology is an integrated rather than separate subject. Teachers improve student literacy, through the use of technology, by concentrating on improving teacher proficiency in using technology as a tool for English language arts. ACS also utilize instructional websites in order address the needs of students in all

content areas. ACS improves teacher proficiencies by providing staff developments in English language arts that are designed to integrate technology.

- ACS ensures that students are prepared to take the computer-based state standardized assessments by the doing the following: Allocating computer lab time /class time for students to review the CAASPP practice test in Math and ELA
- Reviewing the concepts and application of keyboarding, keyboarding dragging, clicking, and dropping with students prior to assessments through the usage of MS-Word and instructional websites
- Exposing students to Accelerated Reader during computer lab /class time in order for students to build a comfort level in reading and answering questions online

20. Transitional Kindergarten

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

ACS’ TK program uses the same core curriculum and materials as the kindergarten program with curricular modifications that allow the TK students to meet the Kindergarten Common Core State Standards over two years. They participate in an educational experience based on the kindergarten standards with an extended opportunity to master them.

The goal of an effective TK English language arts program is to ensure that all students have access to high-quality curriculum and instruction that enables them to be successful during the second year of kindergarten. This must be balanced against the reality that TK students vary in age and demonstrate a wide variety of skills. They have different language and life experiences and develop at very different rates. TK teachers carefully select resources with student age and development in mind, and they must use differentiated instructional approaches to make the content accessible to every student.

21. Academic Calendar and Schedules for Ararat Charter School

ACS intends to start its first day for students in Monday, August 24, 2015. Teachers report for staff development in early Monday, August 10, 2015. The last day for students is in June 10, 2016. ACS will meet and exceed the minimum number of instructional minutes as set forth by Education Code 47612.5 (K-5 from 36,000-54,000 inclusive).

- The total instructional minutes per regular day is 360 minutes.
 - The total instructional minutes per minimum day is 275 minutes
- The annual instructional minutes for 177 regular days and 3 minimum days of attendance are 64,800

MONTH	DATE	DESCRIPTION
August	Monday, August 10 to Thursday August 20, 2015	Professional Development - No School For Students
	Friday, August 21, 2015	Pupil Free Day - First Day For Teachers
	Monday, August 24, 2015	First Day Of School for Students
September	Monday, September 07, 2015	Labor Day Holiday - No School
	Thursday, September 10, 2015	Back-To-School Night Campus 1 & Campus 2 - Minimum Day

October	Friday, October 30, 2015	Harvest Festival
November	Friday, November 06, 2015	Professional Development - No School For Students
	Wednesday, November 11, 2015	Veterans' Day Holiday - No School
	Thursday November 26 to Friday November 27, 2015	Thanksgiving Holiday - No School
December	Friday, December 04, 2015	Parent- Teacher Conferences 1st Trimester - No School For Students
	Friday, December 18, 2015	Winter Program
	Wednesday, December 23 to Friday, January 8, 2016	Winter Recess - No School
January	Monday, January 11, 2016	School Re-Opens
	Monday, January 18, 2016	Martin Luther King, Jr. Day - No School
	Friday, January 22, 2016	College and Career Day
February	Monday, February 15, 2016	Presidents' Day - No School
March	Thursday, March 4, 2016	Math and Literacy Fair
	Friday, March 11, 2016	Professional Development - No School For Students
	Friday, March 18, 2016	Parent-Teacher Conferences 2nd Trimester - No School For Students
	Monday, March 21 to Friday, March 25, 2016	Spring Recess - No School
April	April to June, 2016	Testing Window for CAASPP and CST (5th Gr. Science only)
May	Saturday, May 14, 2016	Public Lottery
	Thursday, May 19, 2016	World Day for Cultural Diversity
	Thursday, May 26, 2016	Open House Campus 1 & Campus 2 - Minimum Day
	Thursday, May 26 2016	New Student Orientation
	Monday, May 30, 2016	Memorial Day Holiday - No School for Students
June	Friday, June 3, 2016	Students vs. Staff Kickball Game
	Wednesday, June 08, 2016	5th Grade Culmination Ceremony
	Thursday, June 9, 2016	End of Year Program
	Thursday, June 9, 2016	Last Day of School for Students - Minimum Day
	Friday, June 10, 2016	Professional Development - No School for Students
	Monday, June 13, 2016	Last Day for Teachers - No School for Students

ANNUAL CALENDAR

School Months		Days Taught	Teacher Days
First Month	Aug. 24 – Aug. 31	6	7
Second Month	Sept. 1 – Sept. 30	21	21
Third Month	Oct. 1 – Oct. 30	22	22
Fourth Month	Nov. 2 – Nov. 30	17	18
Fifth Month	Dec. 1 – Dec. 22	15	16
Sixth Month	Jan. 11 – Jan. 29	14	14
Seventh Month	Feb. 1 – Feb. 29	20	20
Eighth Month	Mar. 1 – March 31	16	18
Ninth Month	Apr. 1 – Apr. 29	21	21
Tenth Month	May 2 – May 31	21	21
Eleventh Month	Jun. 1 – Jun. 13	7	9
TOTAL		180	187

Holidays	
Monday, September 07, 2015	Labor Day
Wednesday, November 11, 2015	Veterans' Day
November 26—27, 2015	Thanksgiving Holiday
Wednesday Dec. 23 — Monday Jan. 11, 2016	Winter Recess
Monday, January 18, 2016	Martin Luther King, Jr. Birthday
Monday, February 15, 2016	Presidents' Day
Monday, March 21 — Friday, March 25, 2016	Spring Recess
Monday, May 30, 2016	Memorial Day
July 5—July 15, 2016	School Closed

Teacher Work Year	
August 10 - 20	Non-Contract Professional Development Days
August 21	First Day for Teachers
November 6	Professional Development Day
December 4	Parent Conference Day
March 12	Professional Development Day
March 18	Parent Conference Day
June 10	Professional Development Day
June 12	Professional Development Day

Grading Period		Report Card Schedule		Testing Schedule	
Trimester 1	August 24—November 25	Trimester 1	Dec. 4	CEDLT/ELPAC Testing	September 3-25, 2015
Trimester 2	December 1—March 10	Trimester 2	Mar. 18	BINL Testing	September 14-25, 2015
Trimester 3	March 11—June 9	Trimester 3	Jun. 9	CAASPP Testing/CST Testing 5th Grade	April - June, 2016

22. Class Schedules

TK – 1st Grade Schedule

Times	TK – 1 Regular Day	Total Instructional Minutes	Times	TK – 1 Minimum Day	Total Instructional Minutes
7:50 – 8:00	Opening Activities	10	7:50 – 8:00	Opening Activities	10
8:00 – 9:20	English Language Arts	80	8:00 – 9:20	English Language Arts	80
9:20 – 9:40	Snack/Recess		9:20 – 9:40	Snack/Recess	
9:45 – 10:45	English Language Arts	60	9:45 – 10:45	English Language Arts	60
10:45 – 11:45	Mathematics	60	10:45 – 11:45	Mathematics	60
11:45 – 12:25	Lunch		11:45 – 12:25	Lunch	
12:30 – 12:50	Teacher Read Aloud/Story Time	20	12:30 – 12:45	Teacher Read Aloud/Story Time	15
12:50 – 1:40	Social Studies (M, Tu) Science (W, Th) Art (F)	50	12:45 – 1:35	Social Studies (M, Tu) Science (W, Th) Art (F)	50
1:40 – 2:00	P.E.	20	1:35	Dismissal	
2:00 – 2:50	Foreign Language (M-Th) Perf. Arts (F)	50			
2:50 – 3:00	Closing and Dismissal	10			
		360			275

2nd – 3rd Grade Schedule

Times	2 – 3 Regular Day	Total Instructional Minutes	Times	2 – 3 Minimum Day	Total Instructional Minutes
7:50 – 8:00	Opening Activities	10	7:50 – 8:00	Opening Activities	10
8:00 – 9:30	English Language Arts	90	8:00 – 9:30	English Language Arts	90
9:30 – 9:50	Snack/Recess		9:30 – 9:50	Snack/Recess	
9:55 – 10:55	English Language Arts	60	9:55 – 10:55	English Language Arts	60
10:55 – 11:55	Mathematics	60	10:55 – 11:55	Mathematics	60
11:55 – 12:35	Lunch		11:55 – 12:30	Lunch	
12:40 – 1:30	Social Studies (M, Tu) Science (W, Th) Art (F)	50	12:40 – 1:25	Social Studies/Science	45
1:30 – 2:00	P.E.	30	1:25 – 1:35	Closing and Dismissal	10
2:00 – 2:50	Foreign Language (M-Th) Perf. Arts (F)	50			
2:50 – 3:00	Closing and Dismissal	10			
		360			275

4th – 5th Grade Schedule

Times	4 - 5 Regular Day	Total Instructional Minutes	Times	4 - 5 Minimum Day	Total Instructional Minutes
7:50 – 8:00	Opening Activities	10	7:50 – 8:00	Opening Activities	10
8:00 – 10:00	English Language Arts	120	8:00 – 10:00	English Language Arts	120
10:00 – 10:20	Snack/Recess		10:00 – 10:20	Snack/Recess	
10:25 – 11:35	Mathematics	70	10:30 – 11:30	Mathematics	60
11:35 – 12:35	Social Studies (M, Tu) Science (W, Th) Art (F)	60	11:30 – 12:10	Social Studies/Science	40
12:35 – 1:15	Lunch		12:10 – 12:50	Lunch	
1:20 – 2:00	PE	40	12:55 – 1:25	Foreign Language	35
2:00 – 2:50	Foreign Language (M-Th) Perf. Arts (F)	50	1:25 – 1:35	Closing and Dismissal	10
2:50 – 3:00	Closing and Dismissal	10			
		360			275

23. Instructional Days and Minutes Calculator

The proposed is a sample bell schedule to account for the 360 minutes of instructional time per regular day. It also shows proposed time blocks for explicit instruction in all content areas. In keeping with our constructivist and interdisciplinary approaches, teachers exercise flexibility in providing developmental and grade level appropriate strategies, such as, learning centers, hands-on activities, different modalities, independent work, large and small group instruction, and team teaching.

Table 3 – Instructional Minutes

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Minimum Days	Number of Instr. Minutes Per Minimum Day	Number of [Other] Days	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	Y	177	360	0	0	3	275	10	180	36000	64545	28545
1	Y	177	360	0	0	3	275	10	180	50400	64545	14145
2	Y	177	360	0	0	3	275	10	180	50400	64545	14145
3	Y	177	360	0	0	3	275	10	180	50400	64545	14145
4	Y	177	360	0	0	3	275	10	180	50400	64545	14145
5	Y	177	360	0	0	3	275	10	180	50400	64545	14145
6	N	0	0	0	0	0	0	0	0	50400	0	-50400
7	N	0	0	0	0	0	0	0	0	50400	0	-50400
8	N	0	0	0	0	0	0	0	0	50400	0	-50400
9	N	0	0	0	0	0	0	0	0	64800	0	-64800
10	N	0	0	0	0	0	0	0	0	64800	0	-64800
11	N	0	0	0	0	0	0	0	0	64800	0	-64800
12	N	0	0	0	0	0	0	0	0	64800	0	-64800

Professional Development

Ararat Charter School's Staff Development plan is based on the concept that collective participation is a key element for the success for implementing any professional development program. The administration and teachers participate in the same professional learning activities. This collective participation has the "potential to promote collaboration, discussion and shared responsibility." (Borko 2004; Darling-Hammond 1999; Stoll and Louis 2007.)

In this atmosphere of collective participation and collaboration, teachers work together to:

- Reflect on their practices.
- Develop shared understanding of practices.
- Work together to refine practices.
- Collaborate on problems of practice using evidence, such as student work and data.
- Provide mutual support and mutual accountability.

ACS's Staff Development plan developed based on needs assessment with respect to student achievement data, instructional needs of the school, and expertise of teachers. The principal oversees the development and implementation of the plan.

The summer staff development days are on noncontract days as reflected in our academic calendar. Teachers are paid a stipend to attend the summer and Saturday staff development programs. These costs are reflected in the operational budget and grants that we have received thus far. Each year, the school assess its staff development needs for the subsequent years of implementation.

Listed below is the staff development schedule for 2015 – 16. Please note that ACS holds ten days of staff development in August prior to the start of every school year.

Staff Development Schedule 2015 - 2016

Subject Area	Description	Time/Provider
Common Core & Performance Tasks	<ul style="list-style-type: none"> • 12 hrs. Initial • 10 hrs. of Follow Up* 	Summer Professional Development UCLA Center X August 10 & 11, 2015
Common Core & Project Based Learning	<ul style="list-style-type: none"> • 12 hrs. Initial • 10 hrs. of Follow Up* 	Summer Professional Development UCLA Center X August 12 & 13, 2015
Common Core & ELA/ELD Close Reading Strategies	<ul style="list-style-type: none"> • 10 hrs. Initial • 5 hrs. of Follow Up* 	Summer Professional Development UCLA Center X August 14 and 17, 2015
Common Core & Math	<ul style="list-style-type: none"> • 10 hrs. Initial • 5 hrs. of Follow Up* 	Summer Professional Development UCLA Center X August 18 & 19, 2015
Common Core & Write From the Beginning (WTFB)	<ul style="list-style-type: none"> • 10 hrs. Initial • 5 hrs. of Follow Up* 	Summer Professional Development Consultant August 20 & 21, 2015
Common Core & STEM-Science, Technology, Engineering, and Math Science/FOSS	<ul style="list-style-type: none"> • 8 hrs. Initial • 5 hrs. of Follow Up* 	Professional Development UCLA Center X November 6, 2015
Expand on Constructivism & Parallels to Common Core 5 E's	<ul style="list-style-type: none"> • 5 hrs. Initial • 5 hrs. Follow Up* 	Professional Development Cal State Univ., L.A., Charter College of Ed. March 12, 2016
21 st Century Learning Depth of Knowledge (DOK)	<ul style="list-style-type: none"> • 5 hrs. Initial • 5 hrs. of Follow Up* 	Professional Development June 10, 2016 Follow will be in August 2016
Data Analysis and Planning for Instruction	<ul style="list-style-type: none"> • Job-Embedded 	Weekly grade level meetings, and monthly faculty meetings
Faculty Meetings and Grade-Level Planning	<ul style="list-style-type: none"> • Job Embedded 	Released time quarterly; weekly common conference periods;
Planning & Feedback Evaluations	<ul style="list-style-type: none"> • Needs Assessment 	June 16 – 17 Administration and Teachers

*The 10 and 5 hrs. of “follow-up” training will be done during the school year during staff and grade level meetings.

25. Recruitment of Teachers

ACS recruits and hires teachers by placing openings and job descriptions on the school’s website and Ed Join and participate in college and university job fairs. In addition to hiring qualified teachers, ACS also provides an extensive teacher support program to develop and retain qualified teachers by cultivating teacher professionalism and collaboration.

ACS is committed to the ongoing development of its teaching staff. Our desire is to have teachers who are at the top of their profession, and we aim to become a model school for professional development. In order to ensure the success of new teachers and the ongoing growth of all staff members, ACS implements the following:

1. All teachers develop professional growth plans based on the California Standards for the Teaching Profession (or the National Board Standards for those who are working towards certification).
2. ACS continues to identify and train mentor teachers to work with new teachers. Mentors commit to close support of no more than two new teachers per school year. ACS has developed qualifications for mentor

- teachers, a site selection process for mentors, and eligibility requirements for mentees.
3. Experienced teachers are given released time to coach new teachers to ensure initial success in the classroom. This coaching is in the form of intensive support, following and expanding upon the model currently in place at ACS. The coach follows a protocol to be designed by ACS, and includes direct support in classroom management, lesson planning, differentiation of instruction, and ongoing assessment of student growth. Because of the extensive coaching support provided to new teachers, this approach contributed to the schools' 80% retention rate.
 4. Teachers are provided with job-embedded dialogue time for 45 minutes of release time each week to meet in grade level teams for collaborative evaluation of student work and lesson planning.

26. Ongoing Professional Development

Ongoing professional development is a priority for all staff members. In order to effectively teach our students to be life-long learners, we must model life-long learning to them.

Teachers on an ongoing basis, evaluate their skills, and identify areas in which further development is needed. Professional development activities are identified and implemented to help teachers build their skills in the identified areas. The focus of the professional development is in two main areas:

1. The California Standards for the Teaching Profession
2. Improving student achievement

Professional development activities are done individually, but teachers are encouraged to participate in activities with their colleagues. This fosters ongoing dialogue and conversation on topics being learned.

Professional development provided at ACS takes many forms:

- Conference attendance
- Inquiry groups
- Analyzing student work and achievement data
- University courses
- Site visits to exemplary programs
- Online or video sessions
- Peer coaching and mentoring
- Writing for professional journals
- Professional portfolios
- Teacher resource centers
- Professional libraries

Teachers are encouraged to further their understanding of new concepts by teaching them to others. Upon returning from or completing valuable professional development activities, teachers are expected to lead staff meetings, dialogue groups, or other activities in order to share their knowledge and thus raise the expertise of the entire staff. Some examples of this include teachers sharing their new learning regarding the following professional development on: "Thinking Maps", "Write From the Start", "DOK", LACOE State Assessments, and LACOE CCSS training.

To cultivate teacher professionalism and collaboration, ACS provides the following research-based staff development opportunities:

- Teachers are given release days for grade level curriculum development.
- Every teacher at the school is allotted two substitute days for conference attendance each year.
- Teachers meet in grade level teams for 45 minutes after the instructional day from 3:15 – 4:30pm each week for collaborative evaluation of student work and lesson planning.
- Faculty and grade level meetings are structured in such a way as to provide teachers with time to meet in inquiry groups, such as, small groups of teachers who meet to read and discuss books, articles, and emerging research in their areas of interest.
- Teachers are provided with the opportunity to serve as demonstration teachers to their colleagues.

Coaching

“ Only teachers who are both knowledgeable in their content areas and extremely skillful in a wide range of teaching methods can respond appropriately to diverse students’ needs and enable them to succeed in meeting challenging learning goals to the same high standards now required by both the state and the economy. ”

*Linda Darling-Hammond
Educating Teachers for California’s Future*

Serving as coaches is an integral plan in our staff development. Teachers at ACS are provided with opportunities to serve as coaches to provide support for their peers.

- Coaching builds a sense of teamwork and community.
- Coaching promotes thoughtful decision-making and reflection.
- Coaching encourages instructional change.
- Coaching develops a teacher’s sense of efficacy and resourcefulness.
- Coaching promotes in-class application of new skills acquired.
- Coaching benefits new teachers and experienced teachers alike.
- Coaching benefits veteran teachers by recognizing them as professionals with a wealth of experience that can be shared with others.

Meeting the Need of All Students

Ararat Charter School is committed to equity and access for all learners. Ensuring that all learners achieve their highest potential is a challenging and multi-faceted endeavor that ACS embraces with fidelity.

Since ACS’ constructivist approach emphasizes individualization and data driven instruction, for the Charter School’s special needs populations (English Learners, Gifted and Talented Students, Students Achieving Below Grade Level, Socioeconomically Disadvantaged/Low Income Students and Students With Disabilities) can receive differentiated instruction that focuses on their needs and capitalizes on their strengths. Adding to this, the following practices further ensure that the special needs of these populations are met in the most effective way possible.

1. Small class sizes allow the teachers to truly know their students;
2. A significant amount of instructional planning time is allotted;
3. A culture among teachers of openness and collaboration, including weekly team planning sessions and regular professional development activities, allowing teachers to learn from each other’s varying expertise in handling learning differences;

4. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
5. Formative and summative assessments that are used to guide instruction;
6. Learning goals that are clearly articulated; and
7. High expectations for all students.

ACS evaluates and monitors programs to evaluate if the needs of numerically significant subgroups are being met. When significant subgroups are not making progress towards grade-level mastery, ACS has the following Student Success Team (SST) procedures in place.

Student Success Team Process

The Student Success Team (SST) is a process of regular education. The team reviews individual student's concerns and plans ways of handling those concerns in the regular classroom. We know students are most successful when there is a cooperative effort between parents and school personnel. In a spirit of shared responsibility, the Student Success Team meets at school, exploring and problem solving, in order to help students. Parents and students are an important part of this team.

Before a child gets referred to the SST, the teacher has already made some modifications in the classroom. Then the principal and teacher meet to review the student's progress and make additional modifications as necessary.

The program modifications are measures taken to accommodate the needs of the students. Some but not limited to examples of modifications are:

- Change of seating resulting from vision and hearing screening
- Use of diagnostic materials
- Visual/auditory aids in giving instruction
- Cross-age tutors
- Notebooks for assignments
- Change of group
- Additional lab time
- Counseling services
- Additional health services and referral

Usually the classroom teacher (or the principal) indicates that the student's learning and/or emotional needs are not being adequately met under existing circumstances. Parents may also request an SST if they have a concern.

When a meeting is held, the team always includes parents, the teacher, the teacher referring the student to the SST, and sufficient staff to review the student's needs. Other staff who might be present are: Resource Specialist, Psychologist, Speech and Language Specialist, School Nurse, Counselor, and other specialists.

A student with a disability may qualify for accommodations or classroom modifications under Section 504 of the Rehabilitation Act of 1973. A parent or teacher may submit a written request to the school administrator for a Section 504 evaluation of a child in order to determine whether accommodations or modifications might be appropriate.

Sometimes, however, students may require special education and related services. Eligibility for special education is determined by an Individualized Education Program (IEP) team after a student has had a formal assessment. Students receive special education services only after all the resources of the general education program have been considered.

27. English Learners

ACS includes a linguistically and culturally diverse community which addresses the cultural and linguistic needs of

English Learners. ACS implements its own English Learner Master Plan and meets all the applicable legal requirements for English Learners (EL) as it pertains to:

- Annual notifications to parents
- Student identification/placement
- Program options
- Access to Common Core State Standards (CCSS)
- Teacher qualification and training
- Reclassification to fluent English proficient (R-FEP)
- Monitoring and evaluating program effectiveness
- Standardize testing

By October 1 each year, the Charter School shall provide to the CSD a report on its annual EL program. Upon request, Charter School shall provide a copy of its current EL Master Plan to the CSD per the DRL (District required language).

All EL students at ACS develop as English speakers, readers, and writers. All ACS' students' cultures and languages are honored and all students are provided with learning opportunities to develop appreciation for the multi-lingual and multi-cultural qualities of the students.

A constructivist, project-based and differentiated instruction has been shown to succeed with English Learners (EL). Primary language support is provided as needed, and ACS adheres to all federal, state and district mandates regarding EL education.

Teachers work collaboratively and effectively to ensure that ELs acquire English language proficiency and academic skills in order to meet the common core state standards.

Identifying English Learners

The Home Language Survey given to all students upon enrollment identifies English Learners (EL). Those students whose primary language at home is other than English, as indicated on the Home Language Survey, and who have not been previously evaluated at another school, are administered the California English Language Development Test (CELDT)and/or ELPAC within 30 days of enrollment. If they qualify as an English Learner as a result of the CELDT/ELPAC, they are tested annually, and their progress is tracked until they are reclassified. Students previously identified as EL at another school according to cumulative records are provided the appropriate instructional services according to State and District mandates, and the school's EL Master Plan and are administered the annual CELDT/ELPAC. Students identified as RFEP are monitored according to State and District guidelines, and the school's EL Master Plan to evaluate and maintain progress. Additionally, students previously identified as IFEP are noted and monitored. ACS provides outreach services and informs parents with limited English proficiency with important information regarding school matters to the same extent as other parents. Toward this end, ACS provides:

- Translations of parent communications in Spanish and Armenian,
- Interpreters for meetings
- Parent workshops on the Charter School's programs and assessment

Educational Program for English Learners

ACS believes that in order for English learners to succeed, they need to have a solid foundation in language and literacy. The thread that runs through the curriculum is English Language Development (ELD). Research states that

by the age of four, students in low socioeconomic households have an overwhelming lack of exposure to language when compared to students from working class and professional families (Hart and Risley, University of Kansas, 1995). For English learners, the gap is even greater. Our mandate is to help these students close this gap.

The foundation of the program is the new California English Language Development Standards, which are aligned with and serve as a transitional bridge to the state's CCSS in ELA/Literacy. These standards integrate listening, speaking, reading, writing, and language awareness across all content areas. Planning for ELD instruction is guided by the new ELD standards and student data. Teachers received vigorous training on the new ELD standards in August 2014, and are working with them in their instruction of EL students. Since the new standards are closely aligned with the CCSS, which is fully implemented, the new standards have been easily incorporated into the curriculum. ACS' teachers address these standards, using SDAIE strategies when appropriate, in ELD instruction and in daily language arts, math, social studies and science. Additionally, teachers review the results of the annual CELDT/ELPAC and identify areas of student growth and areas in which students need to improve to guide instruction. ELD folders are maintained for each student and updated throughout the year.

Students acquire Basic Interpersonal Communicative Skills (BICS) in the formative stages of language acquisition; however, they often lack sufficient Cognitive Academic Language Proficiency Skills (CALPS) (*Cummins*). By using the ELD standards, teachers are able to ensure that the instruction supports the students' development of rich academic language and access to the common core state standards.

Research, professional collaboration, data collection, and sharing of best practices guide us toward finding the best way to help our students gain access. EL instruction is integrated throughout the curriculum and classrooms have the following characteristics:

- **Subject matter in the CCSS content areas: ELA and Literacy/History/Social Studies, Math, and Science, is taught in English**
- **Teachers of these classes have received training in methods to instruct English language learners (CLAD), and may be bilingual**
- **Teachers have received training on the new ELD standards.**
- **Where teachers have primary language skills, they may support the children's understanding of concepts by using the primary language**
- **Materials specifically selected to increase English language proficiency came with the *Imagine It* series.**
- **To foster home support and parent involvement, homework assignments may be given or explained in student's the primary language**

Strategies for English Learner Instruction and Intervention

ACS offers a full immersion program to all students, taught in small class sizes. Primary language support is given for students still developing their English language proficiency. Although the instruction in these classes is in English, teachers recognize that their students are not fluent English speakers, and adjust their instruction accordingly. Targeted English instruction in the form of English Language Development is provided for English Learners. Students receive academic support during class on an individual and small group basis. During these sessions, students are grouped homogeneously according to their CELDT and PLD levels. Throughout the curriculum, teachers utilize researched-based strategies specific to the needs of English Learners, including Specially Designed Academic Instruction in English (SDAIE), which is based upon the language acquisition theories of Dr. Steven Krashen. SDAIE supports English Learners by allowing them to move forward with academic courses while at the same time learning English through comprehensible second language input and a supportive learning environment. SDAIE instruction, which also benefits students who are academically high priority, focuses on making academic input comprehensible. Strategies for effective instruction include:

- **Use of realia and manipulatives**

- Use **visuals** (drawings, photos, posters, graphs, tables, maps, multimedia presentations, reproductions of paintings, and documents)
- Use **Graphic organizers** (matrices, Venn diagrams, webs)
- Plan opportunities for interaction between students (creating a skit and acting it out, think-pair-share, collaborative learning, and student-generated stories based on personal experiences)
- Use **body language and gestures**
- Slower speech rate
- Clear enunciation
- Controlled vocabulary
- Checking for comprehension
- Incorporating songs and plays into lessons
- Reducing negative feedback and increasing positive feedback to lower student anxiety
- Metalinguistic knowledge and the transfer of skills across languages is emphasized, which enables ELs to increase their knowledge of English as a linguistic system, including phonology, morphology, syntax and grammar.

Structures that further support limited English proficient students in structured English immersion (SEI) classes are:

- Pre-teaching/Re-teaching important vocabulary as well as providing background information prior to commencing the lesson
- Providing abundant opportunities to participate in oral language activities
- Flexible grouping of students
- Instructing in small groups
- Providing after school classes that build upon activities and lessons from the regular classroom
- Providing in-class support from other credentialed teachers or specialists

Student-centered communicative approaches, meaningful interaction between adults and students, a focus on language to acquire new knowledge and learning focused on understanding language functions and use are the foundation of ACS' program.

Reclassification Criteria

Students who have been identified as EL and who subsequently demonstrate that they are able to compete effectively with English-speaking peers in mainstream classes, will be reclassified to fluent English proficient (RFEP) according to the following guidelines:

RECLASSIFICATION CRITERIA	
Grade 2	Grades 3, 4, & 5
Annual CELDT/ELPAC Scores Overall annual CELDT score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)	Annual CELDT/ELPAC Scores Overall annual CELDT score of 4 or 5 (with skill area scores of 3 or higher in Listening, Speaking, Reading and Writing)
Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:	Teacher Evaluation The teacher judges the student will be successful in a Mainstream English Program based on a review of:
Elementary Report Card Report card grade marks of 3 or higher in the areas of Listening, Speaking, Reading, and Writing in ELA in Report Card #2	Elementary Report Card Report card grade marks of 3 or higher in the areas of Listening, Speaking, Reading, and Writing in ELA
Performance in Basic Grade-Level skills Benchmark assessment #2 or #3 at Basic, Proficient, or Advance (Only Benchmark # 2 or #3 may be used for reclassification)	CAASPP The students has demonstrated basic grade-level skills on the CST by achieving scores in the Basic, Proficient or Advance performance band on ELA section of the test
Parent Opinion/Consultation	Parent Opinion/Consultation

Comparison of basic skills to those of English-speaking peers demonstrated by a score of proficient or advanced on the English language arts section of the state test. As the EL Master Plan indicates, once ELs are reclassified, they retain RFEP status for the rest of their educational careers. However, the academic progress of RFEP students is monitored for a minimum of two years, as required by state and federal guidelines. During this monitoring period, CELDT/ELPAC testing is not required. If their continued linguistic and academic performance declines or stalls, interventions are provided to ensure that these students reach and maintain grade level academic proficiency.

Monitoring Program Evaluation and Effectiveness

ACS monitors student progress to ensure that all educational programs meet compliance requirements and to determine program effectiveness. Education code and Board policies are followed closely to ensure appropriate implementation of English Learner programs. ELs progress is monitored annually using both school adopted formative and summative assessments. The assessments are used to determine students' English language proficiency in English as well as academic performance. Student data is disaggregated and reviewed annually by school administrators and teachers. ELs are expected to show one language proficiency level of growth annually as measured by the CELDT/ELPAC until they reach English proficiency and then maintain level until reclassified. Data from the annual CELDT/ELPAC administration is compiled to identify individual students who are not meeting this expectation, and appropriate interventions are applied at the school site. ACS ELAC committee of teachers and parent representatives meets a minimum of four times per year in order evaluate the program for English learners.

Monitoring Student Progress of English Learners and Reclassified (RFEP) Students

Teachers measure students' mastery of the ELD standards through the ELD folder, observation, and informal and formal assessment (CELDT/ELPAC) throughout the year. The ELD folder provides targeted outcomes across the

three PLDs (Proficiency Level Descriptors): Emerging, Expanding, and Bridging. These outcomes provide the basis for differentiation of instruction, authentic assessment, and evidence of growth. Observations and informal assessments are ongoing and a natural outcome of effective ELD/SDAIE instruction. The CELDT/ELPAC test is administered in the fall for all students and to all incoming students new to U.S. schools throughout the year. The results are tied directly to instruction through grade level planning and targeted lesson development.

ACS' expectation is for students to progress through the levels of proficiency and re-designate as fully English Proficient (RFEP) before they move on to middle school. For students who enroll beyond the primary grades and with little or no English ability, our goal is to give them a solid foundation in English Language Development and prepare them for content area instruction.

A Long Term English Learner (LTEL) is a student who has been enrolled in U.S. schools for more than six years, is no longer progressing towards English proficiency and is struggling academically. They do not have the English skills needed for academic success, and have accumulated major academic gaps in their elementary school and/or middle school years. There are many factors which contribute to a student becoming a LTEL including a lack of targeted language development, placement in intervention models designed for native English speakers, limited access to the full curriculum, and placement with teachers lacking the professional development needed to address the language needs of ELs, and socio-economic factors including poverty, among others.

ACS is working to address the needs of English Learners in their classrooms. ACS uses the following approaches to support our English Learners; using formative assessment to guide instruction, focusing on building students' oral and written academic language, encouraging primary language development, and using engaging, relevant curriculum designed for elementary students. In order for students to have true access to the content being taught, our teachers carefully consider the language demands required in order to access that content and scaffold their instruction to meet both language and content objectives. Building relationships with students and parents and creating a positive learning environment where students feel challenged and engaged are also crucial factors in addressing the needs of LTELs.

28. Gifted and Talented and High Achieving Students

When screening for GATE students ACS teachers use the following eligibility criteria:

Step 1

- Review summaries of report card grades, progress monitoring results, standardized test scores, etc. to look for "potential"
- Review data candidates for referral.
- Review the Referral Form to identify if all criteria is met.

Step 2

- Identify High Achievement/Specific Academic Ability categories and screen your students for the Intellectual Ability Category by December and submit your referrals by February.

Step 3

- Discuss with the school GATE coordinator during to review screening procedures and verify all referrals.

Gifted and talented students are identified at the 3rd grade level using LAUSD guidelines and procedures for gifted and talented students as follows:

Each student must be verified by the school of attendance as meeting one of the following three criteria:

1. **Demonstrated ability in all four critical-thinking and problem-solving skills in their primary language.**

- a. Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
- b. Formulate new ideas or solutions and elaborate on the information.
- c. Use alternative methods in approaching new or unfamiliar mathematical problems.
- d. Use extensive vocabulary easily and accurately to express creative ideas

2. **Have national percentile scores of 85 or above on the most current standardized norm-reference tests in both**
 - a. total reading/ELA or reading composite and
 - b. total math or math composite or
 - c. verbal reasoning and quantitative reasoning.
3. **Be identified as gifted by a LAUSD psychologist in the Intellectual, High Achievement, or Specific Academic Ability categories.**

Students are identified through a search and referral process based on ACS teachers' recommendations. ACS uses the LAUSD's GATE identification process and policy and will reimburse the District for testing and processing on a fee-for-service basis. If ACS students participate in the Saturday Conservatory of Fine Arts, the Charter School will reimburse on a fee-for-service basis.

Identified students participate in the GATE programs at the fourth through fifth grade levels. Data from traditional instruments such as achievement and criterion –referenced tests is augmented by information from non-traditional sources such as portfolios, parent interviews, parent and teacher nominations and performance. One goal is to actively search for gifted students among underrepresented populations. Teachers observe for characteristics of giftedness in underrepresented populations, such as a highly accelerated rate of English language acquisition in English learners. Referred students may be placed on the school's watch list and their referrals may be reviewed for eligibility at any time ACS utilizes the following measures to identify students for the GATE program: State mandated assessments such as CST and Smarter Balance Assessments results, Common Core State Standard based report cards, Gifted Rating Scale completed by teachers, other areas, such as, art portfolios, music, leadership and athletic talents, teacher observation and checklists and parent input when needed. Another tool provided to teachers for identification is the Checklist for Culturally Diverse or Disadvantaged Students.

ACS's GATE program includes clustering gifted students in the mainstream classes with highly capable peers using strategies such as flexible grouping, group projects, independent projects and differentiation of instruction to provide intellectual challenges and to meet individual needs. All the adopted textbooks in the four content areas provide a wealth of enrichment learning opportunities.

The differentiated curriculum provided to GATE students is based on practices recognized in literature in the field. Following such researchers' models as Joseph Renzulli on curriculum compacting and Howard Gardner on Multiple intelligences, the core curriculum is compacted through vertical enrichment. Using various strategies such as pre-testing content material to prevent redundancy allow students with opportunities to pursue learning according to their needs, interests and abilities. Other strategies include horizontal enrichment focusing on self-directed learning and group projects in which students engage in inquiry and discussion involving higher order thinking (*Bloom's Taxonomy*).

To facilitate connections between, within, and across content areas and disciplines, Sandra Kaplan's model for adding depth and complexity through "Big Ideas" is employed as part of the horizontal enrichment strategy. For example, in the area of mathematics, if a unit pre-test is given and it is determined that the student has mastery of a good amount of the content in that unit, the curriculum is compacted (*vertical enrichment*), thus allowing the

student time to engage in project based vertical and horizontal enrichment activities where the student applies the standards covered in that unit with depth and complexity.

The progress of the students is measured by: 1) Curriculum based formative and summative assessments, 2) portfolios, 3) and rubrics for project-based learning and exhibits.

After school enrichment activities may include but not be limited to participation in the choir, computer or chess clubs, student council, and writer's workshops. The summer school program offers the student the opportunity to participate in either the Humanities (English Language Arts/Social Studies, or math science core classes. In either block the students are able to work on interdisciplinary projects across the content areas based on Big Ideas. This empowers students to use technology and research tools in learning. Students are also able to augment their studies through field trips linked to their specific area of study.

29. Students Achieving Below Grade Level

It is the goal of ACS to provide a classroom environment that is developmentally appropriate and provides core instruction and interventions that are designed to close the achievement gap. In order to effectively support students who are struggling to meet grade level standards, we will:

1. Promote early identification of low-performing students and students with special needs;
2. Provide research based intervention programs and materials for in-class support, after school and summer interventions; and
3. Provide ongoing professional development to strengthen teachers' skills in assessing and implementing appropriate in-class intervention strategies.

Students who are identified as at-risk or as performing below potential are evaluated on a case-by-case basis using formative and summative assessment tools. The school uses information gathered from all mandated state tests as well as local curriculum-based assessment data and ACS benchmark assessments administered each trimester as described in Element 2/3. Interventions are provided in English Language Arts and mathematics, the two core subject areas that have the other state mandated assessment.

Students who are academically low achieving are defined as any student scoring below proficient on the SBA, and/or scoring below Basic on the 5 point rubric designed by ACS for the school's trimester benchmark assessments in Language Arts and math (Element 2/3). Furthermore progress monitoring is based on but not limited to the following measures:

- *ACS standards based benchmark assessments, quarterly*
- *Curriculum based assessments) in Language Arts and math, 2-4 weeks*
- *Program specific monitoring, such as, Intervention Programs*
- *The State mandated assessment: Smarter Balance Assessment results/yearly*

The design of the intervention program in both subjects follows the three levels described in the ELA/Literacy and Mathematics Frameworks. The three levels are:

1. **Benchmark/Tier 1:** Will be provided for students who are experiencing minor difficulties which must be addressed to prevent the students from falling behind. In these cases the interventions will mainly be provided in the core instructional program with various instructional groupings and the teacher will re-

- teach the standard in a different way, may provide differentiated instruction, accommodations, learning centers and additional study time. Parents may be enlisted to provide additional help at home. Some students may also need periodic individual assistance by a tutor.
2. **Strategic intervention/Tier 2:** Will be provided for students who are at the Basic level on the SBA and/or score below Basic on ACS benchmark assessments. In addition to the core instructional program, they will need strategic supplemental instruction, such as afterschool and summer school interventions. A Student Success Team might be called to discuss the appropriate support for the student. In addition to re-teaching a concept and utilizing the steps mentioned in item 1, the teacher may provide additional time and intensity over a period of time to complete an assignment either with a peer, or a tutor. The student can participate in regular study group and/or after school interventions to fill the gaps and provide effective extension of learning. Modifications to the curriculum and instructional strategies will also be used.
 3. **Intensive interventions/Tier 3:** Will be offered for those students who score below and far below basics on the SBA and ACS benchmark assessments and have serious academic performance gaps. In addition to the Core curriculum instruction, the students will receive intensive accelerated instruction targeted to specific student needs. Close monitoring will allow for the adjustments of materials and instructional methods. In addition to utilizing the steps outlined in items 1 and 2 of this section, such as, re-teaching the concepts and adapting the curriculum and instructional strategies, tutoring and extended learning time, the students need ongoing after school and summer school interventions. A Student Success Team will be utilized for thorough discussion of all options, including special education services.

In addition, for students who need intensive and extensive interventions, ACS uses the following publisher provided intervention programs in math and English Language arts, which are aligned with their respective common core standards based curriculum: The *Envision Math Intervention* and *Imagine It Intervention* Programs.

30. Socio-Economically Disadvantaged/Low Income Students

Ararat Charter School realizes that many of the children served face multiple challenges, and may lack supports and provisions that exist for other families. ACS teachers and staff are trained to recognize symptoms and behaviors indicative of a child's need for additional supports, including issues relating to hunger, extreme poverty, and individual families' challenges to meet their child's needs. Our Student Success Team (SST) is responsible for identifying students and families who might need additional resources or supports, including what currently exists within the school as well as referrals to outside community service organizations. Additionally, ACS uses the Free and Reduced Lunch applications, and the Socio-Economic Survey and Parent Education Survey (part of the CALPADS reporting system) regarding family income and parent education, to identify students in this subgroup.

To bridge the gap in experiential background and the academic needs, teachers use diagnostic tools, such as student achievement data and develop Individual Learning Plans (ILP). The plans have growth targets and action plans and monitor the students' progress. Students have full access to intervention and tutoring programs based on assessed needs. With respect to instructional strategies, the teachers also use differentiated instruction addressing different learning styles (e.g., visual, verbal, kinesthetic, logical-mathematical, or spiral).

In addition, using the Checklist for Culturally Diverse and Disadvantaged Students, teachers actively identify students who show talent and interest in areas such as, art, music, leadership and athletic talents. Based on this assessment the students are offered equal access to enrichment activities and field trips that are provided for GATE students.

Outside of the academic realm, the school partners with community resources, to provide support in health services, such as glasses and dental care that are a major need among low socioeconomic students.

31. Students with Disabilities

STUDENTS WITH DISABILITIES

Federal Law Compliance

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

Special Education Program

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

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

32. Students in Other Subgroups

ACS monitors and supports foster youth by attendance records, surveys to search and identify student data; academic progress as measured by ACS formative and summative assessments; and collaborate with DCFS related agencies. ACS provides foster youth a comprehensive academic core, enrichment and support programs. This subgroup will be monitored by school administrators.

“Typical Day”

33. A Typical Day at Ararat Charter School

A typical day at ACS starts at 7:00 am as teachers begin to occupy the school grounds. They rush through the office bidding everyone a good morning, check their mail boxes, exchange a few words with colleagues, and scurry to their rooms to get ready for the day. At 7:30am, students are admitted onto the playground by yard supervisors who greet them and bid the parents a farewell. Students feel at home here. The yard supervisors ensure the safety of the students on the yard as they monitor, praise, and assist students to follow all playground rules and procedures. Suddenly, the bell rings. It's 7:45am and students begin lining up in assigned areas on the playground. The teachers meet their students and following the principal's morning message the entire school recites the Pledge of Allegiance in unison. After that, the students are led into their classrooms to engage in morning warm-up activities.

Each classroom at Ararat Charter School is inviting with colorful bulletin boards displaying student work with attached criteria charts, rubrics, and kid friendly standards displayed. The daily schedule is written on the edge of the whiteboard which is situated between the calendar and the Word Wall. The desks are arranged in groups to allow for maximum interaction and collaboration among students. Each classroom contains an area rug for

shared/guided learning. The classroom walls are adorned with student work samples; each classroom has a designated bulletin board with student writing. Work samples indicate evidence that all students have implemented the writing process within their work. Circulating the room, one would also find maps, anchor charts and realia reflecting the current topic of study. The classrooms at ACS are student centered and are constantly evolving to reflect the learning that is occurring within those walls. There are many of Thinking Map models displayed in the classroom, both teacher as well as student generated, which indicates organization of learning and students' thought processes.

Upon entering a classroom one witnesses the teacher greeting each student at the door with a compliment or praise to bring a smile to child that may barely seem awake. In primary classrooms, students are engaged in calendar activities reinforcing fundamental math skills, along with manipulation of phonics instruction through songs, finger play, and poetry. As students are seated on the rug they have an opportunity to use various strategies to make meaning. The teacher may pose a question and give students an opportunity to use the "Think/Pair/Share" strategy to internalize the information. In the upper grades, students are engaged in Word Analysis, where they dissect words and make meaning out of Greek and Latin root words. Students at ACS are participants of the teaching/learning community as active readers and writers.

One side of the room has computers set up with programs that reinforce phonics instruction and literacy skills. Students also use classroom technology for Accelerated Reader, as it monitors students' reading abilities and challenges students to various levels of reading comprehension. Additionally, classrooms have designated spaces labeled as "Centers" so students are further practice the skills they are learning in class and to give students the opportunity to collaborate with their peers using hands-on resources, technology and game-like activities. One will witness ample time allotted to reading and writing workshop, including opportunities for individualized and group instruction, independent work, and centers. The students at ACS love IWT, or Independent Work Time. During this time, students get to choose their own activities and work in collaborative groups all the while learning and constructing their own knowledge.

As the students line up to go to recess, one can hear the excitement in the voices of those already on the yard. With assigned playground areas, that rotate every week, students know where to play. A line of students are playing hopscotch in the corner of the yard. In the center, the second graders are playing four square while the kindergartners are on the apparatus. Yard supervisors are supervising while walking their areas. Students who are following the school rules and are minding to the Pillars of Character receive "Good Citizen Bucks" that can be exchanged for prizes. Collectively, classes that work together, earn "Teamwork Bucks" that are also exchanged for special privileges, including lunch with the principal and class pizza party, just to name a few. Students' faces light up as they eagerly show off their "Teamwork Buck" to their teacher as she greets them in line.

During math instruction, manipulatives are used in order to make abstract concepts concrete both during direct instruction and collaborative work time. The teacher reads a short story/word problem and has a discussion with the students about what is happening in the story and shows them how to put that in a mathematical sentence. At Ararat Charter School, the process of thinking about the final answer is just as important as the final product itself. Teaching students to think critically about the world around them is important. Students actively construct their own knowledge as they make sense of the experiences encountered in the learning environment. Students recognize math in their everyday life and make valuable connections.

In addition to academics, ACS is devoted to building character and equipping students to be life-long problem solvers. Teachers equip students with these skills by having them role play various scenarios from the Second Step Program. Students learn that being irresponsible can be unfair and hurtful to everyone, including themselves. The teacher then has questions ready and involves the class in a group discussion about taking responsibility for ones actions. She fine tunes her questioning skills in order to encourage students to find answers for themselves rather

than to seek the “right” answer from the teacher. In addition, school administrators reinforce the importance of good citizenship by personally visiting classrooms on a monthly basis and have meaningful discussions with students. Students look forward to the principal’s visit as he reads from The 7 Habits of Happy Kids by Sean Covey.

The ACS community recognizes and respects diversity, encourages students to share and cooperate and exhibit pride in creating through different venues. Such activities and lessons build the character of our students and help them become productive citizens in their communities.

A healthy and nutritious lunch, for all students, is an important part of the day at ACS. The bell rings and the teachers escort their students to the lunch area.

The visual and performing arts are an integral part of ACS’s school day. Typically, one will find our students cycling through various prominent artists of the past and learning about their fine contributions to what is art today. Students will receive instruction about the life of the artist as well as what inspired their art. Students will then recreate the work of George Seurat and his style of Pointillism, as they masterfully apply quick brush strokes against the stark white canvas. Soon after, students will transition for music instruction where they will strike various percussion instruments to create a beat. While some classrooms might play the Boom Whackers in unison, other classes might be playing their recorders to some of our favorite tunes, such as “Mary Had a Little Lamb.” Additionally, students in grades 3-5 will participate in choir, as they learn to train their young vocal chords and sing in harmony. Students eagerly participate in vocal exercises as you hear them hum to various tunes in preparation for the annual winter and spring performances.

Following music the students start a science unit about the five senses. Next to the teacher’s desk are five white baskets that contain a kaleidoscope, maracas, a rose/flower, sandpaper, a furry piece of material, and a cube of sugar for each child. Also, one notices that a five column chart on the whiteboard has a picture of an eye, a nose, a mouth, a hand, and an ear at the top of each column. The teacher states the objectives of the lesson and proceeds. She puts the students in cooperative groups and tells them that they are going to learn about the five senses and points to the pictures on the board. She then gives each group of four students a basket. The teacher first shows the picture of the eye and asks students to look at the kaleidoscope. She explains that the first sense is sight. She then asks the students to describe what they see and charts their responses on the board. Every group has their turn to speak. The students are sharing, collaborating, and asking and answering questions. Everyone is engaged! The teacher awards table points to those groups that are following directions and staying on task. She moves through each sense in the same manner until all materials in the baskets have been explored by the students and the chart is complete with the students’ responses. The students are then directed to sit on the rug while the teacher reads to them, Brave Little Monster.

After reading the story, the teacher asks the students questions about the story and how it relates to the five senses. Again, the teacher involves the class in a group discussion to ensure comprehension of the story and reinforce their understanding of the five senses. After that, the students are sent to their desks to complete independent work where they match different pictures to the sense symbols (eye, nose, mouth, hand, and ear). Finally the students are engaged in a writing activity with sentence starters that follow this pattern:

I see a _____. I hear a _____. I smell a _____. I feel a _____. I taste a _____.

In the upper grades, students will be involved in collaborative learning groups as they construct meaning through our hands-on FOSS Science Kit. Students will conduct various investigations on closed circuits and present their findings to the remainder of the class. The teacher will guide students’ thinking in probing them with higher order thinking where students will analyze and interpret their findings. Later, students will record their observations in Composition notebooks as they will visit the content throughout the year to further their learning.

In the area of Social Studies, students will be involved in project-based learning as they learn about various Native American tribes of North America. The teacher will organize students into heterogeneous groupings, where English learners have an opportunity to engage with our English Only, EO student population in oral communication. Students then will begin this project base learning on the various tribes using multimedia to conduct their research. The teacher will monitor a small group of students as they navigate through appropriate educational websites containing information for the tribal unit project. Collectively, students will become experts of their tribe and report their findings on shelter, clothing, food, culture, and weapons of the Indigenous people. Parent volunteers will assist students as they recreate Native American dolls and create model habitats using materials found in nature. The students will culminate the unit, by hosting a feast, where they partake from the foods consumed by the people of their tribe.

Though it's late in the afternoon, the students anxiously wait for the following day, to return back to school to continue learning in this safe environment. As they gather lunch bags and water bottles, students exchange a few words with one another either in Armenian or Spanish. "Hasta manana" shouts out one student, while another responds with "Hasta luego." Both phrases indicate, "see you tomorrow" or "see you later" that was taught earlier by the Spanish language teacher. On the other side of the classroom, side discussions take place on what P.E. game should be played the following day. Students attempt to persuade their peers to vote for kickball while others are in favor of relay races.

A few minutes before the bell rings, the students begin helping one another to clean up their workspace and organize pencil boxes for the following day. As students lend a hand to one another, you can hear the excitement in their voice, as they look forward to tomorrow. Tomorrow, is a special day for ACS students as it's Friday! On Fridays, students get to visit the school Computer Lab where they learn basic key boarding skills, equipping them to be efficient at typing assignments such as animal reports, biographies, and the like!

After cleanup, they sit at their desks and wait for the teacher to call on their table. The teacher dismisses one table at a time to go empty their cubbies, get their backpacks, and stand in line. At 3:00pm, the dismissal bell rings and parents wait outside classroom doors to greet their children. One by one, the teacher dismisses students to their families and reflects on the teaching day...Students wave their good-byes and run out the door. This has been a busy day at ACS, where a great deal of learning has taken place both within the classroom and on the yard. If we are granted tomorrow, then we are granted another opportunity to learn and yet another chance to teach, to touch the life of a student one heart at a time.

Element 2 – Measurable Pupil Outcomes and

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

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

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

MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM

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

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

STANDARDIZED TESTING

ACS agrees to comply with and adhere to state requirements for participation and administration of all state-mandated tests. If Charter School does not test with the District, Charter School hereby grants authority to the State of California to provide a copy of all test results directly to the District as well as Charter School.

Measurable Goals of the Educational Program

1. Measurable Goals and Objectives

The school’s annual goals, for all pupils (i.e. schoolwide) and for each subgroup of pupils identified pursuant to Education Code § 52052, for each of the eight (8) state priorities identified in Education Code § 52060(d).

NOTE: These goals are the same as those described in Element 1 in accordance with Education Code § 47605(b)(5)(A)(ii). Refer to the ACS LCAP in Element 1.

Measuring Pupil Outcomes: Summative Assessment Performance Targets

2. Performance Targets Aligned to State Priorities

The school's unique educational goals and objectives for grades TK- 5th grade include description of the knowledge and aptitudes to be measured are described herein.

To determine the effectiveness of the Charter School's educational and instructional programs, ACS implements comprehensive standards based assessments. Student achievement in English Language Arts, Math, Science, and Social Studies are assessed using the following types of assessments: 1) Formative assessments such as, curriculum based unit test, lesson test, cumulative review test and teacher prepared assessments; and 2) Standards based benchmark assessments. These assessments are based on a five point Academic Performance Index (API): *Advance, proficient, basic, below basic and far below basic*. A full description of Specific Formative & Summative Assessment Tools with frequency are provided in section Measuring Pupil progress towards Outcomes: Formative & Summative Assessment.

Similarly, ACS administers all State-mandated assessments including: 1) California Assessment of Student Performance and Progress (CAASPP); 2) CELDT/English Language Proficiency Assessments for California (ELPAC), 3) Fitness Gram; and 4) Californian Standardized Test (CST) Science.

Based on these aggregates of multiple measures, the Charter School analyzes summative assessment data to codify the level of mastery of students in the four subject areas: Language Arts, Math, Science and Social Studies. The data is also used to make instructional decisions, allocate resources, and plan for acceleration and interventions.

The LCAP goals and needs have been identified and described in detail in Element I, pursuant to Education Code §52052, that align with the eight (8) state priorities identified in Education Code §52060(d). A completed State Priorities table has been provided in Element 1 and meets the aforementioned requirements and can be incorporated herein by reference.

Listed below is an overview of the standards that would be covered by the completion of 2nd and 5th grade levels that reflect ACS' educational objectives and performance targets measuring student outcomes.

State Priorities #4/ Student Achievement

All students, including all subgroups, unduplicated students, and students with exceptional needs have full access to all subject areas. Description of knowledge skills and annual performance targets are described below. The following knowledge skills and assessments (formative and summative) for each subject apply to all students in TK – 5.

Sub-Priority A – English/Language Arts

Exit Outcomes:

At least 85% of K-2 and 3-5 cohort groups of students will demonstrate competency or higher on grade level Common Core English Language Arts Standards (see measurable outcome table).

Prior to completion of 2nd Grade students will:

- Read and comprehend both fiction and nonfiction appropriately designed for grade level
- Accurately decode orthographically regular, multi-syllable words and nonsense words
- Use knowledge of print-sound mapping to sound out unknown words
- Accurately read many irregularly spelled words and know spelling patterns such as diphthongs, special vowel spellings, and common words endings
- Read aloud with fluency and comprehension any text that is appropriately designed for their level
- Read voluntarily for interest and own purposes through the use of higher order thinking questioning (e.g., how, why, and “what if” questions)
- Interpret information from diagrams, charts, and graphs
- Recall facts and details of texts
- Read nonfiction materials for answers to specific questions or for specific purposes
- Discuss similarities in characters and events across stories
- Connect and compare information across nonfiction selections
- Make reasonable judgments about what to include in written products; will productively discuss ways to clarify and refine own writing and that of others; and with assistance, add use of conferencing, revision, and editing processes to clarify and refine own writing to the steps of the expected parts of the writing process
- Given organizational help, students will write informative, well-structured reports, and produce a variety of compositions (e.g., stories, reports, correspondence)

Upon completion of 5th Grade, students will:

- Read aloud narrative and expository text fluently and accurately and with appropriate pacing, intonation, and expression
- Use word origins to determine the meaning of unknown words, know abstract derived roots and affixes from Greek and Latin, and use this knowledge to analyze the meaning of complex words
- Understand how text features make information accessible and usable (format, graphing, sequence, diagrams, illustrations, charts and maps)
- Analyze text that is organized in sequential or chronological order
- Discern main ideas and concepts presented in texts, identifying and assessing evidence that supports those ideas
- Draw inferences, conclusions, or generalizations about text and support them with textual evidence and prior knowledge
- Distinguish facts and support inferences and opinions in text, as well as identify and analyze the characteristics of different types of text (poetry, drama, fiction, nonfiction)
- Identify the main problem or conflict of the plot, explain how it is resolved, contrast the actions, motives, and appearances of characters in a work of fiction, and discuss the importance of the contrasts to the plot or theme

- Create multiple-paragraph narrative compositions, multiple-paragraph expository compositions and write responses to literature and persuasive letter compositions
- Create simple documents by using electronic media and employing organizational features
- Edit and revise manuscripts to improve the meaning and focus of writing., and use standards for written and oral English language conventions
- Deliver focused coherent presentations that convey ideas clearly and relate to the backgrounds and interests of the audience
- Ask questions or draw conclusions based on an oral report, present oral presentations, clarify ideas, and engage the audience
- Identify and analyze media as sources for information, entertainment, persuasion, interpretation of events, and transmissions of culture
- Use speaking strategies to deliver narrative presentations, deliver informative presentations about an important idea, issue, or event, and deliver oral responses to literature

**PERFORMANCE OUTCOMES – English Language Arts
Academic Performance Levels 1-5 (APL)**

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate mastery on grade appropriate standards in the area of English Language Arts.	By the end of the 2 nd and 5 th grades 85% of cohort groups of K-2 and 3-5 students will score an APL 3 or higher to demonstrate grade level competency in total Language Arts.	Ararat Charter School benchmark assessments in Language Arts in trimesters 1, 2 and 3. Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3.
Ararat Charter School students will demonstrate increase in academic performance levels in reading.	By the end of 2 nd and 5 th grades at least 85% of K-2 and 3-5 cohort groups will show competency or higher at each grade level in reading.	Ararat Charter School benchmark baseline and summative assessments in reading comprehension trimesters 1, 2 and 3.
Ararat Charter School students will show mastery in English writing conventions and craft in different genres.	At least 85% of K-2 and 3-5 cohort groups of students will score an APL 3 or higher to demonstrate grade level competency in writing.	Writing genre standards based rubrics, trimesters 1, 2 and 3.

*ACS uses the following battery of reading assessments: 1) SRA/McGraw-Hill series of reading fluency and reading comprehension; and 2) Accelerated Reader.

Sub-Priority B – Mathematics

Exit Outcomes:

At least 85% of K-2 and 3-5 cohort groups of students will demonstrate competency or higher on grade level Common Core in Mathematics (see measurable outcome table).

By the end of 2nd Grade, students will:

- Understand the relationship between numbers, quantities, and place value in whole numbers up to 1,000 (Second Grade)
- Count to 120, starting at any number less than 120 by (First Grade)
- Count numbers up to 100 by ones and by tens (Kindergarten)

- Estimate, calculate, and solve problems involving addition and subtraction of two-and three-digit numbers (Second Grade)
- Compare two-digit numbers based on the meanings of tens and ones digits. (First Grade)
- Model and solve simple problems involving multiplication and division (Second Grade)
- Addition and subtraction (First Grade)
- Addition and subtraction with concrete objects (Kindergarten)
- Use estimation strategies in computation and problem solving that involve numbers that use the ones, tens, hundreds, and thousands places (Second Grade)
- Model, represent, and interpret number relationships to create and solve problems involving addition and subtraction (First and Second Grade)
- Understand that measurement is accomplished by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item to be measured (Second Grade)
- Use non-standard units (Kindergarten and First Grade)
- Identify and describe the attributes of common figures in the plane and of common objects in space (Second Grade)
- Identify and describe the attributes of common figures in the plane (Kindergarten and First Grade)
- Collect numerical data and record, organize, display, and interpret the data on bar graphs and other representations (Second Grade)
- Make decisions about how to set up a problem (Kindergarten, First, and Second Grade)
- Solve problems and justify their reasoning (Kindergarten, First, and Second Grade)
- Tell and write time from analog and digital clocks to the nearest five minutes, using a.m. and p.m. (Second Grade)
- Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using dollar and cent symbols appropriately (Second Grade)

By the end of 5th Grade, students will:

- Understand the place value system. Perform operations with multi-digit whole numbers and with decimals to hundredths. Use equivalent fractions as a strategy to add and subtract fractions. (Fifth grade).
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing with multi-digit numbers (fourth grade)
- Use a variety of strategies that incorporate decomposing numbers and our place value system for estimating and computing sums and differences involving multi-digit numbers up to 10,000 (third grade)
- Understand the relationship between decimals, fractions, and percent and perform computations involving all three representations of rational numbers
- Use various models for interpreting fractions and computing sums and differences (fourth grade)
- Use physical models to estimate and compute sums and differences with common fractions (third grade)

- Represent the decimal fractions equivalent to common unit fractions (third grade)
- Use variables in simple expressions, compute the value of the expression for specific values of the variable, and plot and interpret the results
- Solve simple expressions and equations with unknowns by substitution (fourth grade)
- Understand and compute the volumes and areas of simple objects
- Understand and compute the area and perimeter of plane shapes (fourth grade)
- Use physical models and manipulatives to calculate the area and perimeter of plane shapes (third grade)
- Identify, describe, and classify the properties of, and the relationships between, plane and solid geometric figures (third, fourth, and fifth grade)
- Display, analyze, compare, and interpret different data sets, including data sets of different sizes
- Generate survey questions and collect, organize, and display the data using line plots, bar graphs, and tables
- Make decisions about how to approach problem
- Use strategies, skills, and concepts in finding solutions
- Move beyond a particular problem by generalizing to other situations

PERFORMANCE OUTCOMES – Mathematics

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate competency on grade appropriate standards in mathematics	By the end of each grade, at least 85% of students will <i>attain competency level or higher</i> in mathematics.	Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3 Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3
Ararat Charter School students will demonstrate increase in academic performance levels in math skills.	By the end of each grade, at least 85% of students will show one performance level increase in grade level mathematics.	Ararat Charter School benchmark assessments, trimesters 1, 2 and 3

Sub-Priority C – History-Social Science

Exit Outcomes:

By the end of each grade at least 90% of the students will demonstrate competency or higher on grade level Common Core the History/Social Studies standards.

By the end of 2nd grade students will:

- Understand how people lived and worked long ago
- Recognize national and state symbols and icons
- Understand the characteristics of people, places, and environments

- Describe physical and/or human characteristics of places
- Understand the significance of holidays
- Understand basic economic concepts
- Differentiate between historical and modern-day events
- Develop map skills
- Know the rules which guide our actions, and how people make a difference in society
- Understand the impact of the actions of individuals in history

By the end of 5th grade students will:

- Understand physical and cultural geography and the use of geographical terms and tools (maps, graphs, charts, etc.)
- Describe and understand Native American history
- Understand a sequence of historical events
- Understand the rules and laws of local and national government
- Demonstrate an understanding of basic economics
- Understand the history and development of the state of California and how its statehood impacted the Union
- Describe and comprehend early exploration
- Describe and comprehend Colonial America and the impact it had on the development of the nation
- Explain the causes and consequences of the American Revolution
- Describe the people and events associated with the U.S. Constitution and the American Republic
- Describe the effects of colonization, immigration, and settlement on the development of the country
- Know the location of the fifty states and their capitals

PERFORMANCE OUTCOMES – Social Studies

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate competency on grade appropriate standards and skills in social studies	By the end of each grade, at least 90% of students will <i>show at a minimum competency level or higher</i> grade level standards in social studies.	Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3 Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3
Ararat Charter School students will demonstrate understanding of newly acquired knowledge in social science skills and standards by applying them in interdisciplinary projects and exhibits.	100% of the students will complete yearly interdisciplinary projects/exhibits that demonstrate integration of concepts across the curricular areas.	Ararat Charter School developed project/exhibit five point rubric

Exit Outcomes:

By the end of each grade at least 90% of the students will demonstrate competency or higher on grade level Common Core Next Generation Science standards.

By the end of 2nd grade students will:

- Make careful and detailed observations about objects and phenomena under investigation
- Measure length, weight, temperature, and liquid volume with appropriate tools and express those measurements in standard metric system units
- Compare and sort common objects by their physical attributes and interactions with other objects or phenomena
- Record and be able to communicate observations orally and through pictures, numbers, bar graphs or written statements
- Make new observations when discrepancies exist between two descriptions of the same object or phenomenon
- Make predictions based on observed patterns and not random guessing
- Use tools such as hand lenses to aid detailed observations and descriptions of physical attributes and phenomena.

By the end of 5th grade students will:

- Repeat observations to improve accuracy and know that the results of similar scientific investigations seldom turn out exactly the same because of differences in the things being investigated, methods being used, or uncertainty in the observation
- Identify the dependent and controlled variables in an investigation
- Identify a single independent variable in a scientific investigation and explain how this variable can be used to collect information to answer a question about the results of the experiment. Draw conclusions from scientific evidence and indicate whether further information is needed to support a specific conclusion
- Differentiate evidence from opinion and know that scientists do not rely on claims or conclusions unless they are backed by observations that can be confirmed
- Formulate and justify predictions based on cause-and-effect relationships
- Collect and use numerical data in making observations, describing and comparing objects, events, and measurements
- Select appropriate tools (e.g., thermometers, meter sticks, balances, and graduated cylinders) and make quantitative observations. Record data by using appropriate graphic representations (including charts, graphs, and labeled diagrams) and make inferences based on those data
- Conduct multiple trials to test a prediction and draw conclusions about the relationships between predictions and results
- Classify objects (e.g., rocks, plants, leaves) in accordance with appropriate criteria
- Write a report of an investigation that includes conducting tests, collecting data or examining evidence, and drawing conclusions

PERFORMANCE OUTCOMES – Science

MEASURABLE OUTCOMES	ASSESSMENT MEASURE	MONITORING TIMELINE
Ararat Charter School students will demonstrate competency on grade appropriate standards and skills in science.	By the end of each grade, at least 90% of students will <i>competency or higher</i> grade level standards in science.	Ararat Charter School standards based benchmark assessments, trimesters 1, 2 and 3 Ararat Charter School on-going formative assessments and standards based report cards trimesters 1, 2 and 3
Ararat Charter School students will demonstrate understanding of newly acquired knowledge in science skills and standards by applying them in interdisciplinary projects and exhibits...	100% of the students will complete yearly interdisciplinary projects/exhibits that demonstrate integration of concepts across the curricular areas.	Ararat Charter School developed project/exhibit five point rubric
Ararat Charter School 5 th grade students will demonstrate proficiency on grade appropriate standards and skills in science.	By the end of 5 th grade, at least 85% of cohort group of 3-5 students will demonstrate proficiency or higher on grade level science standards.	<ul style="list-style-type: none"> • Science Based Assessment/Grade 5 benchmarks • Ararat Charter School standards based benchmarks

3. Other Performance Targets

State Priorities #8/ Other Important Student Outcomes

All students, including all subgroups, unduplicated students, and students with exceptional needs will have full access to all subject areas. Description of knowledge skills, annual performance targets are described below. The following knowledge skills and assessments for each subject apply to all students in TK – 5 inclusive.

Sub-Priority A – World Languages:

Student progress in the Armenian and Spanish languages is based on the criteria described in the Foreign Language Framework for California Schools. Student achievement is assessed using the following types of assessments; 1) Formative assessments, such as, curriculum specific chapter and unit tests and 2) ACS benchmark assessments. Student progress is assessed on the following five (5) point rubric, *exceed, meet, approaching, below and far below standards*. The benchmark assessments are administered per trimester.

The types of assessments include: 1) Entry level as a basis to provide instruction at the appropriate level and 2) Progress monitoring to measure progress towards established goals. Assessment takes the following forms:

- *Performance based, such as, oral language competency interviews between teacher and student*
- *Writing competency with students responding to prompts created on the basis of the context, text types, functions and content for Levels I and II per the Framework.*
- *Vocabulary development and reading comprehension*

Exit Outcomes/Performance Targets:

At least 85% of K-2 cohort groups of students will meet Level I standards in oral language, reading comprehension and writing competency as described in the Foreign Language Framework.

Prior to the completion of 2nd grade students will at a minimum:

- Produce formulaic language, such as, memorized words, phrases and sentences used in daily life and predictable settings
- Show oral language competency in natural conversational settings related to self
- Comprehend overall meaning of a story, identifying the main idea

At least 85% of grade 5 cohort groups of students will meet Level II standards in oral language, reading comprehension and writing competency.

Prior to the completion of 5th grade students will at a minimum:

- Create and produce language, such as, sentences and string of sentences for paragraph, and a 5 paragraph essay.
- Show oral language competency in natural conversational settings related to self and the immediate environments
- Comprehend the overall meaning of a story, key ideas, and some supporting details in text related to self and immediate environments

Sub-Priority B – Technology

Exit Outcomes/Performance Targets:

Students will have opportunities to demonstrate work based on International Society for Technology in Education's National Educational Technology Standards for Students (NETS*S)

Prior to completion of Grade 2 students will have opportunities to demonstrate:

- Use input devices and output devices to successfully operate computers, VCRs, audiotapes, and other technologies
- Use a variety of media and technology resources for directed and independent learning activities
- Communicate about technology using developmentally appropriate and accurate terminology
- Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning
- Practice responsible use of technology systems and software
- Create developmentally appropriate multimedia products with support
- Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories
- Gather information and communicate with others using telecommunications

Prior to completion of 5th Grade students will have opportunities to demonstrate:

- Use keyboards and other common input and output devices efficiently and effectively
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide
- Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use

- Use general-purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum
- Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities
- Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests
- Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom
- Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities
- Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems
- Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources

Sub-Priority C – Visual & Performing Arts

Exit Outcomes/Performance Targets:

100% of the students will participate in grade level Visual & Performing Arts instruction in the following areas:

Artistic Perception

- Creative Expression
- Historical and Cultural Context
- Aesthetic Valuing
- Connections, Relationships, Applications

Creative Expression

- Creating, Performing, and Participating in the Visual Arts
- Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art
- Historical and Cultural Context
- Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts
- Aesthetic Valuing
- Responding to, Analyzing, and Making Judgments About Works in the Visual Arts
- Connections, Relationships, and Applications
- Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers

Sub-Priority D – Physical Education

Exit Outcomes/Performance Targets:

100% of the students will receive a minimum of 100 minutes per week instruction in grade level specific Physical Education.

Physical Fitness Test Outcomes by Grade 5:

To complete the *Fitnessgram*, students are required to test in the following:

- One of the options from aerobic capacity
- One of the options from body composition
- The curl-up test
- The trunk lift test
- One of the options from upper body strength
- One of the options from flexibility

Sub-Priority E – Civic Responsibility/Character Education

Exit Outcomes/Performance Targets:

1. 100% of the students will have the chance to participate in grade level appropriate activities selected from the school-wide, classroom and individual/group activities described in *Element 1*.
2. Student participation will be measured by teacher prepared rubrics on the following benchmarks: *Exceed, meet and does not meet*.
3. It is expected that 100% of the students will meet or exceed the benchmarks as measured by student portfolios, exhibits, performances and displays.

State Priority #8 – Performance Targets

Subject	Performance Targets
Technology	100% of the students will show growth through: <ul style="list-style-type: none">• Project-based activities• Performances• Portfolios and Exhibits• Oral Presentations• Descriptive and Analytical paragraph/essay
Visual & Performing Arts	
Physical Education	
Civic Responsibility/Character Education	

Measuring Pupil progress towards Outcomes: Formative & Summative Assessment

4. Monitoring and Measuring Student Outcomes

At Ararat Charter School, we believe that assessment of student progress is an essential tool for teacher growth and school-wide improvement. We envision a system of assessment that will bring teachers together to talk about teaching, help teachers learn to teach better, and provide students the opportunity to monitor their growth. At ACS, consistent student assessment – *both formal and informal* – will be emphasized for monitoring student success and meeting content and performance standards. Using a combination of assessment tools, data will be collected and analyzed codifying student progress in all core academic areas.

In order to support our standards based instructional programs and meet our identified student outcomes, assessment measures will take various forms: 1) Formative assessments in the form of teacher developed or

selected metrics; 2) ACS benchmark program assessments; and 3) State Standardized testing and reporting (CAASPP).

Listed below are specific assessment tools and a description of frequency of assessment.

Assessment Tools:

Formative and Summative Assessments

Ongoing, periodic assessment is an integral part of the teaching/learning process. Formative assessment of student progress take place on an ongoing basis after individual lessons and periodically when students have had opportunities to internalize new concepts. *These could come in the form of timed skills tests, unit pre-and post-tests, journals and portfolios.* The Benchmark assessments provided by the publishers of the adopted textbooks are used as summative assessments tools. All teachers at all grade-levels use the grade-appropriate assessments per trimester.

Performance Assignments

Performance Assignments are more open-ended and informative than multiple-choice exams. Performance assignments give the teacher the opportunity to see if students truly understand important concepts and can apply them to actual work. Performance assignments are to be administered school-wide, within grade-levels, and in individual classrooms. The following are instructional elements of our charter that utilize performance assessments: FOSS, Writing, History-Social Science, Technology, Visual and Performing Arts.

Student Portfolios

Portfolios allow students, parents and teachers to see each student's growth over time. Work collected in the portfolios show growth towards the content standards. The following are instructional elements of our charter that can be better demonstrated through a portfolio: ELD, FOSS, Writing, History/Social Science, and Technology.

Report Cards

Standards based cards measure student achievement based on the following academic performance levels (1 -5): 5/exceeds, 4/proficient/ 3/ basic competency, 2/below competency, and 1/ far below competency. Report cards are in trimesters 1, 2, and 3.

Listed below are the Formative and Summative Assessment tools and frequency of assessment for the four content areas.

Specific Formative & Summative Assessment Tools English Language Arts, Math, Science, and Social Studies

English Language Arts: McGraw Hill SRA Imagine It! 2009

The assessments that be used to monitor progress toward standard attainment in English Language Arts include:

Summative:

- Imagine It! pre, mid-year, and post assessments
- Imagine It! unit assessments and unit writing and fluency assessments

Formative:

- Imagine It! weekly lesson assessments
- Imagine It! Diagnostic reading assessments, as needed
- Evidence of student learning, such as student products /projects

Math:
Pearson envision Math 2014 & 2015

The assessments that be used to monitor progress toward standard attainment in math include:

Summative:

- Envision End of unit/topic assessments A and B
- Envision Benchmarks

Formative:

- Envision Tasks/Lessons
- Envision Cumulative Review Tests A and B

Science:

Delta Education FOSS 2010

We utilize the district-adopted Full Option Science System (FOSS) which include:

Summative:

- FOSS Benchmark assessments/diagnostic
- FOSS End of module assessments (Summative-Performance and written items)

Formative:

- FOSS Embedded Assessments (Formative)
- Evidence of student learning, such as student products

Social Studies:

Mac Millan McGraw Hill CA Vistas 2010

Summative:

- Vista summative assessment
- Vista Chapter and Unit tests

Formative:

- Vista Cumulative Review Tests
- Evidence of learning such as student products and projects

Frequency of Assessments English Language Arts, Math, Science, and Social Studies

Assessment	Frequency	Administered & Rated By	Measures
SUMMATIVE			
ELA & Math (SBAC) Science (CST)	Annual, Spring 3 rd - 5 th Annual, Spring 5 th	CDE	Overall and subgroup student progress in core subject matter based on SBAC Overall and subgroup student progress in Science based on CA Content, CST.
CURRICULUM ALIGNED ASSESSMENTS			
ELA, Imagine It!	Trimesters 1, 2, & 3	Teachers	Year End reading performance
Writing Genre By Grade Level	Trimesters 1, 2, & 3	Teachers	Year End Writing Performance
Math, Envision	Trimesters 1, 2, & 3	Teachers	Year End math performance
Science, FOSS	Trimester 1, 2, & 3	Teachers	End of Module, Summative
Social Studies, Vista	Trimester 1, 2, & 3	Teachers	End of Units Tests Cumulative Review Tests and Summative
Student Presentations & Projects	Multiple	Teachers, Parents, Students	Presentations that demonstrate student performance across multiple domains

FORMATIVE			
Math, envision	Benchmarks throughout Year and Year-end	Teachers	Ongoing math performance
Teacher Generated Assessments	Baseline, throughout	Teachers	Student performance across all subject areas
Teacher/staff Observation	Throughout Year and Year End	Teachers & Other Staff	Student behavior, social skills, character development
Character Education Assessments – Teacher Survey	Retrospective Assessment	Teachers	Student Increase in Developmental Assets
ELA, Imagine It!	Pre-	Teachers	Baseline Reading
	Mid-year		Mid-year reading performance
	Weekly Lesson		Short term progress on specific learning objectives
	Unit		Intermediate term progress
Grades	Trimesters 1, 2, & 3	Teachers	Academic and behavioral progress

ACS conducts all required statewide standards and pupil assessments. The following annual assessments will measure our students' progress in meeting the California Common Core Standards.

Test	Times	Grades
Annual CELDT/ELPAC	Fall	1-5
Initial CELDT/ELPAC	Ongoing	K-5
CA Physical Fitness Test	Spring	5
SBAC Interim	Spring	3-5
SBAC Summative	Spring	3-5
CST, Science	Spring	5

Data Analysis and Reporting

5. Collecting, Analyzing, Using and Report Student Data

Ararat Charter School includes standards based summative benchmark assessments. The Ararat Charter School benchmark, also referred to as Multiple Measure Assessments (MMA), measures student progress each trimester using Criterion Referenced Tests (CRT) in English Language Arts, mathematics, science and social studies. These assessments will be administered at the end of each trimester.

In the area of writing, students in grades 1-5 are assessed on the basis of the genre identified in the California ELA/ELD framework. Student writing is assessed on a five point rubric, which is aligned with common core state standards. Teams of teachers meet together to analyze student work to evaluate student progress towards meeting the standards.

All benchmark assessments are aligned with the standards based assessment tools provided with the adopted programs in English Language Arts, math, science and social studies.

The assessment results are reported in five performance levels: *exceed, proficient, basic, below basic and far below basic*. At the end of each trimester, teachers analyze the results of this summative assessment. For students scoring below basic “meeting standards”, teachers prepare individual student profiles, identify individual student needs and provide appropriate interventions. The programs includes participating in the Voyager Passport program as part of differentiated instruction, and after school and summer school programs.

All teachers consistently analyze standards based curriculum-embedded data at monthly grade level meetings and staff development sessions. Released time is also provided on as needed basis. The staff then decides on curriculum calibration (*how well the materials reflect the standards*), and make instructional decisions. Teachers collaborate and design effective small group and differentiated instruction focused on specific strategies.

The following table describes ACS' local and state accountability data that the school uses as part of its summative assessments. The data is used to make instructional decisions and allocate resources.

ACS LOCAL AND STATE ACCOUNTABILITY MATRIX

Measurable Pupil Outcomes	Local Benchmark Instruments	State-level Year-End Assessments
At least 85% of students will meet grade level content standards	Ararat Charter School benchmark assessments, Student progress records, portfolios, locally developed/adopted content and skill assessment instruments	Current state accountability measures: for example; CAASPP, writing assessments
At least 85% of students will show at least one APL or skill level's worth of progress each academic year, as evidenced by multiple local and state assessments.	IRI, Writing Inventories, Ararat Charter School benchmark assessments, Individual Learning Plans	Current state accountability measures: for example: state mandated testing (CAASPP), writing assessments
Meet or exceed the API targets required by the CDE and LAUSD with demographically similar student population.	N/A	Current state accountability measures: for example: state mandated testing (CAASPP), writing assessments
*Meet or exceed AYP targets as per NCLB	N/A	state mandated testing (CAASPP),

Collecting and analyzing data is curriculum and assessment embedded and is an integral part of instruction. This process is ongoing throughout the year in the following three Tiers:

Tier One/Ongoing:

Ararat Charter School benchmark assessment data in reading, writing genre, math, science and social studies are be administered at mid-trimester and end of each trimester. At monthly grade level meetings teachers analyze the data and students who score “basic and below” levels receive interventions.

Standards based report cards issued at the end of each trimester report student achievement levels in three areas: *1) overall academic level; and 2) outcome on the ACS Benchmark assessments; 3) Intervention programs.*

In addition to the regularly scheduled parent conferences, teachers meet with individual parents based on student needs.

Tier Two/Year End Summative:

At the end of each year, ACS uses the compensatory modal to analyze the data gathered from the standards based report cards, the Ararat Charter School benchmark program assessments and CASSPP. The purpose of this analysis is to determine to what extent the students are meeting grade level standards. The data is disaggregated by ethnicity, gender, and language proficiency levels, Special Education, GATE and Title I.

Subsequently, using the Content Cluster analysis reports of the SBAC, teachers then determine the grade level and individual student needs. Based on the standards content cluster analysis and the benchmark assessments, the teachers develop class and individual student goals. They then develop a plan to indicate how each teacher will meet these goals. Each year, during Parent Conferences, the teachers share with the parents the individual student goals and plans for success.

Tier 3/Year End Longitudinal Studies:

In addition to the annual analysis of the data, ACS has the capability of conducting longitudinal study, utilizing CASSPP and ACS benchmark assessments. It is our goal that 90% of the cohort group of students who attend ACS from grades 1-5 will meet State and ACS standards. ACS also uses the information gleaned from disaggregated and historical data to make determinations about our instructional program.

Assessment Data to Inform Instruction

The results of the assessment tools described above are made explicit to the Board in open session. Under the leadership of the principal, teachers use the data to develop annual goals for student achievement, instructional programs, and staff development needs. These goals and the plan of implementation will be shared with the Board for approval and allocation of necessary resources.

The principal is ultimately responsible for meeting target goals, and is held accountable by the Governing Board.

Grading, Progress Reporting, and Promotion/Retention

6. Grading Policy and Frequency of Reporting

Teachers measure student achievement by utilizing mutually agreed upon benchmarks for Academic Performance Levels (APL), based on a five point rubric. Standards based report cards issued at each trimester measure student progress towards grade level standards in the core content areas. Student progress in social and emotional development is addressed in the Skills to Success of the report card.

The following table indicates the ways in which percentage and rubric grades are used at ACS and what these grades mean in terms of a student's mastery of the State Common Core Standards. Report cards are standards based and students receive a rubric/APL score for each subject trimesters 1, 2, and 3.

GRADING POLICY

Percentage	Rubric Score/APL	Meaning
90-100	5	A student earning APL of 5 in a subject is demonstrating advanced levels of mastery with the content standards
80-89	4	A student earning APL of 4 in a subject is demonstrating proficiency with the content standards.
70-79	3	A student earning APL of 3 in a subject is demonstrating basic competency with the content standards.
Below 70	1 or 2	A student earning APL 1 or 2 in a subject is not yet demonstrating a basic competency with the content standards and needs intensive interventions

There is a school-wide standards for grading. Teachers are trained on the school's policy and work with the principal to ensure that grades are calibrated and assigned in a fair and consistent manner that corresponds with the

Common Core State Standards.

Promotion/Retention Policy and Procedures

At ACS we understand that solid academic foundation at the elementary level is critical for success at the middle school level and ultimately at the high school level. Our curriculum is designed to ensure that students attained competency in benchmarks necessary for success at the higher levels.

ACS provides a well-structured intervention program throughout the school year. These interventions are designed with the goal of teaching students competency and facilitate their success in the academic areas. In the event a student is considered for retention the school convenes a Student Success Team (SST) that consists of student, teacher, parent, principal, and psychologist, and others as needed. The SST may consider, but not be limited to, the following factors: age appropriate academic progress, social/emotional maturity, attendance, and effectiveness of interventions.

The Governing Board of Ararat Charter School has adopted a Retention and Promotion Policy pursuant to Education Code standards-based promotion policy in accordance with *Assembly Bill 1626 (AB 1626), Ed. Code 48070.5(d)(1)*, which became law in September 1998. Students in grades K-5 are required to meet minimum identified criteria in order to promote to the next grade.

Element 4 – Governance

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

GENERAL PROVISIONS

As an independent Charter School, Ararat Charter School (ACS), operates as or by its nonprofit public benefit corporation, is a separate legal entity and shall be solely responsible for the debts and obligations of ACS.

ACS shall comply with the Brown Act and the Public Records Act.

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

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

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

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

TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES

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

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

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

ACS shall establish and provide a uniform complaint procedure in accordance with applicable federal and state laws and regulations, including all applicable requirements of California Code of Regulations, title. 5, sections 4600 *et seq.*

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

ACS shall extend its uniform complaint procedure to complaints pursuant to the local control funding formula. Ed. Code § 52075.

LEGAL AND POLICY COMPLIANCE

ACS 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.

ACS 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 Ed. Code section 47604.33.

RESPONDING TO INQUIRIES

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

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

NOTIFICATION OF THE DISTRICT

ACS shall notify the Charter Schools Division 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 ACS. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation.

STUDENT RECORDS

When a student transfers for any reason from ACS to any other school, ACS shall transfer a copy of the student's complete cumulative record within 10 school days of receiving a records request from the receiving school. In the

event ACS closes, ACS shall comply with the student records transfer provisions in Element 16. ACS shall comply with the requirements of Ed. Code section 49060 et seq., regarding rights to access student records and transfer of records for youth in foster care.

Governance Structure

1. Governance Structure, Organizational Chart, Roles and Responsibilities

The governance structure of Ararat Charter School shall include processes to ensure parental involvement as stated in California Education Code Section 47605 (b) (5) (D). The Charter School's success will depend on broad-based community partnerships, collaboration, creativity, and most importantly a respect for the diverse cultures of our community. Opportunities are also provided for parent and community participation on the Board and school committees.

All meetings of the ACS Governing Board shall be held in accordance with the Brown Act. All approvals of agenda items need an affirmative vote of the majority of the Governing Board members.

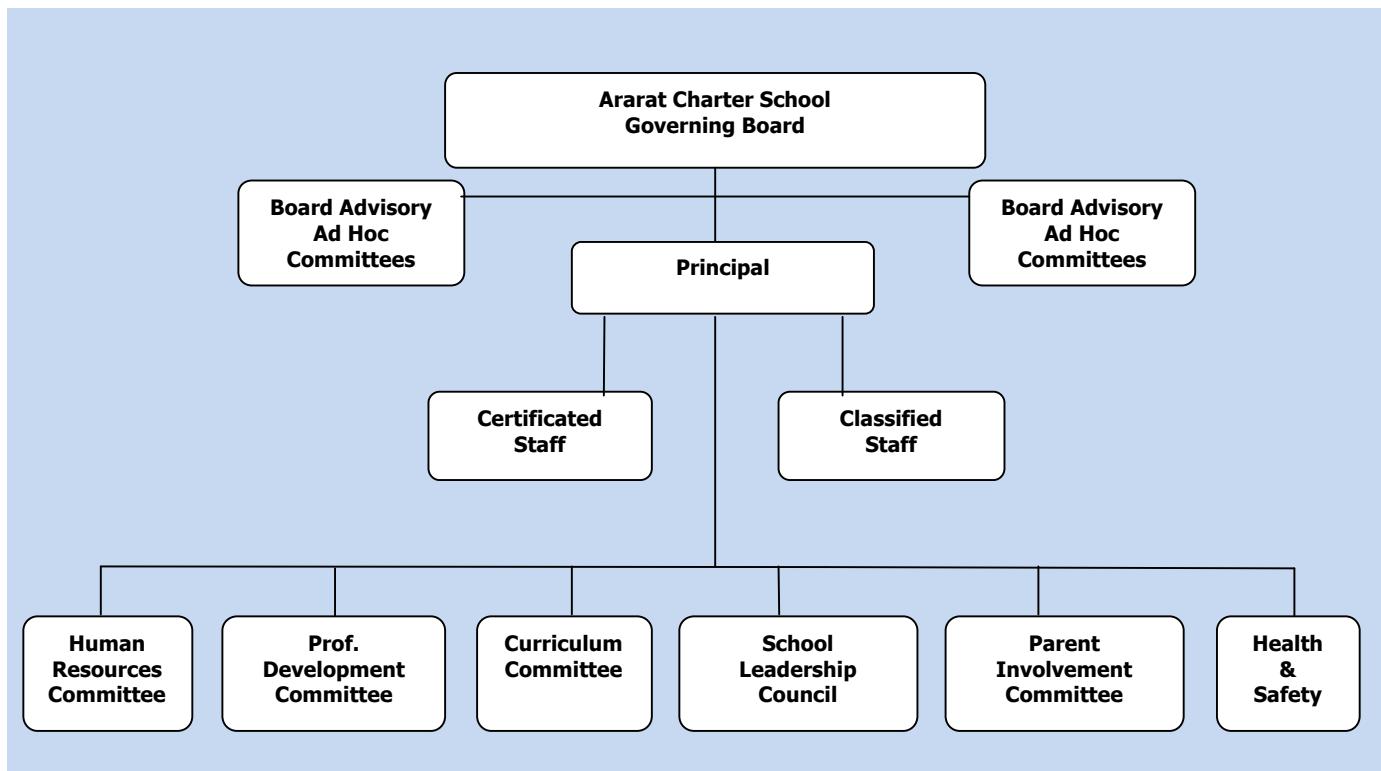
The ACS Governing Board has created a functioning structure that supports educational goals through a vigorous process of decision-making and consensus building, in which representatives from all stakeholder groups such as parents, teachers, community members and staff are present. The Board shall have ultimate responsibility for the overall operation of the school, while the School Principal manages the day-to-day activities of the school. Board members have the responsibility to solicit input/opinions from the parents regarding issues of significance and to weigh the input/opinions carefully before taking action. The primary method for executing their responsibility is the adoption of policies that offer guidance and interpretation of the charter and procedures to assist the staff in facilitating the implementation of such policies.

ACS operates autonomously from the District, with the exception of the supervisory oversight as required by statute and any other contracted services as negotiated between the District and ACS. Pursuant to California Education Code Section 47604(c), the District shall not be liable for the debts and obligations of ACS, operated by a California non-profit benefit corporation or for claims arising from the performance of acts, errors, or omissions by ACS as long as the District has complied with all oversight responsibilities required by law.

Any amendments to the ACS charter petition must first be approved by ACS Governing Board with input from school staff and parents. The Governing Board would then be responsible to submit the change request for approval to the Charter School Division of LAUSD. If the change is substantive, then the **changes will be submitted to the LAUSD Board for approval**. Once the request for change has been approved, ACS may implement the change at the school site.

ACS is operated by ACS's Governing Board in accordance with its adopted corporate bylaws, which shall be consistent with the terms of this Charter. The Board will make policy decisions for ACS and the Charter School's principal will act in an advisory capacity to the Governing Board. Although it is important to point out that policy decisions are made by the Governing Board, the Principal will make recommendations and the Governing Board will make the final decision.

Organizational Chart



Responsibilities of the Governing Board

Responsibilities of the Governing Board include, but are not limited to, the following:

- Adopting, evaluating, and updating school policies consistent with the law and ACS's mission
- Adopting a fiscally responsible budget based on the school's vision and goals
- Reviewing the recommendations from Ararat Charter School's principal for the hiring of school personnel or independent contractors
- Monitoring the fiscal health of the school on a monthly basis and approving budget expenditure recommendations in excess of one thousand dollars (\$1,000)
- Approving the annual fiscal and performance audits
- Developing the school calendar and scheduling Board meetings
- Developing the Board policies and procedures
- Developing and approving the annual budget
- Reviewing requests for educational field trips
- Reviewing and recommending curriculum changes as needed
- Maintaining accountability for student learning by monitoring student progress
- Ensuring that a safe and appropriate educational environment is provided to all students
- Hiring, supervising, and evaluating the Principal and if necessary, terminating
- Overseeing and approving the school's annual budget, fiscal affairs, and audits
- Reviewing quarterly financial reports
- Electing Governing Board members once every three years or as necessary.
- Assessing and determining salary increases
- Overseeing the dispute resolution and compliant procedures when necessary

- Approving school proposed charter amendments, with material revisions to be submitted for approval by LAUSD, pursuant of Education Code Section 47607
- Approving personnel discipline (suspensions or dismissals) as needed
- Appointing an administrative panel, from the Governing Board, to act as a hearing body to take action on recommended student expulsions.
- Creating Advisory Councils, sub-committees as needed including but not limited to a hiring committee, a compensation committee, and an audit committee.
- The Board may initiate and carry on any program or activity, or may otherwise act in any manner which is not in conflict with, inconsistent with, or preempted by, any law, and which is not in conflict with the purposes for which ACS is established.

Governing Board Composition and Member Selection

2. Composition of the Board

The ACS Governing Board will consist of at least seven (5) and no more than nine (9) voting community representatives including one parent representative.

ACS board members collectively have held a variety of professional educational positions and have accumulated a great deal of educational experiences to be capable of designing curriculum and making financial decisions that will support its educational vision. The Governing Board includes: a former superintendent of schools, assistant superintendent of educational services, two university professors, one principal, one school psychologist/counselor, a lawyer, and one businessman/community leader. ACS Governing Board by laws provide that the Board should include one (1) parent representative. The Board is committed to the appointment of a parent representative when vacancies become available. The Board brings this background of professional experiences & dedication to ensure the success of ACS.

ACS will seek additional community members with expertise in areas critical to school success including but not limited to education, school finance, fundraising, facilities, government, and business and legal practices to serve on the Board.

The composition of the school's governing board is as follows:

	Board Member Name	Title
1	Dr. Berjouhi Koukeyan	Chairperson
2	Ms. Hermine Mahseredjian	Co-Chairperson
3	Dr. Silva Karayan	Secretary
4	Mr. John Henderson	Treasurer
5	Mr. Aret Oz	Co-Treasurer
6	Mrs. Shakeh Avakian	Member
7	Dr. Myra Perez	Member
8	Dr. Ani Shabazian	Member
9	Mrs. Lorena Gonzalez	Member

*None of the Governing Board members are compensated for membership to comply with GC 1090 and Conflict of Interest Laws.

3. Process of Selection

The selection process of members of the Governing Board shall be conducted through nomination by a Nominating Committee. The Nominating Committee could include members from the Governing Board but not exceed a quorum of the Board, and Parents & Community representatives. The Nominating Committee will recruit and interview prospective candidates and recommend qualified candidates to the Governing Board, which will make the final selection.

ACS Governing Board members will serve for a term of three (3) years. At the end of third (3rd) year, (for staggering purposes) by lottery, three (3) of the members' terms will end. At the end of the 4th year, a different three (3) members' term will end, & at the end of the fifth (5th) year the remaining three (3) members' term will end. This way, at any given time, six (6) of the nine (9) Governing Board members, with experience, will continue to serve on the Board. However, upon expiration of their term, the Governing Board members could be re-elected to serve additional terms but not to exceed three terms.

Governance Procedures and Operations

4. Meeting Requirements

ACS Governing Board will meet at least once a month. Additional meetings could be scheduled on as needed basis to provide support for the smooth operation of the school. All meetings will comply with the Brown Act.

All meetings are held within the boundaries of the school community. All meetings are scheduled in advance. All meeting dates, times and agendas are posted in the ACS website and office at least 72 hours prior to the meeting and 24 hours prior to a special meeting. Furthermore, all ACS parents receive notices of the meeting. All Board meeting minutes are recorded, saved on word file, uploaded to the school's website after approval, and kept in a binder in ACS's main office. In compliance with the Brown Act, some of ACS Board meetings will be held in closed session. Board committee meetings will also be held in compliance with the Brown Act requirements.

The annual calendar is prepared and approved by the Board at its annual reorganization meeting in December. This calendar is posted on the school's website.

Preparation of Governing Board Agenda

With the input of the Board Chair, the secretary of the Governing Board shall be responsible to prepare the agendas for all special and regular meetings of the Governing Board.

Agenda Posting

Agendas for regular Board meetings shall be posted 72 hours in advance of such meetings at the School office for public preview. Special meeting agendas shall be posted at least 24 hours in advance of such meetings.

Agenda Distribution

The Board agenda with supporting information for a regular Board meeting would be delivered to Board members as soon as is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information would be delivered at least 24 hours prior to the meeting. The secretary of the Board is responsible for the distribution of Board packets (which include the official agenda and all supporting information).

In addition to provision of agendas, the Board's complete public agendas shall be provided to those persons or parties who have requested to be placed upon the School's mailing list.

For purposes of providing proper notice under the Brown Act the Board shall comply with the Title III of the Americans with Disabilities Act.

Request for Agenda Items

Community members may request that a topic directly related to the Charter School business be placed on the agenda. The Principal in consultation with the Board Chair shall determine whether the citizen request is or is not an item directly related to School business. Further, community member requested items may not be placed on the agenda if the item(s) are repetitive of a previous item placed on an agenda and considered by the Board.

Requests for items to be included on the Board agenda by the Board or Board members, School employees or community members shall be in writing and submitted to the Board secretary ten (10) working days prior to the next regularly scheduled Board meeting.

Meetings Open to the Public

Open Session

All meetings of the Board shall be open to the public except Closed Sessions, as authorized by law.

Presentations to the Board/Agenda Items

Any person may address the Board concerning any item on the agenda and may be granted five minutes to make a presentation to the Board at the time the specific item is under discussion. The Chair of the Board may grant additional time for an individual to address the Board if circumstances permit. The total time devoted to presentations to the Board on agenda items shall not exceed one-half hour unless additional time is granted by the Board. The Board Chair may curtail individual presentations if repetitive of points raised by others, particularly if it appears the total allotted time may be exceeded.

5. Governing Board Decision Making Procedures

A majority of the voting members of the Board shall constitute a quorum of the Board which is necessary for the Board to transact business. A quorum of the Board or at least (5) votes, is needed for a motion to pass. Should there be fewer than a majority of the Board present at any meeting, the meeting shall be adjourned. Any board member may abstain from voting if the item constitutes a conflict of interest for the board member, or if the board member chooses not to cast a vote on the item.

With respect to teleconferencing, the Board must follow the Brown Act by giving 72 hour notice, posting the agenda on the school's website, and designate a location where any interested public member may attend. Each teleconference location is identified in the notice and agenda of the meeting. The agenda is posted at each teleconference location. Each location must be accessible to the public. Teleconferencing also requires the quorum of the board.

Stakeholder Involvement

The following committees and councils are a function of the school and serve under the leadership of the administration. They are selected by their respective peers and are not nominated by the Governing Board. Therefore, these committees and councils are not required to adhere to the Brown Act.

6. Stakeholder Involvement Process

School-based decision-making at ACS is designed to:

- Ensure that all decisions regarding policy and practice made at ACS have a single focus: to achieve the learning outcomes delineated for students in the charter
- Ensure that staff members are involved in the decision-making process at ACS
- Ensure that stakeholders (parents, community members, and all school personnel) are involved as active partners in the decision-making process
- Ensure long-term effectiveness of local school control and accountability
- Ensure that a collaborative, consensus building model is applied to all decision-making processes at ACS.
- Ensure that ACS principal be an integral part of the decision-making process throughout discussions on key issues on a daily basis. If consensus from the Administrative team (Principal and Assistant Principal) on an issue cannot be reached, the Governing Board will have final authority.

Role of Parents and Staff

To provide opportunities for parents and staff to participate in the decision making process, the school has established the following council and committees that serve under the direct supervision of the Principal of the school and are not considered Governing Board committees.

- School Leadership Council, Curriculum and Professional Development, Parent Involvement, and Health & Safety as described below.

Role of Council and Committees

The role of the principal in all councils and committees is to help support and maintain the school's vision and also be the conduit to the ACS Governing Board for recommendations or requests. In the interest of creating a large base of input from the staff, and to ensure that grade level and program needs are met, a different representative will be selected for each of the 4 Councils.

During the first 3 weeks of the school year new representatives will be selected for the committees by school staff or parents (as appropriate). Recognizing that the first year of teaching is a crucial one, first year teachers are not required to serve on committees, but may do so voluntarily. Interested teachers will be nominated or nominate themselves and the teaching staff will select their representatives. All parents are notified in writing of the opportunity to serve. Individuals who are nominated are elected by secret ballot of the committee.

School Leadership Council

The day-to-day decisions of ACS will be managed by the School Principal. School Leadership Council (SLC) recommendations are strictly limited to operational issues such as: school-wide decision making that supports the vision, student achievement, assessment dates, instructional program review, student placement, consensus building, student traffic flows, lunch schedules, etc. This committee advises the School Principal on the aforementioned matters.

SLC teacher representatives, elected by the principal and teachers, are committed to serve for a two year period. Classified and parent representatives are elected once every two years. Classified representatives are elected by their peers and parent representatives will be elected by the parents of ACS. The Parent Involvement Committee representative will facilitate the elections.

SLC meetings are scheduled on as needed basis. From time to time there may be a need to change a scheduled meeting. However, any change in a meeting schedule will take place with at least a 72 hour notice. SLC meeting agendas are always posted 72 hours in advance and the minutes of the meetings will be kept in the main office along with the agendas and sign-ins.

Our underlying belief about shared decision making is that consensus is crucial to building stakeholder buy-in. All decisions made by the SLC will be made by consensus.

The School Leadership Council includes:

- 1 principal
- 1 assistant principal
- 3 teacher representatives
- 1 classified representative
- 2 parent representatives

Curriculum and Professional Development Committee

The Curriculum/Professional Development Committee acts as an advisory body to the School Principal, in which their work is to make decisions about ACS's educational and instructional program and develop curriculum and Staff Development plans. Additionally, this committee will address the educational needs of English language learners, gifted and talented students, and students with special needs. This committee also evaluates instructional materials and makes recommendations to the Board for adoption.

The Curriculum/Professional Development Committee plans and develops quality staff developments that keep teachers and staff abreast of new research, strategies, and techniques that are geared to improve student achievement. Also, the Committee will be involved in seeking out and attending cutting-edge workshops and conferences as well as encourage the participation of faculty and parents.

The Committee members, elected by the principal and teachers, are committed to serve for a two year period. This committee will meet on an *as needed* basis.

The Curriculum/Professional Development Committee includes:

- 1 principal
- 1 assistant principal
- 1 teacher from each grade level
- 1 nurse
- 1 classified
- Consultants from the Governing Board

The Committee meets once a month to plan and develop relevant/quality staff development and to plan for instruction. The meetings will be open to any teacher who wishes to attend.

Parent Involvement Committee

The Parent Involvement Committee (PIC) acts as an advisory body to the School Principal. Parents are partners in the education of ACS and are encouraged to actively participate in decision making processes of the school. The purpose of the PIC is to coordinate all parents' involvement in the parent center, on campus, as well as participation in parent training workshops. Additionally, PIC will recruit volunteers, engage parents in educational issues that

affect the school, families, and students, and assist in the fundraising activities for the school. Every enrolled family becomes a member of this group and is encouraged to participate in meetings and activities. It will be the largest committee of ACS. Elections will be held once every two years. PIC members will be elected by their peers. The PIC meets once per month.

The Parent Involvement Committee includes:

- 1 principal/assistant principal
- All parents
- 2 teachers
- 1 classified

Health and Safety Committee

The Health and Safety Committee (HSC) is responsible for the creation and implementation of the Health and School Safety Plan. This plan includes monthly emergency fire drills, earthquake preparedness and drills, blood borne pathogens, hate crimes, child abuse and reporting procedures, and annual follow-up on students' health and growth status (i.e., eye, ear, teeth, growth, gait, and spinal check). Per AB 1432/Ed. Code 44691. The school provides proof of training within the first 6 weeks of the school year OR within the first 6 weeks of a person's employment.

The Health and Safety Committee includes:

- 1 principal/ assistant principal
- 1 nurse
- 1 teacher
- 1 classified
- Consultant from Governing Board as needed

Element 5 – Employee Qualifications

“The qualifications to be met by individuals to be employed by the school.”

- California Education Code Section 47605 (b) (5) (E)

EQUAL EMPLOYMENT OPPORTUNITY

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

ESEA/NCLB AND CREDENTIALING REQUIREMENTS

ACS shall adhere to all requirements of the Elementary and Secondary Education Act (ESEA, also known as No Child Left Behind (NCLB)) that are applicable to teachers and paraprofessional employees. ACS shall ensure that all teachers and paraprofessionals meet the requirements for employment set forth in Ed. Code section 47605(l). Teachers of core and/or college preparatory subjects, and special education teachers, must hold and maintain 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 in the same assignment, including English Learner authorization. ACS shall maintain current copies of all teacher credentials and make them readily available for inspection.

Employees Positions and Qualifications

The vision and mission of Ararat Charter School must be embraced by all stake-holders in its goals for educational excellence for all students. Every stakeholder is accountable for the academic and social growth of our students. ACS shall comply with the requirements for hiring of teachers and paraprofessional as specified by the No Child Left Behind Act (NCLB). ACS will adhere to the same Title I accountability requirements as other public schools in the state, including Adequate Yearly Progress.

All teachers at ACS shall be “Highly Qualified” and will be required to possess a CTC credential, permit or other document equivalent to that which in other public schools would be required to hold. Teachers will meet the requirements for employment as stipulated by the California Education Code 47605(1).

It is the intent of the ACS to recruit “Highly Qualified” teachers through extensive recruitment efforts, such as participating in college and university job fairs and posting openings on Edjoin website. Teachers currently enrolled in clear credential programs will be given two years to complete the requirement if they want to maintain their employment status at the charter school (C4).

Qualifications of Principal

Principal must:

- Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have a Master's degree.
- Have at least five years of successful teaching experience
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, assistant principal, or principal)

Qualifications of Assistant Principal

Assistant Principal must:

- Hold a valid California teaching credential from the Commission on Teacher Credentialing.
- Hold a California administrative services credential from the Commission on Teacher Credentialing.
- Have a Master's degree.
- Have at least five years of successful teaching experience
- Have at least two years of out-of-classroom experience (e.g. coordinator, coach, instructional specialist)

Qualifications of Teachers

Teachers must:

- All core teachers must meet the requirements of NCLB (Highly Qualified) and hold a valid teaching credential from the Commission on Teacher Credentialing.
- All non-core teachers must be hold at a minimum of a Bachelor's degree and working towards a credentialing program.

Qualifications of Paraprofessionals

All paraprofessionals must:

- Meet the requirements of NCLB

EMPLOYMENT REQUIREMENTS:

Staff Member Selection

The Charter School shall select its own staff. The selection procedures shall not discriminate on the basis of race, color, religion, sex, gender, gender expression, gender identity, sexual orientation, pregnancy, national origin, ancestry, citizenship, age, marital status, physical disability, mental disability, medical condition, genetic information, military and veteran status, or any other characteristic protected by California or federal law.

Classified staff such as: office manager, secretary, and instructional and supervision aids will be interviewed and selected by the administration of the Charter School.

When certificated vacancies occur, the Principal shall:

- Announce openings
- Recruit applicants
- Request resumes

- Interview applicants
- Observe demonstration lessons
- Choose the candidate by consensus

All applicants will be required to:

- Meet the NCLB requirements, if applicable (Highly Qualified)
- Provide medical clearance (TB test results)
- Submit fingerprints for background investigation
- Furnish a criminal record summary as required in E.C. 44237
- Provide proof of legal status
- Certify knowledge of child abuse reporting requirement within the first 6 weeks of the school year or within the first 6 weeks of employment.
- Certify knowledge of drug-free environment requirement

No new employee can begin employment until the fingerprint cards are processed by the California Department of Justice and it is determined that there is no criminal conviction that would prohibit the employee from working with students and staff.

All credentialing documents will be kept and maintained on file and monitored by the school principal, executive office manager and assistant principal who are designated as custodian of records to ensure that they are renewed when appropriate. Additionally, credentialing documents will be made available for inspection if requested. Arrangements will be made with LAUSD for processing of credentials on fee for service basis if the need arises. LAUSD is under no obligation to furnish such service if requested.

Selection of Principal

The Governing Board is responsible for hiring and evaluating the principal.

Selection of Assistant Principal

With the participation of the Principal, the Governing Board is responsible for hiring the assistant principal. The principal is responsible for evaluating the assistant principal.

Selection of Teachers

A Human Resources team consisting of Administration, teacher and Board representatives will conduct the interviews and make recommendations to the Governing Board.

Selection of Paraprofessionals

The Principal will interview paraprofessionals and make recommendations to the Board. All paraprofessionals will meet the requirements of NCLB.

Support Staff/Classified Employees

All support staff (e.g. clerical, custodial, cafeteria, parent educator, community representatives) will be interviewed and selected by the Principal.

Selection of Day-to-Day Substitutes

The Charter School utilizes qualified substitutes from the Charter School's substitute pool of credentialed teachers. The Charter School will also utilize organizations such as Teachers on Reserve for substitutes.

Duties for Principal and Assistant Principal

- Facilitate the development, articulation, implementation and stewardship of a shared vision of learning
- Advocate, nurture and sustain the school culture and instructional program
- Manage the organization, operation and resources to facilitate a safe and effective learning environment
- Collaborate with families and community members
- Act with integrity, fairness and in an ethical manner
- Take responsibility for day-to-day operation of the school
- Oversee the instructional program
- Evaluate staff effectiveness
- Oversee the business practices of the school
- Provide opportunities for professional growth
- Attract new resources to the school
- Provide effective communication with the community and families

Duties for Teachers

- Uphold the Charter vision
- Follow the California Standards for the Teaching Profession (Appendix B)
- Engage and support all students in learning
- Create and maintain effective environments for student learning
- Understand and organize subject matter for student learning
- Assess student learning
- Plan instruction and design learning experiences for all students
- Develop as a professional educator
- Participate in school committees
- Provide a quality and enriched curriculum
- Provide continual assessment of student progress and maintain records of progress
- Continually evaluate classroom performance to meet the changing needs of students
- Provide an effective classroom environment that reflects and facilitates the academic program
- Continue to work on professional growth
- Act with integrity, fairness and in an ethical manner
- Provide for open communication with all members of the school community
- Discipline of students
- Adhere to all Charter School policies as established by the Governance team

Duties for Classified and Other Personnel

- Uphold the Charter vision
- Perform daily duties as described by individual job descriptions
- Ensure proper function and operation of the school (attendance, enrollment, etc.)

Work Basis

Teachers:

- All teachers work 187 days as per the traditional calendar adopted by the school.
- Certificated staff are required to attend all trainings held during the calendar year.

Office Personnel:

- Office clerk may work 192 up to 215 days depending on their individual contract.
- Executive Office Manager may work up to 238 days.
- Custodial staff may work up to 238 days.
- Work opportunities may be offered during summer school and when necessary.

Principal and Assistant Principal:

- Principal and Assistant principal will work 215 days as per the adopted calendar.
- At least one administrator will be present when children are participating in a school activity outside the school calendar.

Paraprofessionals:

- All paraprofessionals will be assigned to classes during the 180 days. Hours and number of days may vary based on areas of responsibilities.
- Paraprofessionals will not be assigned during the summer months.

Evaluation

ACS will evaluate all certificated and classified employees. Certificated employees will set goals for improvement based on the California Standards for the Teaching Profession. Administrators will set goals for evaluation based on the Standards for School Leaders.

The Governing Board will evaluate the Principal of the school and the Principal will evaluate certificated and classified employees.

Element 6 – Health and Safety Procedures

“The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in § 44237.”

- California Education Code Section 47605 (b) (5) (F)

HEALTH, SAFETY AND EMERGENCY PLAN

Ararat Charter School (ACS) 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 the charter school each school year. ACS 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 child abuse awareness and reporting and blood-borne pathogens awareness, and shall maintain a calendar for, and conduct, emergency response drills for students and staff. ACS shall periodically review, and update and/or modify as necessary, its Health, Safety and Emergency Plan, and keep it readily available for use and review upon CSD request.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

ACS, including its employees and officers, shall comply with the Family Educational Rights and Privacy Act (FERPA) and Ed. Code § 49060 et seq. at all times.

CRIMINAL BACKGROUND CHECKS AND FINGERPRINTING

ACS shall require the following persons to submit to criminal background checks and fingerprinting in accordance with state law: (1) all employees of ACS, (2) any employees of vendors or independent contractors providing school site services who may have contact with students, and (3) all volunteers who will be performing services that are not under the direct supervision of a ACS employee. ACS shall maintain on file and available for inspection evidence that (1) ACS has performed criminal background checks and cleared for employment all employees prior to employment, and (2) ACS has obtained certification that independent contractors and vendors have conducted required criminal background checks for their employees prior to any contact with students. ACS shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice to ensure the ongoing safety of its students. Upon request, ACS shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records.

-IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS

ACS shall require its employees, and any volunteer, vendor, or independent contractor who may have frequent or prolonged contact with students, to be examined and determined to be free of active tuberculosis as described in Ed. Code section 49406. ACS shall maintain TB clearance records on file.

ACS shall provide for the immunization and health screening of its students, 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. ACS shall maintain immunization records on file.

SAFE PLACE TO LEARN ACT

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

In order to provide safety for all students and staff, the Charter School has adopted and implemented full health and safety procedures and risk management policies at its school site in consultation with its insurance carriers and risk management experts. The comprehensive set of policies is available at the school site for review.

1. School's Custodian of Record

The principal will serve as the custodian of record for ACS per California Department of Justice requirements.

2. Health and Safety Policies

Ararat Charter School (ACS) will provide a safe, nurturing, healthy and protective atmosphere in which every member of the school community will grow and prosper. The school will ensure the safety of the students and staff by complying with health and safety under state and federal laws.

ACS has a health and safety policy which is reviewed and updated annually. This policy is distributed to all staff and parents. It covers the following points:

- Each new employee or non-parent volunteer who will work in contact with students must submit to a fingerprint scan for the purpose of obtaining a criminal record summary as required by California Education Code section 44237.
- All employees and students will be required to provide records documenting immunizations to the extent required by law. Records of student immunizations will be maintained.
- Staff will honor County requirements for periodic Mantoux tuberculosis (TB) tests.
- On-site health such as vision, hearing, and scoliosis and social services such as counseling and Behavior Interventionist to our students,
- Staff will comply with all legal obligation of reporting contagious conditions
- School shall meet all state and federal standards for training and dealing with blood-borne pathogens
- Prevention of drug, tobacco and alcohol use and violence
- Procedures for administration of medication at school per Ed. Code Section 49423
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by CAL/OSHA, the California Health and Safety Code, and EPA

- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. Per AB 1432/Ed. Code 44691, mandated reporter training will be required that proof of training must be provided within first 6 weeks of the school year OR within the first 6 weeks of that person's employment.
- All staff and students are trained on bullying awareness and prevention
- Safe use, maintenance, and sanitation of school equipment and facilities
- To secure our campus, all perimeter gates will be locked during school hours
- Students will be supervised at all times by certificated teachers and/or by paraprofessionals
- Safety and emergency preparedness plan

Natural Disaster Drills and Emergencies

ACS has developed a safety and emergency preparedness plan per the guidelines set forth by the sponsoring district. This plan includes:

- Staff training on emergency procedures
- Emergency preparedness exercises (fire drills and earthquake drills)
- Storage of water, food, and first aid supplies for three days, as outlined in sponsoring district emergency preparedness bulletin
- Evacuation Plan

Emergency Preparedness

ACS has further developed policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. The school will train, or contract trainers, all instructional and administrative staff in basic first aid.

Fire Drills

Fire drills will be held at least once a semester. Administrative personnel will maintain a record of fire drills held and total required time for total evacuation. When the fire drill signal sounds, teachers will lead the students in their room along the route indicated on the evacuation map posted for that purpose. Before leaving the room, teachers will see that all windows and doors are closed and that they have their class attendance roster with them. Students who are not in a classroom at the time the fire drill signal is given will attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Once at the designated evacuation site, teachers and other staff will ensure that all students find their respective teachers. Teachers will then take roll to ensure that all students are accounted for. The names of any missing students will be given to the office personnel and the administrative staff will attempt to locate missing students. Students will remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal.

Disaster Drills

Disaster drills will be conducted at least once every two months. Students will be taught the “duck and cover” routine. An announcement over the intercom will initiate all disaster drills commencing with the “duck and cover” routine. Staff and students will hear “This is an emergency drill. Duck and cover.” During the “duck and cover” routine in the classroom, teachers will turn off the lights and have students get under a desk or table or against the wall away from the windows. Students must remain quiet and orderly so they will be able to hear additional instructions when given. All drills will be concluded with an “all clear” announcement on the intercom, or a visible signal from the administrative staff.

Zero Tolerance of Use of Drugs and Tobacco

ACS has a “zero tolerance” policy regarding the use of drugs and tobacco by its students and staff on campus. Additionally, Ararat Charter School will be a “drug free” and “tobacco free” zone, prohibiting the use of drugs and/or tobacco by parents, staff members, or visitors to Ararat Charter School while on campus.

Health Screening and Administration of Medication

ACS has abided by all current requirements for health screening of employees and incoming students. Ararat Charter School’s nurse will monitor all health files and administer all medications to students.

Immunizations and TB Testing

All enrolling students and staff will provide records documenting immunizations to the extent required by public schools. Records of student immunizations shall be maintained to the extent for enrollment in public schools, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. All enrolling students will have screening of vision, hearing, and scoliosis to the same extent as would be required if the pupils attended any other public school.

Medication in School

Students requiring prescription medications and other medicines during school hours will be accommodated. Parents must bring medication to the office in the original containers, with the name of the prescribing physician, the name of the student, and dispensing instructions. Parents will complete the appropriate form authorizing school staff to administer medication. Designated staff will put medications in a locked cabinet or refrigerate as needed for medications requiring refrigeration. Designated staff will log times for administering medications for each student and will establish a tickler system to ensure that medications are dispensed at the appropriate times. Designated staff will call students to receive medications at the appropriate times. In cases where medications are long-term prescriptions, designated staff will provide parents with one week’s notice to alert them that additional medication is needed.

Blood Borne Pathogens

ACS shall meet state and federal standards for dealing with blood borne pathogens and other potentially infectious materials in the work place. The Ararat Charter School Board shall establish a written infectious control plan designed to protect employees and students from possible infection due to contact with blood borne viruses, including human immunodeficiency virus (“HIV”) and hepatitis B virus (“HBV”).

Whenever exposed to blood or other bodily fluids through injury or accident, staff and students shall follow the latest medical protocol for disinfecting procedures.

FERPA/Confidentiality of Pupil Records

ACS will comply with the Federal Educational Rights and Privacy Act (FERPA). We will not disclose the education records of students, or personally identifiable information from education records, without a parent or eligible student's written consent. All student records will be in a locked file cabinet. Access will be provided to only those authorized persons (school leadership and teachers).

Reporting Child Abuse

ACS will adhere to the requirements of California Penal Code Section 11166 regarding child abuse reporting. All Ararat Charter School employees will be mandated child abuse reporters. Per AB 1432/Ed. Code 44691, mandated reporter training is required effective January 1, 2015. The Charter School will provide proof of training within first 6 weeks of the school year OR within the first 6 weeks of that person's employment. School staff must report to the proper authorities if they suspect the following occurring to a student:

- Sexual assault
- Neglect
- Willful cruelty or unjustifiable punishment, cruel or inhuman corporal punishment or injury
- Abuse in out-of-home care

Sexual Harassment Policies and Procedures

ACS is committed to providing a school that is free from sexual harassment, as well as any harassment based upon such factors as race, religion, creed, color, national origin, ancestry, age, medical condition, marital status, sexual orientation, or disability. Ararat Charter School will develop a comprehensive policy to prevent and immediately address any concerns about sexual discrimination or harassment at the school (including employee to employee, employee to student, and student to employee misconduct). Misconduct of this nature is very serious and will be addressed in a sexual misconduct policy that will be developed.

School Wellness Program

ACS believes that school staff, peers and families can be effective in promoting the health and academic success of its students. The Charter School will serve healthy and nutritious food, provide ample time for physical activity and education, and provide consistent and repeated health messages from by teachers and school staff.

Element 7 – Means to Achieve Racial and Ethnic Balance

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

COURT-ORDERED INTEGRATION

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

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

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

FEDERAL PROGRAM COMPLIANCE

As a recipient of federal funds, including federal Title I, Part A funds, ACS 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. ACS understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. ACS 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, appropriate 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, that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy

- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I Schoolwide Program eligibility and status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable
- Participate in any applicable federal program monitoring conducted by the California Department of Education
- Conduct an annual evaluation of the effectiveness of funds allocated through the Consolidated Application

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

In support of its Mission statement of...*actively engaging students in rigorous and relevant programs and promoting academic excellence and valuing cultural and linguistic diversity*, Ararat Charter School is committed to recruiting students with various racial and ethnic backgrounds

Court Ordered Integration

1. Outreach Program

Ararat Charter School is working toward achieving a racial and ethnic balance among students that is reflective of the general population residing within the territorial jurisdiction of the Los Angeles Unified School District

ACS will implement, monitor and evaluate annually the enrolment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment will start during January and extend through April. The recruitment strategies may include but not be limited to the following.

- The development of promotional and informational material that appeals to all of the various racial and ethnic groups represented in the District.
- The appropriate development of promotional and informational materials in languages other than English, including Spanish, to appeal to limited English proficient populations.
- The distribution of promotional and informational material to a broad variety of community groups and agencies that serve the various racial, ethnic, and interest groups represented in the District. Distribution efforts may include:
 - Ararat Charter School Website
 - School newsletters
 - Flyers/Posters – posted at local preschools, houses of worship, business, libraries, children's sporting events/activities, etc.
 - Postcard/Mailers – mailed to residents in LAUSD informing them of upcoming events and Open Enrollment

- Press Releases in local news papers
- Outreach events – ACS Open Houses and School Tours
- Information booths at local community events
- Neighborhood Youth organizations, public libraries, and legislators that serve the various racial, ethnic, and interest groups represented in the district.
- Publicizing the instructional programs and the teaching of World languages, such as Armenian and Spanish.
- Informational meetings and presentations may also be held in locations such as the YMCA, public libraries, community centers, houses of worship, preschools, and other community organizations.
- The school will maintain careful documentation of the printed materials, press releases, name and location of where presentations are held.

Geographic Areas

Recruitment efforts will take place within a 5 mile radius of the school's current locations of 6555 Sylmar Ave. Van Nuys, 91501, and Erwin Elementary School at 13400 Erwin Street, Van Nuys, 91401. This is a multiethnic community in terms of ethnic diversity and family income.

Languages

Because of its location, instructional programs and mission of the school, recruitment information will be made available in English, Spanish and Armenian.

2. Racial and Ethnic Balance

The objective of ACS is to achieve and maintain a multi-ethnic and racial balance that is representative of the student population in LAUSD. The goal of the charter school is to take steps in moving forward towards achieving LAUSD's ethnic balance goal of 70:30 or 60:40 ratio. The school will provide an accurate accounting of the ethnic and racial makeup of students enrolled in the school. ACS will also document the efforts made to achieve racial and ethnic balance in accordance with the charter petition and standards of charter legislation.

Element 8 – Admission Requirements

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

MCKINNEY-VENTO HOMELESS ASSISTANCE ACT

Ararat Charter School (ACS) 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. ACS shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that the school is open to enroll and provide services for all students, and provides a District standard contact number for access to additional information regarding enrollment.

NON-DISCRIMINATION

ACS 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. ACS 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.

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

Admission Requirements

1. Description of Admission Requirement

Ararat Charter School affirms that the school shall be nonsectarian in its programs, admission policies, employment practices, and all other operations, shall not charge tuition, 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. EC 47605(d)(1).

ACS will admit all students who wish to attend the school. If the number of students applying for admission exceeds capacity, admission, with the exception of the existing ACS students, shall be determined by random public drawing in accordance with Education Code 47605(d)(2). Admission to the school will be open to any resident of the State of California who meets minimum and maximum age for enrollment requirements.

Student Recruitment

2. Student Recruitment

ACS will actively recruit students that reside within a five mile radius of the school and represent a socio-economically and ethnically diverse student population. Refer to Element 7 for student recruitment efforts.

Lottery Preferences and Procedures

If the number of students who wish to attend the school exceeds the available seats, admission shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements.

3. Preferences

In the event at a public random drawing is necessary to determine admission to ACS, the school will utilize admission exceptions and preferences as follows:

Exception:

- Students who are currently enrolled

Preferences in order of priority:

1. Siblings of admitted students
2. Students on Free and Reduced Lunch
3. Children of teachers and staff not to exceed 10% of total enrollment
4. Residents of the District

4. Lottery Procedures

ACS will admit all students who wish to attend the school. If the number of students applying for admission exceeds capacity, admission, with the exception of the existing ACS students, shall be determined by random public drawing in accordance with Education Code 47605(d)(2). Admission to the school will be open to any resident of the State of California who meets minimum and maximum age for enrollment requirements.

- ACS' open enrollment period for submitting the lottery application is from January until 3:00pm on the last Friday in April of each year. Only applications received prior to the deadline will be included in the public random drawing.
- The ACS staff member who collects the lottery applications will time stamp it as received.
- The lottery will be held on a Saturday in the middle of May beginning at 9:00am at the ACS Sylmar campus.
- A week prior to the lottery, ACS will send a letter to all prospective applicants notifying them of the date and the time of the lottery.
- The lottery will occur by grade level. Each grade level will have a separate lottery to determine who will be admitted as well as the wait list order.
- In order to protect the student's identity, a random number will be assigned to each child. During the lottery, instead of calling the child's name, charter school employees will use the assigned number.
- Applicants will be drawn publicly at random. During the same public random drawing, once enrollment is

reached, the remaining names will continue to be drawn and will be placed on a waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

- During the public lottery, every application will be drawn and numbered in the sight of the audience at the lottery. Parents who choose to attend the lottery will be given a certified copy of their waiting list number at the lottery.
- The Principal and a member of the Governing Board will be present to provide assurances that the procedure is fair and public, by completing and signing the certification form that states the time, location, staff members who completed the lottery, number of students selected and the number of students on a waiting list.
- During the lottery, 2 officers of the school (executive office manager and office secretary) will record the wait list number for every applicant. One keeps record electronically and the other will keep track manually. These documents are kept on file in the ACS office along with records of communications with parents related to admissions.
- If parent/guardian is not present at the time of the lottery, and his/her child has been chosen, they will be notified immediately via telephone and email to pick up the enrollment packet. If the family receives an offer, they are required to notify the school within 2 business days to indicate whether or not they accept. If they decline the offer or fail to respond, the spot will be offered to the next applicant on the wait list.
- After parents have accepted the offer of a seat at the school, they must complete and submit all required enrollment forms within ten business days of picking up the enrollment packet.
- The children that are not selected during the lottery will automatically be placed on a waiting list. The purpose of the school's waiting list is to allow the children an opportunity to attend Ararat Charter School should a seat become available. Within three weeks of the event, school will send a letter to all participating families notifying them of their child's number and ranking on the wait list.
- The following records will be kept on record: notice of date and public lottery, list of students by grade-level, lottery applications, list of students selected, and list of students on a waiting list.

The Governing Board may refine lottery policies and procedures as needed. In this event, the revised policy shall be provided to LAUSD within 45 calendar days.

Element 9 – Annual Financial Audits

“The manner in which annual, independent financial audits shall be conducted, which shall employ generally accepted accounting principles, and the manner in which audit exceptions and deficiencies shall be resolved to the satisfaction of the chartering authority.” Ed. Code § 47605(b)(5)(I).

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

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

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

In addition:

- a. P1, first week of January
- b. P2, first week of April
- b. Instructional Calendar – annually five weeks prior to first day of instruction
- c. Other reports as requested by the District

Annual Audit Procedures

An independent audit by a public accountant certified and approved by the State of California will be performed annually for all accounts. The auditors will have extensive experience with education finance. Audited financial reports (for the fiscal year ending June 30th) prepared by an independent CPA at ACS’s expense will be submitted annually to the Los Angeles Unified School District, Los Angeles County of Education (LACOE), and the California Department of Education (CDE). ACS’s financial statements will be audited in accordance with generally accepted accounting principles and standards. Any other audits will be at the requesting authority’s expense.

1. The Board is responsible for contracting with an accountant to conduct the required annual financial audit. The Board will select an independent auditor through a request for proposal format. The auditor will have, at a minimum, a CPA and educational institution audit experience and will be approved by the State Controller on its published list as an educational audit provider.
2. The Principal will consult the State Controller’s list of approved auditors when selecting a firm to conduct the charter school audits.

3. The Principal, on-site Financial Manager, and back office staff are responsible for working with the auditor to complete the audit.
4. The Audit results are shared annually with the Governing Board at a regular board meeting. Should there be any deficiencies, findings, material weaknesses, or audit exceptions these will be presented to the board along with the official audit documents the Board Treasurer shall present recommendations for curing such deficiencies. Following the presentation by the Governing Board, the Governing Board shall pass a resolution dictating specific procedures for investigating and curing any such issues.
5. The Principal is responsible for ensuring that the auditor sends the completed audit to the required agencies by the statutory deadline.

The hired back office provider “edtec” along with the administration of the Charter School prepares and submits all information to the auditors so that they may conduct their pre-audit inspection. Auditors then submit a list of items, checks, invoices, and accounting information that they will be inspecting while on their onsite audit. All those documents will be prepared and ready for the auditors for when they arrive. Any questions or clarifications to the accounting procedures, revenues and expenditures will be made at the site visit. The audit shall be conducted in accordance with applicable provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller’s K-12 Audit Guide.

The annual audit will be completed and forwarded to the District, the County Superintendent of Schools, the State Controller, and to the CDE by the 15th of December of each year. The Executive Director, along with the Board Treasurer and audit committee, if any, will review any audit exceptions or deficiencies and report to the ACS’ Governing Board with recommendations on how to resolve them. The Governing Board will submit a report to the District describing how the exceptions and deficiencies have been or will be resolved to the satisfaction of the District along with an anticipated timeline for the same. Audit appeals or requests for summary review shall be submitted to the Education Audit Appeals Panel (“EAAP”) in accordance with applicable law.

The independent financial audit of the Ararat Charter School is a public record to be provided to the public upon request.

Element 10 – Suspension and Expulsion Procedures

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

GENERAL PROVISIONS

ACS 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.

ACS 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.

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

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

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

NOTIFICATION OF THE DISTRICT

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

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

Notwithstanding the documentation sent to the ACSs Division as indicated above, if the student is a resident of a school district other than LAUSD, ACS 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, ACS shall forward student records no later than 10 school days from the date of the request as stated in Ed. Code section 49068 (a) and (b).

OUTCOME DATA

ACS 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 ACS shall be given a rehabilitation plan upon expulsion as developed by ACS'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 ACS for readmission. ACS shall inform parents in writing of its processes for reinstatement and applying for expungement of the expulsion record.

READMISSION

ACS'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, ACS's governing board shall readmit the pupil, unless ACS'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

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

GUN-FREE SCHOOLS ACT

ACS shall comply with the federal Gun-Free Schools Act.

STUDENTS WITH DISABILITIES

ACS shall implement operational and procedural guidelines ensuring 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, ACS shall identify and provide special education programs and services at an appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LAUSD Special Education Service Center.

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a 504 Plan, ACS 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 Act of 1973. As set forth in the MOU regarding special education between the District and ACS, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, ACS’s administrator will convene a Link Determination meeting to ask the following two questions:

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

“The manner by which staff members of the charter schools will be covered by the State Teachers’ Retirement System, the Public Employees’ Retirement System, or federal social security.” Ed. Code § 47605(b)(5)(K).

ACS students will have access to the school-wide positive behavior interventions and support system. All students who show unacceptable behavior should be provided with multiple types of support including modeling and social skills training that will encourage and empower them to develop pro-social behavior. ACS students should be treated equitably, and administrators should apply discipline fairly and consistently. ACS agrees that loss of instructional time is counterproductive and should be avoided as much as possible while still maintaining campus safety and a positive climate. Indeed, an engaged student population is among the new state priorities.

To this end, ACS has a discipline plan that is progressive in nature and has a balance between teaching values, interventions and consequences. The main features of the discipline plan will include, but not be limited to the following guidelines:

- **Behavior Values:** *mutual respect, responsibility, appreciation of differences, honesty, safety, participation in the learning process, and respect and care of the property and environment,*
- **Rules of Conduct and Behavior:** *attendance, computer policy, *uniform policy, electronics, homework policy and tardy policy*
- **Consequences:** *warning and reminder, consequences to promote reflection disciplinary referral to the office, loss of privileges, In-house suspension, suspension/parental supervision.*
- **Intervention Strategies:** *alternative programming, behavior modification, Student Success Team, problem solving/contracting, alternatives to suspension*

*ACS encourages students to wear school uniforms. The school provides assistance to families who cannot afford to purchase uniforms. In addition, the Charter School per Ed Code 49010 offers families a waiver to opt out of wearing uniforms.

The Charter School's *Student Handbook* is distributed prior to the start of the school year in August each year. Each family will receive a copy of these policies and be required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

Discipline Foundation Policy

ACS uses the strategies of the *School-Wide Positive Behavior Intervention and Support* (SWPBIS), which is a research-based and highly-effective approach to creating, teaching, and reinforcing students' social, emotional, and academic learning skills.

1. Discipline Plan

The ACS discipline policy seeks to create a learning community that is a safe, respectful, responsible, and caring environment. ACS recognizes that to support our programs we must teach, model, and reinforce the *Schoolwide Positive Behavior and Intervention Support* program. SWPBIS believes that the most effective alternative to suspension is prevention. SWPBIS provides an operational framework for achieving this outcome through a 3 tiered model.

Tier I – Core Instruction

Tier I is built on a strong community and school connection that engages all stakeholders (students, staff, parents/guardians and community members) in the development of relational norms and expectations. SWPBIS entails the explicit teaching of school-wide norms.

In order to promote positive behaviors, ACS will consistently implement Tier I support systems. All teachers and support staff will maximize structures in the classroom and throughout the school to develop predictable routines that promote positive, collaborative behaviors. All rules will be clearly stated, posted and explicitly taught in the classroom. Rules will also be posted throughout the school using examples and practice activities.

At Tier I, SWPBIS provides a continuum of strategies for teachers to use in their classrooms. Currently, ACS is using Second Step to provide social skills instructions. Additionally, behavioral expectations are provided for the teacher, student, parent, and school administrators to encourage and acknowledge appropriate behavior in and outside the classroom environments.

Tier I Infractions

- Classroom disruptions (e.g. speaking out, out of seat)
- Occasional tardiness
- Disturbing/Distressing other student/s
- Incomplete work/Lack of participation/Poor team work
- Inappropriate clothing for school
- Non-compliance with rules

Tier I Consequences

- Use time-to-think, demerit, loss of privileges or points consistently and non-emotionally assigned
- Call parents and alert them about behavior, eliciting their partnership,
- Assign student a written apology
- Assign contribution plan (e.g. contributing back to the classroom environment)
- Call parents and alert them about behavior, eliciting their partnership
- With the student, develop a contract with explicit expectations for behavior and consequences

Tier II: Strategic or Supplemental Intervention

At Tier II, teachers will use research-based instruction, intervention strategies, and best practices to deliver intervention to students when differentiation of Tier I supports have proven insufficient in improving appropriate social behaviors, preventing problem behaviors, or reducing them, whether inside or outside the classroom environment.

In Tier II, the Charter School will use social skills instruction to increase integration of problem solving, conflict resolution, anger management and opportunities to learn empathy throughout the day.

Strategies can include de-briefing, priming, reflection, and the use of additional Second Step. Teachers and support staff will ensure self-management/self-monitoring is explicitly taught and supported.

Tier II Infractions

- Ongoing Defiance, Fighting/Aggressive behavior
- Excessive tardiness
- Bullying, harassment, sexual harassment
- Truancy
- Vandalism/Graffiti/Theft

Tier II Consequences

- Re-teach group expectations, routines, and strategies, modify grouping patterns
- Use systematic positive reinforcement for students when they act appropriately
- Use mentoring strategies; assign a mentor
- Utilize a daily report card, involving parents and other staff in a partnership of support

Tier III: Intensive Intervention

At Tier III, ACS will use the most intensive level of intervention and instruction and will base it on assessed need(s). Students requiring Tier III supports will continue to receive support and instruction provided at the Tier I and Tier II levels. When a student's behavior begins to interfere with their educational achievement and social interaction with peers and adults, a Functional Behavior Assessment (FBA) or Functional Analysis Assessment (FAA) may be developed. When developing the FBA or FAA, it will include a description of the behavior, frequency, intensity, and duration of the behavior, hypothesized function of the behavior, as well as data collection and analysis.

Tier III Infractions

- Violate ACS policies
- Violate Board policies or laws
- Chronic Level II behaviors require administrator involvement
- Committing or attempting to commit a sexual assault or committing a sexual battery
- Causing or attempting to cause a serious physical injury to another
- Robbery, extortion

Tier III Consequences

- Convene a Student Success Team SST
- Parent Conference
- Use debriefing forms to address misconduct
- Refer to community agencies
- Assign campus responsibilities
- Provide conflict resolution training, peer mediation, anger management
- Encourage enrichment activities (after school clubs)
- Assign Alternatives to Suspension, including in-school suspension

- Consult with community agencies (e.g. probation, Mental Health Centers, Children's Services)

Alternatives to Suspension

In keeping with the goals of AB 1729, other means of correction will be utilized for students in a consistent and age-appropriate manner prior to any suspension, except those offenses under E.C. 48915. (c). (Category I offenses) or when safety is at risk.

Our alternatives to suspensions are:

- Individual Behavioral Intervention Plan (IBIP) – The IBIP is designed and monitored by the Student Success Team
- In-school Suspension – The in-school suspension is supervised by a credentialed staff member. Our in-school suspension program does not represent a loss of instructional time and complies in every way with the recommendations for such a program found in Ed Code Section 48911.1 and 48911.2. Additionally, our program fulfills all the requirements set forth by the Modified Consent Decree.
- Saturday School - The Saturday School is supervised by a credentialed staff member and does not represent a loss of instructional time as students will be assigned class work to complete during this time.

Professional Development

Professional development at ACS will include ongoing classroom management workshops and training to help classroom staff meet the challenge of fully educating students, while teaching and modeling of appropriate behavior. Professional development topics may include:

- Support the different responsibilities of staff members, including the provision of mandatory training for all staff involved in discipline.
- Address preventive plans including strategies for insuring that social-emotional skills are taught consistently and with fidelity through state adopted violence prevention curriculum, as well as strategies for classroom management, behavioral expectations and individual and group support.
- Provide sufficient training and resources for school staff to understand the function of behavior and how to best support appropriate behavior.
- Address how to develop and implement effective, individual, tailored behavior support plans for all students, those with or without disabilities.
- Embed policy information and create alignment with all other professional development and training offered to administrators, teachers, support staff and parents.

Procedures for Suspension and Expulsion

1. Suspension and Expulsion Protocol

A student may be suspended or expelled for any of the acts enumerated in this section that are related to school activity or school attendance that occur at any time, including, but not limited to, the following:

- While on school grounds

- While going to or coming from school
- During the lunch period whether on or off the campus
- During, or while going to or coming from, a school-sponsored activity

ACS Pupil Suspension and Expulsion Policy promotes learning and protects the safety and well-being of all students and employees. When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended. Amendments to the discipline policy shall be submitted to the District for approval.

ACS staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of ACS Student Handbook and will clearly describe discipline expectations.

Corporal punishment shall not be used as a disciplinary measure against any student. Corporal punishment includes the willful infliction of or willfully causing the infliction of physical pain on a student. For purposes of the Policy, corporal punishment does not include an employee's use of force that is reasonable and necessary to protect the employee, students, staff or other persons or to prevent damage to school property.

ACS administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures as described in the Student Handbook.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion. Students will be provided all classroom assignments and related materials with the expectation that these assignments will be completed while on an extended suspension. Students will be given make tests upon their return from suspension.

2. Grounds for Suspension

The Charter School will comply with AB 420 effective January 2015 which eliminates from the Education Code school district/school authority (including charter schools) to suspend from school a pupil enrolled in K-3, and the authority to recommend for expulsion a pupil enrolled in K-12, for disrupting school activities or otherwise willfully defying the valid authority of those school personnel engaged in the performance of their duties.

Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
 (2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.

- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or 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.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) 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.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in hazing.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (Grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

Non-Discretionary Suspension Offenses: Students may be suspended for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, knife, explosive, 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.

Suspension Procedures

3. Rules and Procedures for Student Suspension

Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or a designee with the student and his or her parent/guardian and, whenever practical, the teacher, supervisor or school employee who referred the student to the Principal. The conference may be omitted if the Principal or designee determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without

this conference, both the parent/guardian and student shall be notified of the student's right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense.

This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization.

No penalties may be imposed on a pupil for failure of the pupil's parent or guardian to attend a conference with school officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil's parent or guardian at the conference.

Notice to Parents/Guardians

At the time of the suspension, a principal or assistant principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense(s) committed by the student. In addition, the notice will also state the date and time when the student will return to school. The school principal or assistant principal will ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice will request that the parent/guardian respond to such requests without delay. The written notice will request a meeting with the parent/guardian to discuss the causes and the duration of the suspension.

4. Length of Suspension

The length of suspension for students may not exceed a period of five (5) consecutive school days. If a student is recommended for a period of suspension exceeding five (5) consecutive school days, a second conference will be scheduled between the parent/guardian to discuss the progress of the suspension upon the completion of the fifth (5th) day of suspension.

5. Access to Education

The Charter School provides the student with classroom material and current assignments to be completed at home during the length of the suspension. Students are given makeup tests upon their return from suspension.

6. Suspension Pending the Outcome of an Expulsion Process

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal, the pupil and the pupil's Parent/Guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination is made by the Principal based upon either of the following determinations: 1) the pupil's presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil's suspension will be extended pending the results of an expulsion hearing.

Suspension Appeal Process

The parent or guardian of a suspended student or the suspended student himself or herself may appeal the suspension decision within 5 working days directly to the Governing Board. The Governing Board will expeditiously review the case with the parent and/or student in question within 5 working days of receipt of the appeal. If the Board determines that the student has not violated one of the rules in the Student Handbook as agreed to by the student and parent or believes that extenuating circumstances should mitigate the consequences of such an action, then the suspension decision will be reversed. During the required parent conference, information is provided to the student and parent or guardian about their right to appeal a suspension, along with information about the appeal process.

- ACS's Governing Board will gather information from the Principal, student, parent or guardian to determine whether or not the Principal suspended the student properly and followed all applicable procedures. The Governing Board will consider the reasons the family feels the suspension was incorrect or inappropriate, and may contact the family and/or school staff to clarify information.
- Based on the information submitted or requested, ACS's Governing Board may make one of the following decisions regarding the suspension.
 - ✓ Uphold the suspension
 - ✓ Determine that the suspension was not within the school's guidelines, overturn the suspension, and order that all records and documents regarding the disciplinary proceeding be destroyed. No information regarding the suspension will be placed in the student's permanent record, or shared with anyone not directly involved in the proceedings.
- ACS Governing Board will mail a copy of the decision to the student and/or parent or guardian within five days of the issuing the decision. A copy of the decision is also mailed or delivered to the school Principal.

Expulsion Procedures

7. Rules and Procedures for Student Expulsion

Authority to Expel

A student may be expelled either by ACS Board following a hearing before it or by ACS Board upon the recommendation of an Administrative Panel to be assigned by ACS Board as needed. The Administrative Panel should consist of at least three members who are certificated and neither a teacher of the pupil or a Board member. The Administrative Panel may recommend expulsion of any student found to have committed an expellable offense.

If requested, students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing shall be held within thirty (30) school days after the Principal or designee determines that the Pupil has committed an expellable offense.

All expulsions cases will be heard by an independent Administrative Panel pursuant to E.C Section 48918 (d).

And as such, the panel will make a recommendation to the Board for a final decision whether to expel. The administrative hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing. The Administrative Panel shall consist of three (3) independent certificated designees appointed by the Board.

8. Grounds for Expulsion

Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.
- (b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, 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.
- (c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
- (d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stole or attempted to steal school property or private property.
- (h) Possessed or used tobacco, or 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.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm.
- (n) Committed or attempted to commit a sexual assault or committed a sexual battery.
- (o) 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.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in hazing.
- (r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act directed specifically toward a pupil or school personnel.
- (t) Aided or abetted the infliction or attempted infliction of physical injury to another person (suspension only).

48900.2 Committed sexual harassment (grades 4-12).

48900.3 Caused, attempted to cause, threatened to cause, or participated in an act of hate violence (grades 4-12).

48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils. (Grades 4-12).

48900.7 Made terroristic threats against school officials or school property, or both.

Non-Discretionary Expellable Offenses: Students may be recommended for expulsion for any of the following acts when it is determined the pupil:

1. **Firearm**
 - a. Possessing firearm when a district employee verified firearm possession and when student did not have prior written permission from a certificated employee which is concurred with by the principal or designee.
 - b. Selling or otherwise furnishing a firearm.
2. **Brandishing a knife at another person.**
3. **Unlawfully selling a controlled substance listed in *Health and Safety Code* Section 11053 et. seq.**
4. **Committing or attempting to commit a sexual assault as defined in subdivision (n) of EC48900 or committing sexual battery as defined in subdivision (n) of 48900.**
5. **Possession of an explosive.**

A student may be suspended or expelled for prohibited misconduct if the act is related to school activity or school attendance occurring at the school or at any other school or a school sponsored event at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity. A student will not be suspended or expelled for truancy or tardiness.

Written Notice of Hearing

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

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

Record of Hearing

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

Presentation of Evidence

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence that the student committed an expellable offense.

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact and a written recommendation to the Board of ACS who will make a final determination regarding the expulsion. The final decision by the Board shall be made within ten (10) school days following the conclusion of the hearing.

If the expulsion hearing panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program.

Written Notice to Expel

Following a decision of the Board to expel, the Principal shall send written notice of the decision to expel, including the Board's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following:

- Notice of the specific offense(s) committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACS
- The reinstatement eligibility review date
- A copy of the rehabilitation plan
- A copy of the readmission plan
- The type of educational placement during the period of expulsion
- Appeal procedures

The Principal or designee shall send a copy of the written notice of the decision to expel to the District. This notice shall include the following:

1. The student's name
2. The specific expellable offense committed by the student

Procedures for Expulsion Hearing Involving Sexual Assault/Battery Offences

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five day notice of his/her

- scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. ACS must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
 3. At the discretion of the person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
 4. The person or group conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
 5. The person or group conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
 6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.
 7. If one or both of the support persons is also a witness, ACS must present evidence that the witness' presence is both desired by the witness and will be helpful to ACS. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
 8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
 9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.
 10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on

the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

9. Alternatives

No student shall be immediately suspended or expelled for a first time offense, except in extreme cases enumerated above. Interventions shall be first attempted and will include student study teams, family support team meetings, behavior modification plans and contracts. Additionally, alternatives to suspension or expulsion will first be attempted with pupils who are truant, tardy, or otherwise absent from assigned school activities.

A teacher-generated suspension from class is for the day of the act. The teacher shall immediately report the suspension to the Principal. The pupil will be sent to the principal or assistant principal for appropriate action, which may include suspension from school or other disciplinary measures.

Expulsion Appeal Process

The request to appeal an expulsion must be received by the Governing Board within five (5) working days after the written notice is received by the parent/guardian. The student will be considered suspended until a meeting is convened. The appeal hearing will occur within ten (10) working days after the written notice received by the parent/guardian, and must be attended by parent(s)/ guardian(s). In the case of expulsion, a fair and impartial panel consisting of administrators and teachers who are not employed by ACS will be appointed. The representatives appointed by ACS Governing Board will hear the appeal, and its decision will be final.

10. Process for Rehabilitation, Readmission, Interim

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from ACS, the school administration will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled.

Readmissions Due Process

In the event an expelled student is denied readmission to ACS, after the investigation and meetings set by the Principal to determine that the student has made significant progress in their Rehabilitation Plan or they were deemed to possess no threat to the safety of ACS students, the student will be notified by the Board in writing of the decision not to readmit. The notice to the parent or guardian will be mailed three (3) days after the Board determination and will include the following:

- Notice of the previous specific offense committed by the student
- Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with ACS
- Findings by the Board on the Principal's investigation and assessment of facts that determined unsuccessful completion of Rehabilitation Plan
- Alternative area schools
- New admissions eligibility date

- Notification of SELPA
- Services During Suspension: Students suspended for more than ten (10) school days in a school year shall continue to receive services

Expelled Transfer Student Admission

If a student is under an expulsion order from another school district (LEA), all information must be provided to ACS Governing Board for review. ACS Governing Board will determine if enrollment will be granted. The decision to admit an expelled pupil from another school district or ACS shall be in the sole discretion of the Board. To determine if student is “rehabilitated,” the Principal will hold a meeting with the pupil and guardian or representative to determine progress and challenges. The Principal will make the determination whether the pupil has successfully completed the rehabilitation plan, from ACS or from the sending school, and will determine whether the pupil poses a threat to others or will be disruptive to the school environment.

The Principal shall make a recommendation to the Board following an investigation as to the student's progress in his/her Rehabilitation Plan and causes for expulsion. The pupil's admission is also contingent upon ACS's capacity at the time the student seeks admission. All expelled students from other schools will begin their time at ACS by taking an after school Progressive Discipline class where they will be instructed on our Guiding Principles and Behavior and Consequences continuum. The parent, the student and the school will sign a copy of the Progressive Discipline reports and ongoing weekly monitoring will determine the student's success at ACS.

Readmissions Appeal Process

In the case of expulsions, a fair and impartial panel of representatives appointed by ACS Governing Board will hear the readmissions denial appeal, and its decision will be final.

A student can be moved to an interim alternative educational setting (but not more than forty-five days) without regard if student is charged with: a weapon at school, possesses/used/sold illegal drugs, or has inflicted serious bodily injury.

10. Disciplinary Records

ACS shall maintain the confidentiality of Pupil Records of all student suspensions and expulsions in locked files at the school. These files will only be accessible to ACS principal, and designated staff members providing services to the students. Signatures will be required of those utilizing the confidential files. Such records shall be made available to the District upon request.

Element 11 – Employee Retirement System

The manner by which staff members of the charter schools will be covered by the State Teachers' Retirement System, the Public Employees' Retirement System, or federal social security.”

- California Education Code Section 47605 (b) (5) (K)

Process By Which Salaries, Benefits, Working Conditions Will Be Determined:

ACS shall be deemed the exclusive public school employer of the employees of ACS for collective bargaining purposes, and will comply with all provisions of the Educational Employment Relations Act (EERA).

All decisions regarding employee salaries and health and welfare benefits are made by the Governing Board. All policies and recommendations made will comply with all laws relating to public agencies in general, all federal laws and regulations and all state codes.

Retirement

ACS will make all contributions that are legally required of employers. ACS shall forward any required payroll deduction and related data to the Los Angeles County Office of Education (LACOE) as required by Education Code 47611.3 and 41365. ACS will contract with Edtec-Business and Development Specialist for ACSs, to handle payroll and accounting services. The Treasurer of the Governing Board for the ACS will be responsible for oversight and insuring that all retirement payments are sent to the appropriate agency in a timely manner.

Manner by which Staff Members will be covered STRS, PERS

1. Certificated Staff Members

STRS (State Teachers' Retirement System):

All full-time certificated employees will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and ACS will contribute the employer's portion required by STRS. All withholding from certificated employees and ACS will be forwarded to the STRS fund as required.

Employees will accumulate service credit years in the same manner as all other members of STRS or other similar retirement system.

ACS will continue participating in the STRS program per CDS code for the duration of the Charter School.

The Principal of the school is the certificated staff who will be responsible for assuring that the appropriate arrangements for STARS are made.

2. Classified and Other Staff Members

PERS (Public Employees' Retirement System):

All full-time classified employees will be members of PERS or a similar retirement system such as social security. Employees and the Charter School will contribute the required rate as designated by PERS or the appropriate agency.

Employees will accumulate service credit years in the same manner as all other members of PERS or the similar retirement system.

Social Security payments will also be contributed for all qualifying PERS members.

PARS (Public Agency Retirement System):

ACS will participate in the Public Agency Retirement System (PARS) for non-STRS eligible part-time employees.

ACS will continue such participation in PERS and PARS programs per CDS code for the duration of the Charter School.

The Principal of the school is the certificated staff who will be responsible for assuring that the appropriate arrangements for PARS and PERS are made.

Element 12 – Public School Attendance Alternatives

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

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

No student may be required to attend the Charter School. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Element 13 – Rights of District Employees

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

Employees of the District who choose to leave the employment of the District to work at ACS shall have no automatic rights of return to the District after employment at ACS 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 ACS 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 ACS 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 ACS agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ACS, except any controversy or claim that is in any way related to revocation of this Charter ("Dispute"), pursuant to the terms of this Element 14.

Any Dispute between the District and ACS 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 ACS 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

Principal
Ararat Charter School
Address: 6555 Sylmar Ave.
Van Nuys, CA 91401

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 ACS shall be deemed the exclusive public school employer of the employees of the ACS for purposes of Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code." Ed. Code § 47605(b)(5)(O).

ACS is deemed the exclusive public school employer of all employees of the ACS for collective bargaining purposes. As such, ACS 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 – ACS Closure Procedures

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

REVOCATION OF THE CHARTER

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

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

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

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

CLOSURE ACTION

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

CLOSURE PROCEDURES

The procedures for charter school closure set forth below are guided by Ed. 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

Upon the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall immediately designate a person or persons responsible for conducting all closure-related procedures and activities, and determine how Charter School will fund these activities.

Notification of Closure Action

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

1. The LAUSD Charter Schools Division (CSD), if the Closing Action is an act of Charter School. Charter School shall provide CSD with a copy of the governing board resolution or minutes that documents its Closure Action. Note: If the Closure Action is a revocation or nonrenewal by the LAUSD Board of Education, the charter school does not need to send separate written notice of its closure to the CSD.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which the school participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which the school's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of this notification and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All school employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification to the CSD.

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

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence

4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

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

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

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

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record, which will include grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the school closure
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of school closure, by which Charter School shall provide employees with written verification of employment

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

School and Student Records Retention and Transfer

Charter School shall adhere to the following requirements regarding the transfer and maintenance of school and student records:

1. Charter School shall provide the District with original student cumulative files and behavior records pursuant to District policy and applicable 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 the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall

indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of the student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher grade books, school payroll and personnel records, and Title I records (if applicable). Personnel records must include any and all employee records including, but not limited to, records related to performance and grievance.
7. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
8. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity of any liabilities the 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 the 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 the charter school.

This audit may serve as the school's annual audit.

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

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

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

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

Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure appropriate disposal, in accordance with Charter School's bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of the 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 the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice

of any outstanding payments due to staff and the time frame and method by which the school will make the payments.

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

- a) File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b) File a Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- c) Make final federal tax payments (employee taxes, etc.)
- d) File its final withholding tax return (Treasury Form 165).
- e) File its final return with the IRS (Form 990 and Schedule).

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

Additional Provisions

FACILITIES

District-Owned Facilities

If, ACS is using District facilities as of the date of the submittal of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, ACS shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition ACS will occupy and use any District facilities, ACS shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use.

Notwithstanding any provision of any existing agreement for the use of District facilities, no agreement for the use of District facilities shall automatically renew or extend its term with the renewal of the charter petition. The circumstances of ACS's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

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

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

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

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

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

- Use: ACS will be restricted to using the District facilities for the operation of a public school providing

educational instruction to public school students consistent with the terms of the Charter and incidental related uses. The District shall have the right to inspect District facilities upon reasonable notice to ACS.

- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to ACS for use. ACS, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than ACS shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors:
 - i Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Ed. Code 47612 and 5 CCR § 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
 - ii Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than ACS), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:

- iii Pro Rata Share

The District shall collect and ACS shall pay a Pro Rata Share for facilities costs as provided in the ACSs Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and

Taxes; Assessments

Generally, ACS shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or ACS’s legal or equitable interest created by the use agreement.

Maintenance & Operations Services:

In the event the District agrees to allow ACS to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by ACS.

Co-Location:

If ACS is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and ACS shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.

Sole Occupant

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

Real Property Insurance

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

Non-District-Owned Facilities

Occupancy and Use of the Site: Prior to occupancy or use of any school site or facility, ACS shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows ACS to use and occupy the site as ACS. ACS 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. ACS may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If ACS intends to move or expand to another facility during the term of this Charter, ACS 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, ACS shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

Facility Compliance: Prior to occupancy or use of any school site or facility, ACS shall provide adequate documentation to the CSD that the ACS 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 ACS 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 ACS facility. ACS 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. ACS cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. ACS shall maintain on file readily accessible records that document facilities compliance and provide such documentation to the CSD upon request..

Pest Management: ACS shall comply with the Healthy Schools Act, Ed. Code section 17608, which details pest management requirements for schools.

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

INSURANCE

Insurance Requirements

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

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

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional 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 ACS's insurance shall be primary despite any conflicting provisions in ACS's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect ACS from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if ACS does not operate a student bus service. If ACS provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by ACS to cover all ACS employees who handle process or otherwise have responsibility for ACS funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and

\$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.

7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverage and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional 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 ACS's insurance shall be primary despite any conflicting provisions in ACS's policy.*

EVIDENCE OF INSURANCE

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

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

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

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

HOLD HARMLESS/INDEMNIFICATION PROVISION

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

Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with ACS's vendors, contractors, partners or sponsors.

FISCAL MATTERS

District Oversight Costs

The District may charge for the actual costs of oversight of ACS not to exceed 1% of ACS's revenue, or the District may charge for the actual costs of oversight of ACS not to exceed 3% if ACS 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 ACS facilities use agreements.

Cash Reserves

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

Special Education Revenue Adjustment/Payment for Services

In the event that ACS 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 ACS, ACS authorizes the District to deduct any and all of the in lieu property taxes that ACS otherwise would be eligible to receive under section 47635 of the Ed. Code to cover such owed amounts. ACS further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to ACS. Should this revenue stream be insufficient in any fiscal year to cover any such costs, ACS 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

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit ACS 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 ACS's financial information,
- ACS's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- ACS's enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

INTERNAL FISCAL CONTROLS

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

Apportionment Eligibility for Students Over 19 Years of Age

ACS acknowledges that, in order for a pupil over nineteen (19) years of age to remain eligible for generating ACS 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, ACS 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)