



HOME OF THE MOUNTAINEERS

"Climbing Toward College & Career Readiness"

# Charter Renewal Petition

Submitted to

Los Angeles Unified School District  
Board of Education



September 23, 2019

Renewal for Five-Year Term  
July 1, 2020 – June 30, 2025

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## AFFIRMATIONS AND ASSURANCES

*Ararat Charter School (hereinafter Ararat, ACS, or Charter School) shall:*

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

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

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

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

## **ELEMENT 1 – THE EDUCATIONAL PROGRAM**

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

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

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

### **Local Control Funding Formula (LCFF) and Local Control and Accountability Plan (LCAP)**

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

### **Academic Calendar and Schedules**

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

### **Mathematics Placement**

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

### **Transitional Kindergarten**

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

### **High School Exit Examination**

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

### **WASC Accreditation**

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

### **English Learners**

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

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

How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum

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

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

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

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

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

### **Students with Disabilities**

#### **Federal Law Compliance**

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

#### **Special Education Program**

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

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



of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

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

### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

All Students enrolled as of December 1 of each school year

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

- **Dropout**

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

- **Monthly SESAC and Suspension data**

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

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

## **GENERAL INFORMATION**

| <b><i>General Information</i></b>  |  |
|--|--|
| The contact person for Charter School is:  | Eddie Villela, Principal   |
| The contact address for Charter School is (KLA):<br>The address of the co-location Charter School is (Erwin):  | <ul style="list-style-type: none"> <li>• 6555 Sylmar Avenue<br/>Van Nuys, CA 91401</li> <li>• 13400 Erwin Street<br/>Van Nuys, CA 91401</li> </ul> |
| The contact phone number for Charter School is:  | <ul style="list-style-type: none"> <li>• 818-994-2904 (KLA)</li> <li>• 818-787-8521 (Erwin)</li> </ul>   |
| The proposed address or ZIP Code of the target community to be served by Charter School is:  | 91401 (see address above)  |
| This location is in LAUSD Board District:  | <ul style="list-style-type: none"> <li>• KLA – Board District 6</li> <li>• Erwin – Board District 3</li> </ul>                                     |
| This location is in LAUSD Local District:  | Northeast  |
| The grade configuration of Charter School is:  | TK-5   |
| The number of students will be:  | 340  |
| The grade level(s) of the students will be:  | TK-5   |
| Charter School’s scheduled first day of instruction in 2020-2021 is:   | August 17, 2020  |
| The enrollment capacity is:<br>(Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.) | 340  |
| The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:  | Traditional  |
| The bell schedule for Charter School will be:  | M-F, 7:50am to 3:00pm  |
| The term of this Charter shall be from:  | July 1, 2020 to June 30, 2025  |

### **Community Need for Charter School**

Ararat Charter School (ACS, Ararat or Charter School) has provided an important school choice for families of young children in the Van Nuys community since first opening in 2010. Our “whole child” school model is carefully designed to support our TK-5 students in the academic, social and affective domains. Ararat is an LAUSD public school that teaches both Armenian and Spanish to all its students. Academic rigor is the norm, with the arts used to complement the core curriculum. Cultural awareness and understanding, as well as the six pillars of character are taught, emphasized, and valued at Ararat. With a dedicated teaching staff, involved parents, and enrichment and intervention programs, we expect our students to *Climb Towards College and Career Readiness*.

ACS enrollment capacity is 340 students, with more than 300 students on the waiting list. ACS is located on two campuses: grades TK-2 are on our original private facility campus at 6555 Sylmar Avenue in Van Nuys and grades 2-5 are co-located at Erwin Street Elementary School, 1.7 miles away.

In 2018, ACS was proud to be named a **California Distinguished School** by the California Department of Education (CDE). As stated by then-State Superintendent Tom Torlakson:

The 2018 California Distinguished Schools Program recognizes California elementary schools that have made exceptional gains in implementing academic content and performance standards adopted by the State Board of Education.

Schools that applied were eligible based on their performance and progress on the state indicators as described on the California School Dashboard. Indicators include test scores, suspension rates, and English learner progress. . . . These award winners represent examples of not just excellent teaching, learning, and collaborating, but also highly successful school climate efforts, ranging from real time conflict resolution to positive behavior intervention. (<https://www.cde.ca.gov/nr/ne/yr18/yr18rel24.asp>)

While not required for elementary schools, Ararat also has achieved accreditation from the Western Association of Schools and Colleges (WASC) since 2012. We currently are in the middle of a full six-year WASC accreditation, through 2021. In their most recent report about Ararat, issued June 27, 2019, the WASC Visiting Committee noted, “**ACS excels in all areas without a doubt.** Changes made are ultimately for the good of students academically or support in other areas.” (WASC Mid-Cycle Visiting Committee Report, April 25, 2019 Visit, issued June 27, 2019 (WASC 2019 Report)). In summarizing Ararat’s strengths, the WASC Visiting Committee wrote:

#### **Schoolwide Areas of Strength:**

1. The culture of the school is collaborative, supportive, and collegial among all stakeholders. Everyone talks of “Family,” and relationships, and community. Decisions are made with input from all stakeholders. “Voice and Choice” atmosphere.
2. The student-centered Constructivist philosophy supports the School’s Learner Outcome (SLO), Vision, and Mission statements. Students are happy.
3. Co-and extra-curricular activities give students unique learning opportunities.

4. Support for professional development and acquisition of educational materials is designed to enhance student learning. Opportunities for personal growth and advancement at all levels.
5. Teachers are highly qualified and trained in the most recent educational research and instructional practices. They share professional development training and support each other to enhance student learning.
6. ACS utilizes data tools giving teachers accurate and consistent information on how students are progressing, what their academic needs are, and how to move them forward toward proficiency.
7. The school is fiscally sound.
8. Promotion and appreciation for cultural diversity.
9. Addition of key leadership positions and support positions.

(WASC 2019 Report.)

ACS also has been recognized by Educational Results Partnership (ERP) and the Campaign for Business and Education Excellence (CBEE) on their **2018 - 2019 Honor Roll**, which recognizes public elementary, middle and high schools that demonstrate high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. For high schools, Honor Roll recognition includes measures of college readiness in students. Through national research, ERP has identified a common set of success factors in higher-performing Honor Roll schools and districts. These include clear, specific learning objectives aligned to college and career readiness, along with:

- Evidence-based instructional practices
- A defined system-wide mission of college and career readiness for all students
- An investment in human capital
- Maintenance of data and assessment systems to monitor school and student performance
- Resources and guidance to support schools' efforts in preparing all students for college and career.

We look forward to continuing to grow and strengthen educational opportunities for the children and families we serve.

### **ACS' Performance During the Current Charter Term Meets Renewal Criteria**

ACS meets and exceeds criteria for renewal, across numerous metrics and measures as detailed herein. Based on the specific record of performance throughout our second charter term, ACS has and will continue to meet the needs of the community we serve.

### **Academic Performance Data and Other Absolute and Comparative Performance Indicators**

*According to current California law and District policy, a charter school "shall" meet the following criteria set forth in Education Code section 47607(b)(4) prior to receiving a charter renewal: ACS' academic performance is at least equal to the academic performance of the*

*public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.*

As noted in the Ed Code, “The determination made pursuant to this paragraph shall be based upon all of the following: (i) Documented and clear and convincing data; (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) of Chapter 5 of Part 33 for demographically similar pupil populations in the comparison schools; (iii) Information submitted by the charter school.” (Cal. Ed. Code § 47607(b)(4)(B)).

### **Demographic Data**

Based on an analysis of the student’s residence addresses and the Office of Data and Accountability Data Set provided by LAUSD (ODA Data Set, 2018-19), the following table lists the top Resident Schools our students would otherwise be required to attend<sup>1</sup>:

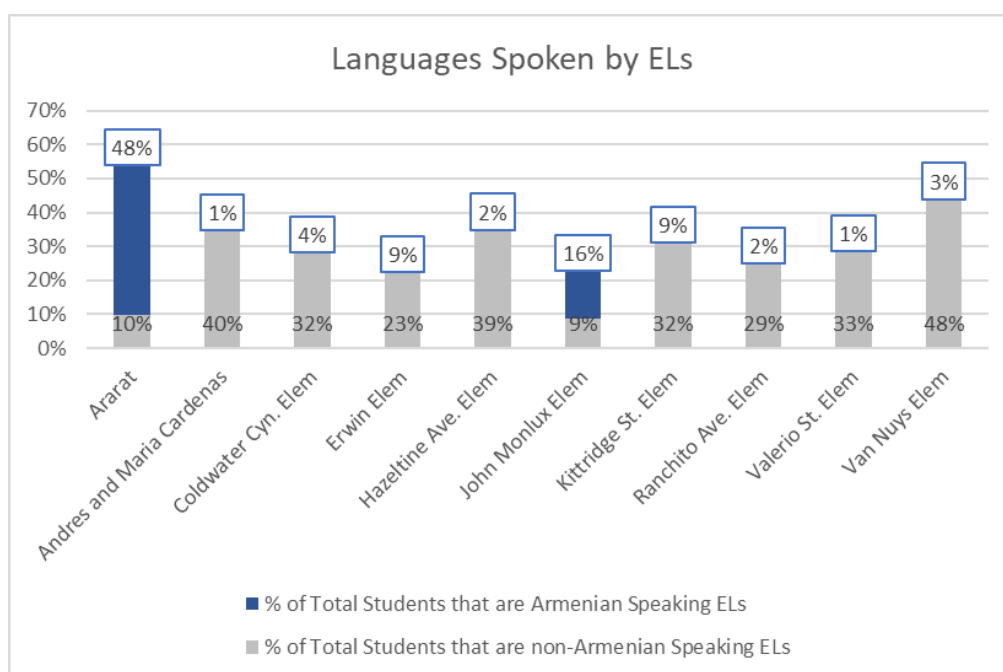
| <i>School Name</i>                              | <i>Enrollment<br/>2018-19</i> | <i>FRPL</i> | <i>EL</i>  | <i>SPED</i> | <i>Latino</i> | <i>Black</i> | <i>White</i> |
|---|-------------------------------|-------------|------------|-------------|---------------|--------------|--------------|
| <b>Ararat Charter School ACS (K-5)</b>          | <b>344</b>                    | <b>73%</b>  | <b>57%</b> | <b>4%</b>   | <b>15%</b>    | <b>0%</b>    | <b>84%</b>   |
| <b><i>Resident Schools</i></b>                  |                               |             |            |             |               |              |              |
| Andres and Maria Cardenas Elementary (K-5)      | 463                           | 91%         | 40%        | 16%         | 89%           | 1%           | 5%           |
| Coldwater Canyon Elementary (K-5)               | 700                           | 90%         | 35%        | 14%         | 84%           | 3%           | 10%          |
| Erwin Street Elementary (K-5)                   | 698                           | 88%         | 32%        | 14%         | 63%           | 3%           | 32%          |
| Hazeltine Avenue Elementary (K-5)               | 753                           | 92%         | 41%        | 13%         | 88%           | 3%           | 6%           |
| John Monlux Elem* (K-5)                         | 686                           | 81%         | 25%        | 11%         | 31%           | 3%           | 64%          |
| Kittridge Street Elementary (K-5)               | 817                           | 91%         | 41%        | 13%         | 76%           | 2%           | 21%          |
| Ranchito Avenue Elementary (K-5)                | 513                           | 86%         | 31%        | 15%         | 80%           | 2%           | 10%          |
| Valerio Street Elementary (K-5)                 | 837                           | 95%         | 34%        | 12%         | 88%           | 4%           | 4%           |
| Van Nuys Elementary (K-5)                       | 612                           | 92%         | 51%        | 15%         | 94%           | 2%           | 3%           |
| <b><i>Resident Schools Weighted Average</i></b> | <b>675</b>                    | <b>90%</b>  | <b>37%</b> | <b>13%</b>  | <b>76%</b>    | <b>3%</b>    | <b>17%</b>   |

\*Has a magnet program.

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

<sup>1</sup> The ODA Data Set also identifies four “Similar Schools” that are based on schools identified by the California Department of Education (CDE) in 2012 under the old Academic Performance Index framework. Because the four “Similar” Schools are in fact not demographically similar to Ararat – the median English Learner population is just 13.52% compared to Ararat’s 58.26% English Learner enrollment – we focus here instead on the Resident Schools identified by ODA. (ODA Data Set.)

One clear difference in demographics between Ararat and the Resident Schools is that we enroll a larger White population than the nearby schools, drawing heavily from the surrounding Armenian population. Our EL population (57%) is not only bigger than any of the Resident Schools (Van Nuys Elementary, with 51% is the closest, and the next closest is Hazeltine Ave. ES and Kittridge St. ES, tied at 41% ELs). More notable however is the fact that our ELs are predominantly Armenian speakers. In 2018-19, 83% of our ELs were Armenian speakers (*equivalent to 48% of our total student enrollment*), with 16% Spanish and 1% Russian. The only school that comes even close to this ratio is John B. Monlux, where 65% of their ELs are Armenian speakers, though only 25% of their overall population are ELs. (Not surprisingly, Monlux is also the only other school with a majority White (Armenian) population.) The other Resident Schools' ELs are overwhelmingly Spanish speakers:



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

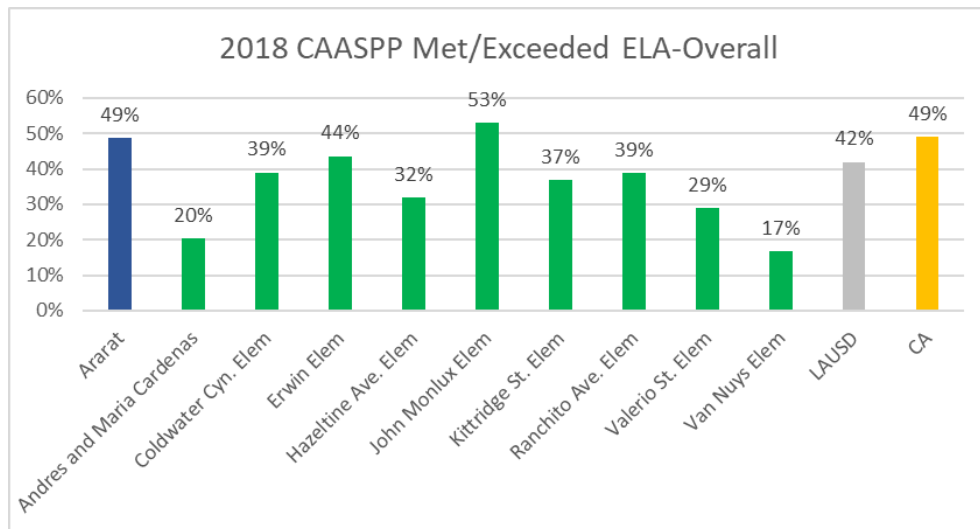
The following data details the ways in which ACS surpasses the performance of the Resident Schools our students would otherwise attend.

## CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (“CAASPP”) RESULTS

### Overall CAASPP Data

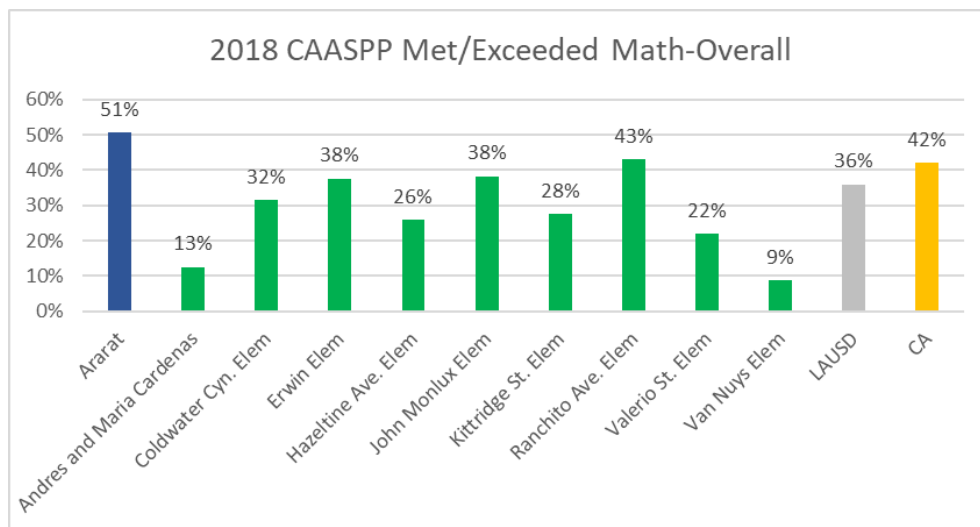
On the 2018 CAASPP in ELA, ACS’ students in grades 3-5 outperformed eight of the nine Resident Schools – more than doubling the proficiency rates at Cardenas and Van Nuys ES -- with 49% Met/Exceeded at ACS compared to 17-53% at the Resident Schools. ACS also outperformed

the District-wide average for grades 3-5 by seven percentage points (49% Met/Exceeded compared to 42% at LAUSD) and was the same as the statewide elementary grade average of 49%.



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

In Math, ACS' students, at 51% Met/Exceeded, outperformed all nine Resident Schools (9-43%), were 15 percentage points higher than LAUSD's 3<sup>rd</sup>-5<sup>th</sup> graders (36%) and nine percentage points higher than the statewide average for grades 3-5 (42% Met/Exceeded).

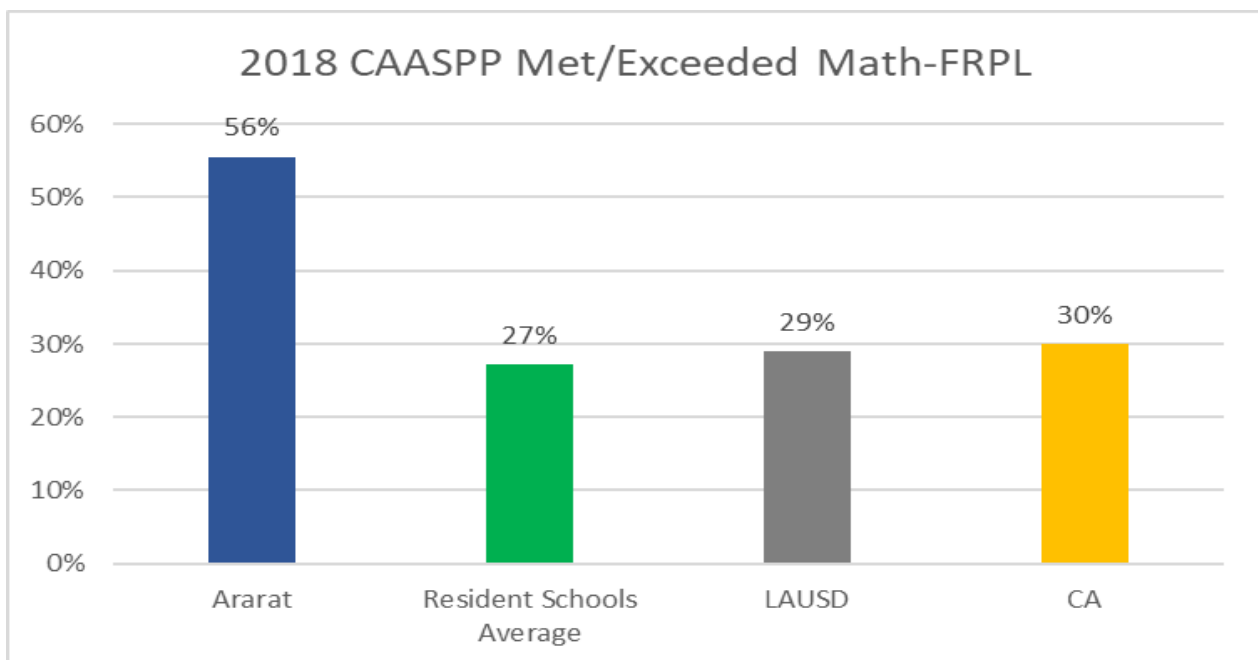
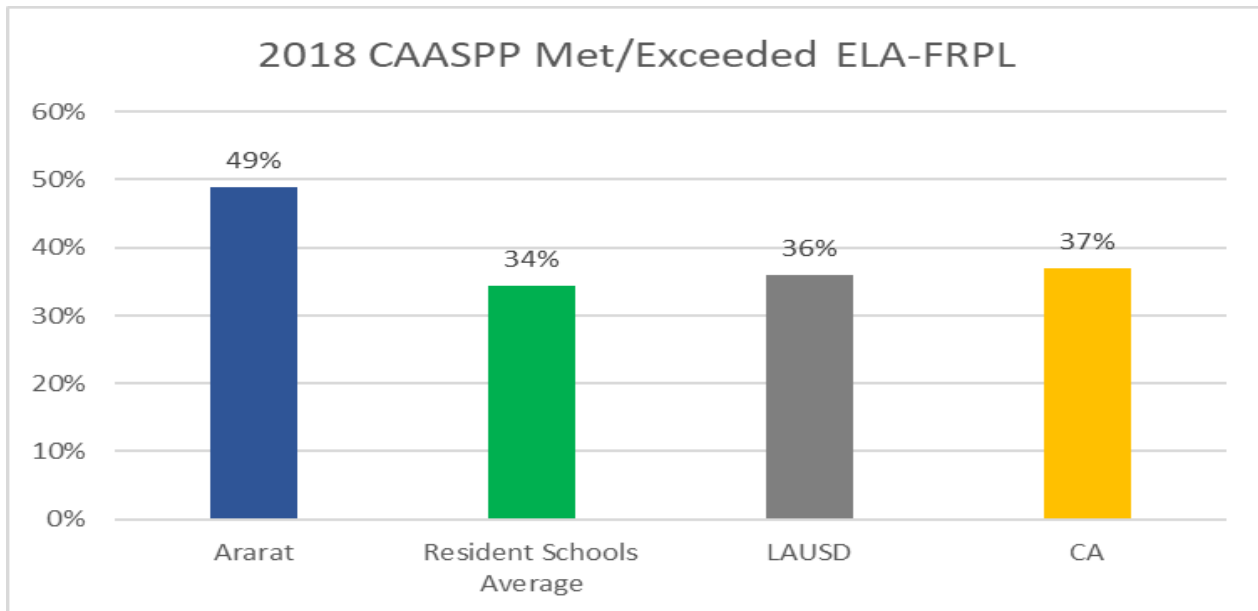


<https://caaspp.cde.ca.gov/sb2018/Search>



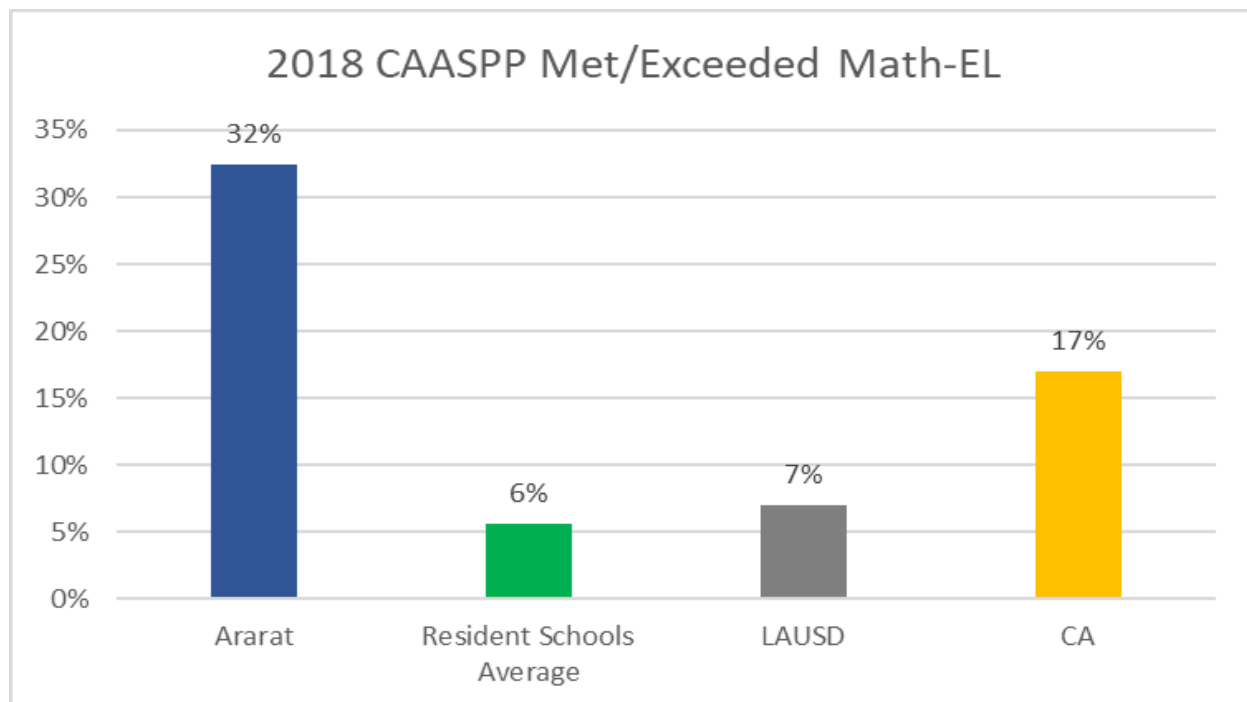
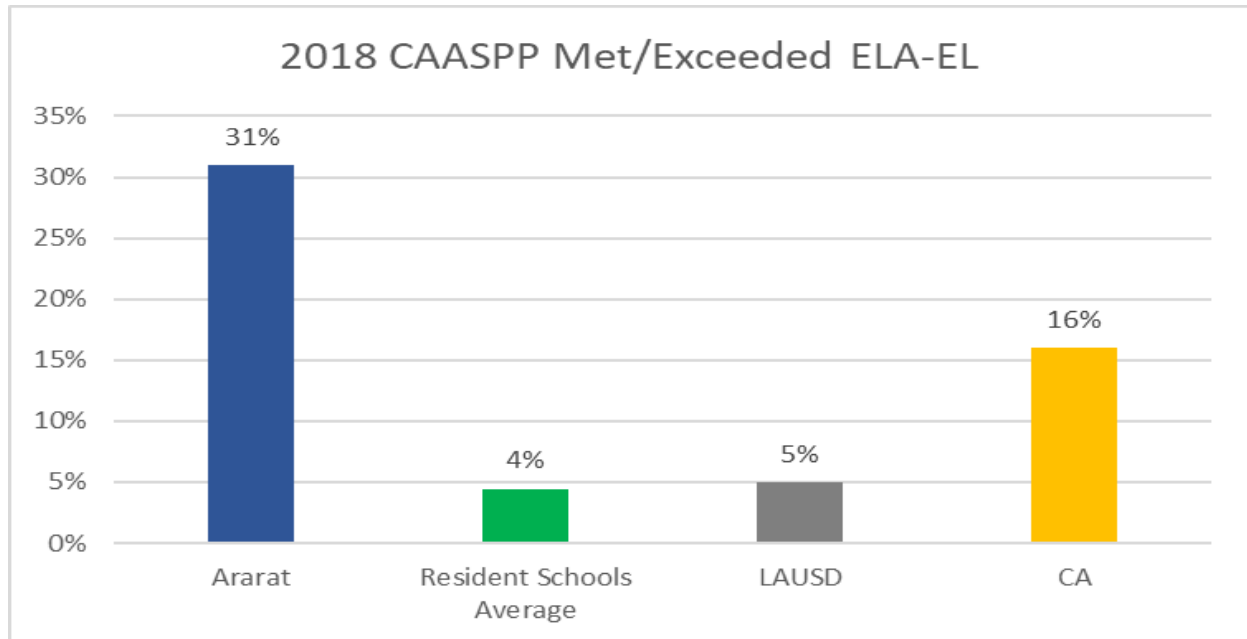
### Subgroups

In looking at subgroup performance on the 2018 CAASPP, our FRPL students outpaced Resident Schools, District and State averages by a range of 13-29 percentage points in both ELA (49% Met/Exceeded, mirroring overall school performance) and Math (56% Met/Exceeded, even higher than the overall rate).



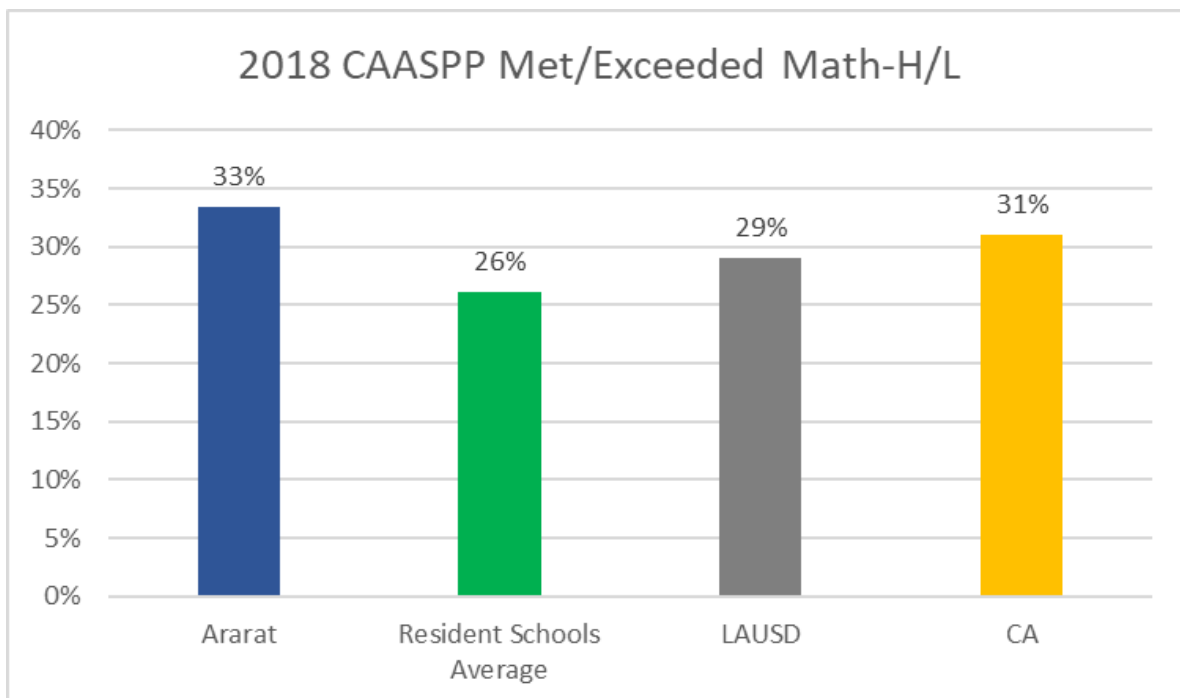
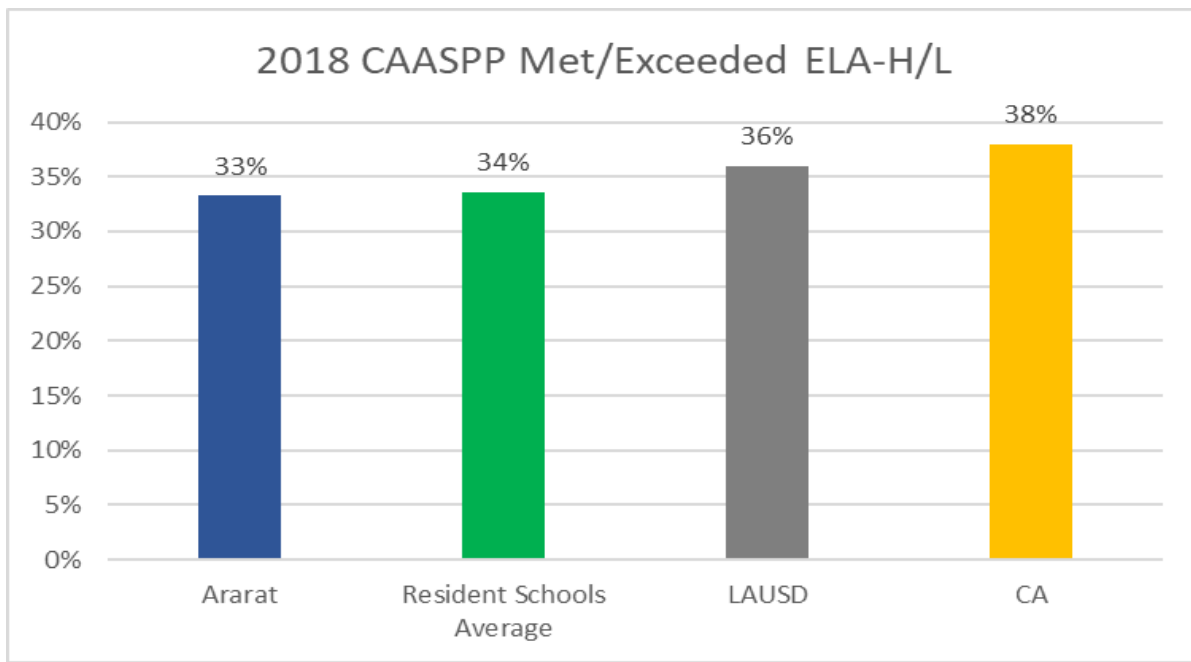
<https://caaspp.cde.ca.gov/sb2018/Search>

Our English Learner students (57% of enrollment) also outperformed Resident Schools, District and State averages in both ELA and Math. In ELA, our EL students scored 34% Met/Exceeded, and in Math, ELs were 32% Met/Exceeded, outpacing the comparison metrics by 15 to 27 percentage points. While these proficiency rates are lower than our overall rates, we are pleased with these students' performance compared to their EL peers across the District and State.



<https://caaspp.cde.ca.gov/sb2018/Search>

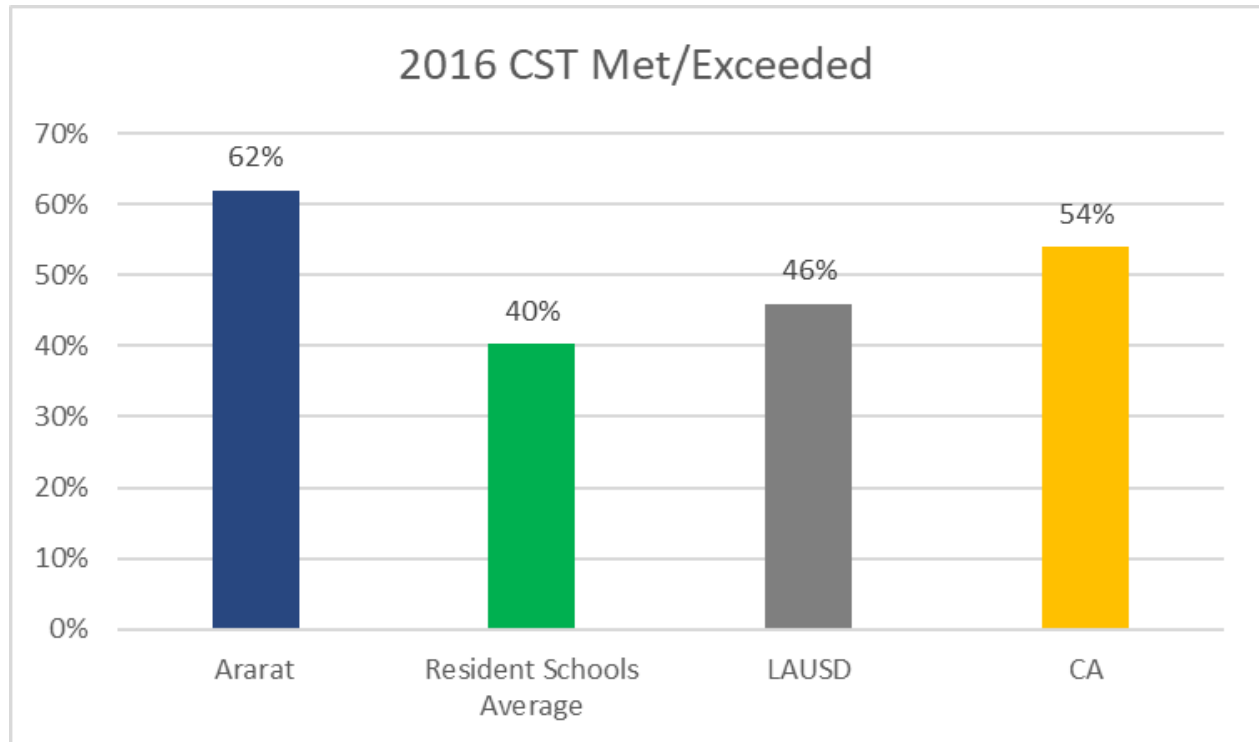
Our Hispanic/Latino students were equivalent or slightly below their peers in ELA (33% Met/Exceeded compared to 34% Resident Schools, 36% LAUSD and 38% State), yet were stronger than the comparisons in Math (33% Met/Exceeded compared to 26% Resident Schools, 29% LAUSD and 31% State).



<https://caaspp.cde.ca.gov/sb2018/Search>

### **2017 California Science Test (“CAST”)**

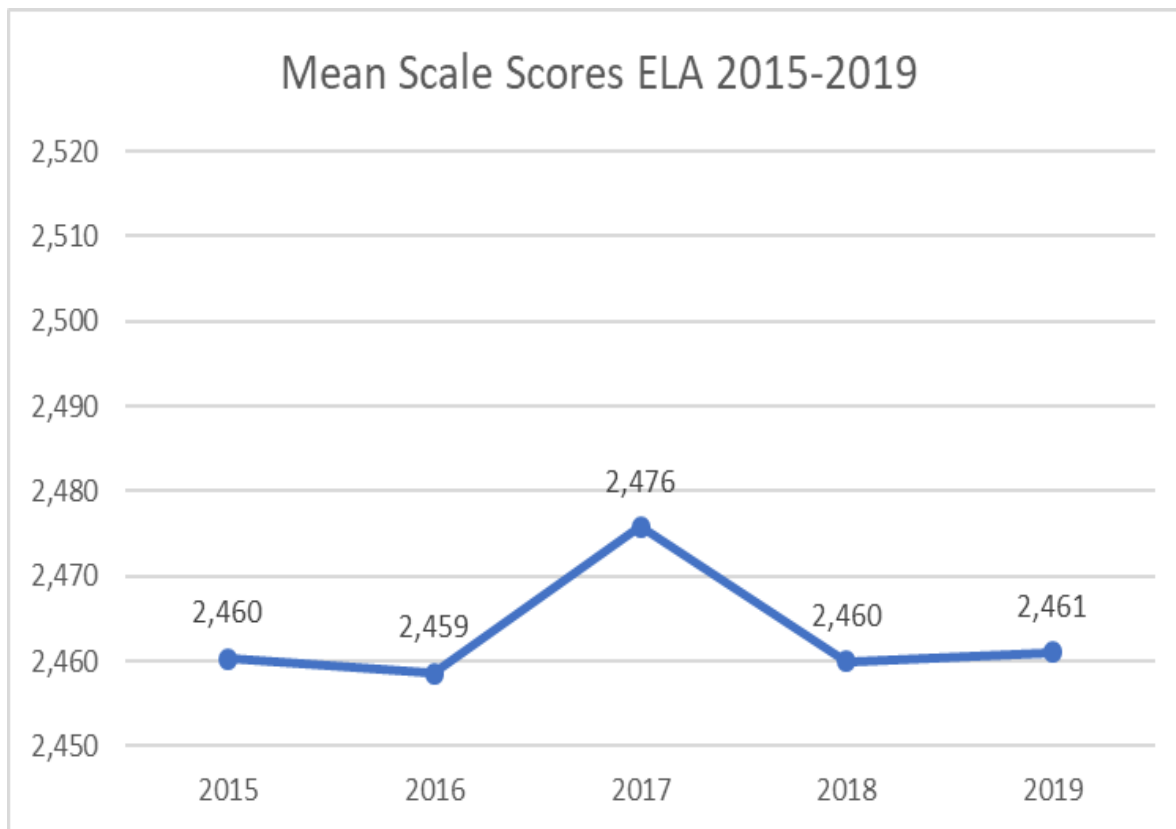
As we switch to the new California Science Test (“CAST”), the 2016-17 CST test scores are the most recent and reliable data for measuring science aptitude. ACS’s 5<sup>th</sup> grade students’ 62% Met/Exceeded rate outpaced the Resident Schools average by 22 percentage points (40%), LAUSD 5<sup>th</sup> graders by 16 percentage points (46%), and the State average by eight percentage points (54%.)

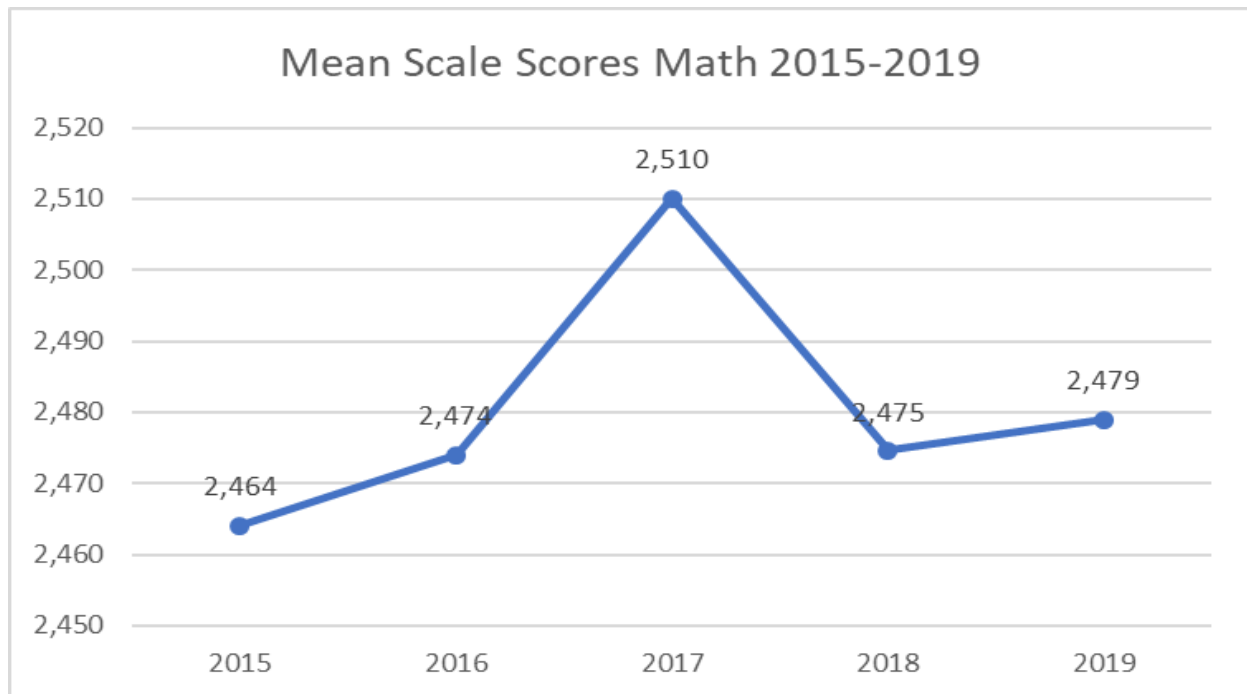


*Source:* <https://caaspp.cde.ca.gov/caaspp2016/SearchPanel.aspx>.

### **CAASPP Growth Data**

Our growth data over this charter term has been a bit mixed. In looking at Mean Scale Scores, which present a more holistic picture of where all of our students are – including those who are “Nearly Met” or “Not Met” against grade level standards, our ELA performance has remained largely the same, with a one year jump of 17 points in 2017 but then a return to 2016 levels in 2018 – overall ELA has seen a 1 point gain over four years (including preliminary, not-yet published 2019 data). In Math, we see more growth overall with a 15 point gain between 2015 and 2019, with a large 36 point jump in 2017 and a return in 2018 to 2016 levels.

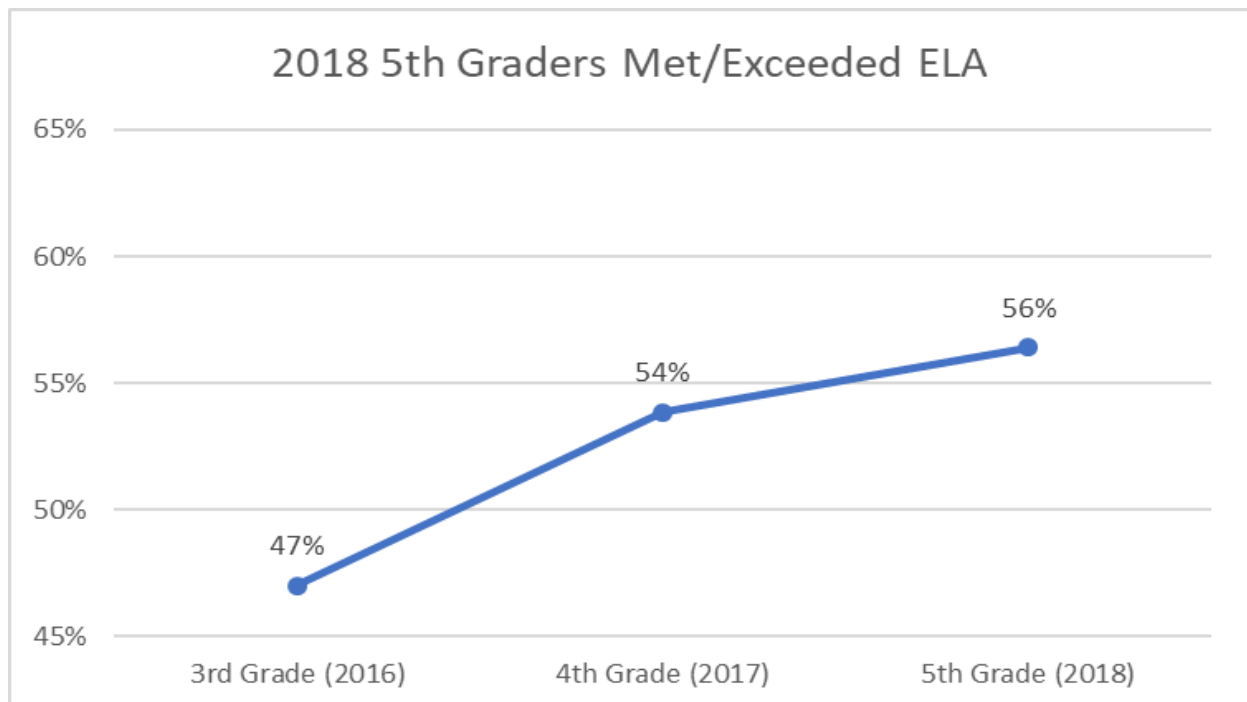


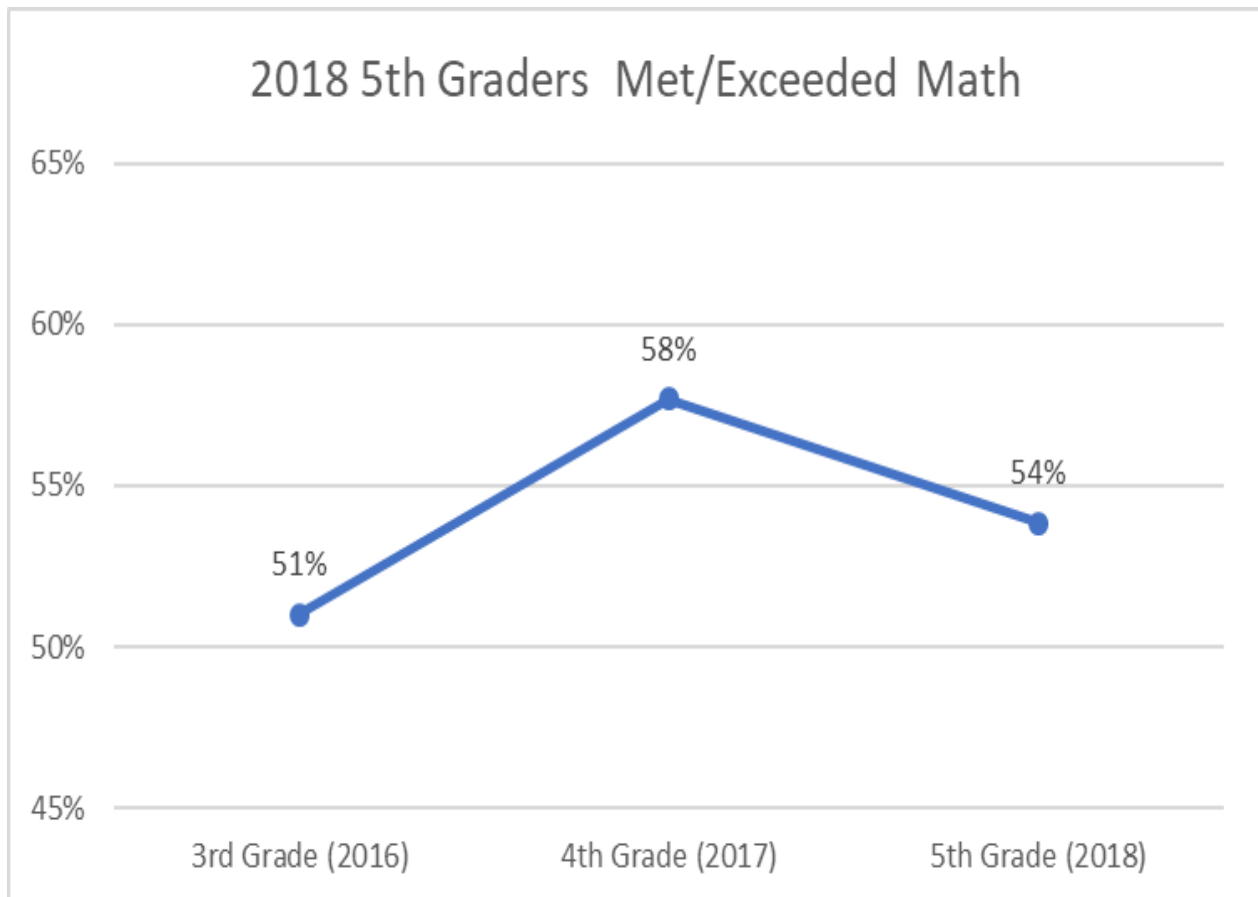


<https://caaspp.cde.ca.gov/sb2018/Search>

As detailed in the section below on “Challenges,” we had a high rate of teacher turnover at the end of 2016-17 and unfortunately lost some strong teachers. We have been working since then to rebuild and maintain our teaching staff.

We note that our student cohorts show year-over-year growth. For example, the 2018 5<sup>th</sup> graders gained 9 percentage points in grade-level proficiency in ELA between 3<sup>rd</sup> and 5<sup>th</sup> grades, and gained 3 percentage points in proficiency in math over the same three years.



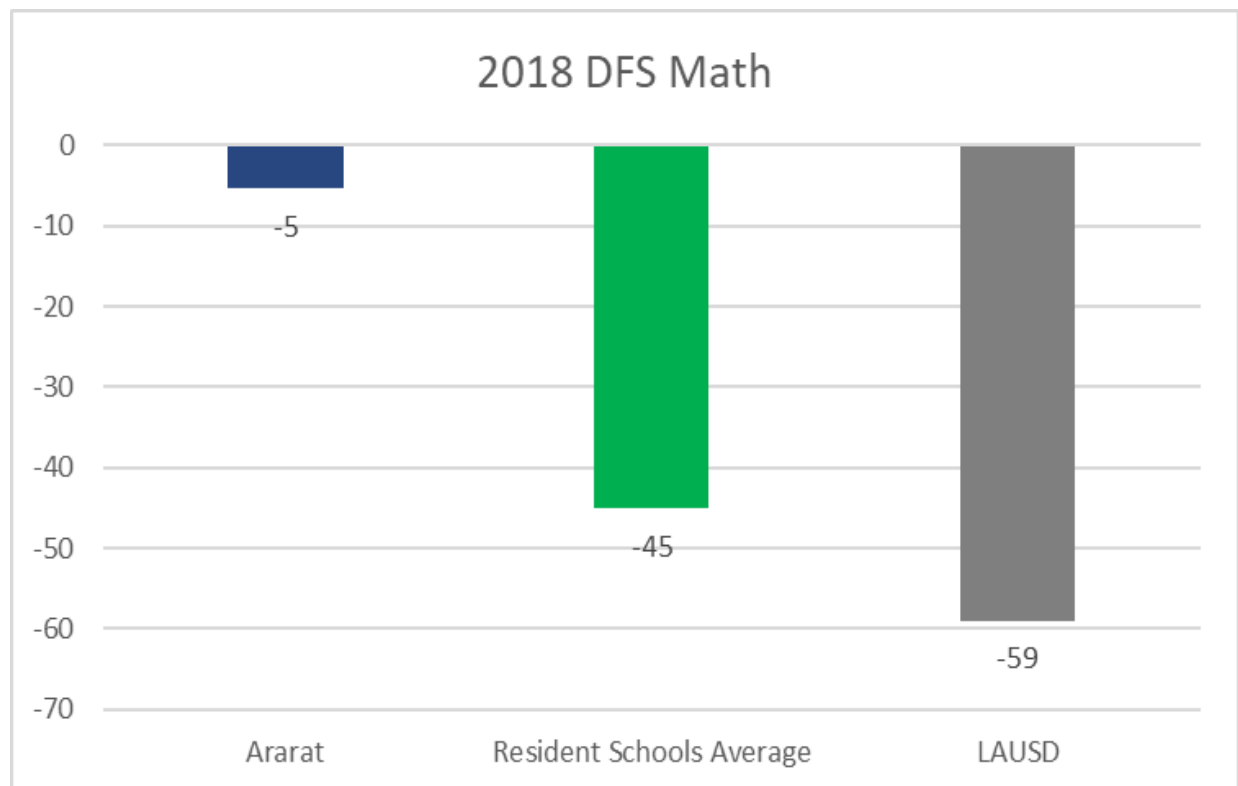
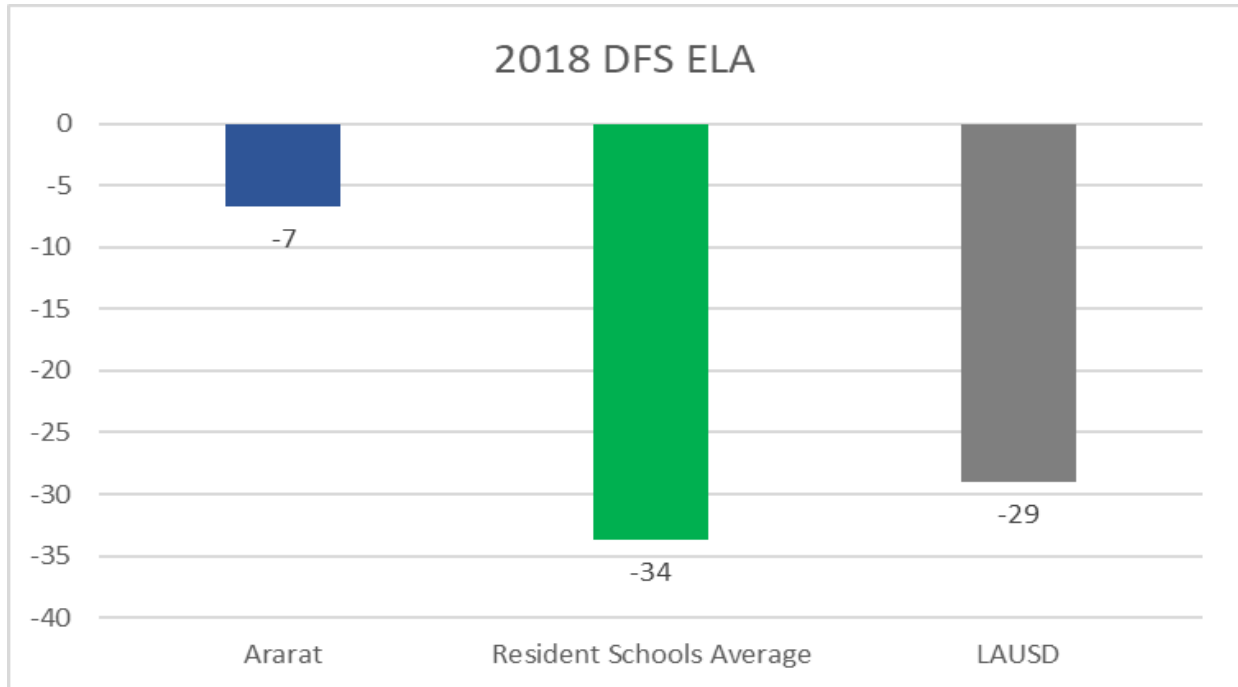


<https://caaspp.cde.ca.gov/sb2018/Search>

Moving forward, we are implementing SBAC Interim Assessment Blocks to help prepare students for the CAASPP, as well as an after-school preparation class to support struggling students prior to the testing. Charter School also ~~will~~ focuses on critical thinking through daily lessons and interdisciplinary projects. Newly adopted science curriculum for 2019-20 (McGraw-Hill Inspire Science) ~~will~~ provides more opportunities for inquiry-based thinking and teaching students how to think critically. We also are training parents and providing them with SBAC resources so they can support their children in preparing for state testing.

#### **Distance from Standard (“DFS”) Results**

While our growth over time is not where we want it to be, we continue to be encouraged that we are outperforming the nearby Resident Schools and District averages across almost every measure. Under the new California Dashboard system, Distance from Standard measures how far the average student is from meeting the grade-level standard, or the “Distance from Level 3.” While ACS falls slightly behind the grade-level standard overall at -7 in ELA and -5 in Math on the 2018 CAASPP, ACS outperformed both the Resident Schools average (-34 in ELA) by 27 scale points and the District-wide average (-29) by 22 points. In Math, ACS outperformed the Resident Schools average (-45) by 40 points and LAUSD elementary students (-59) by 54 points.

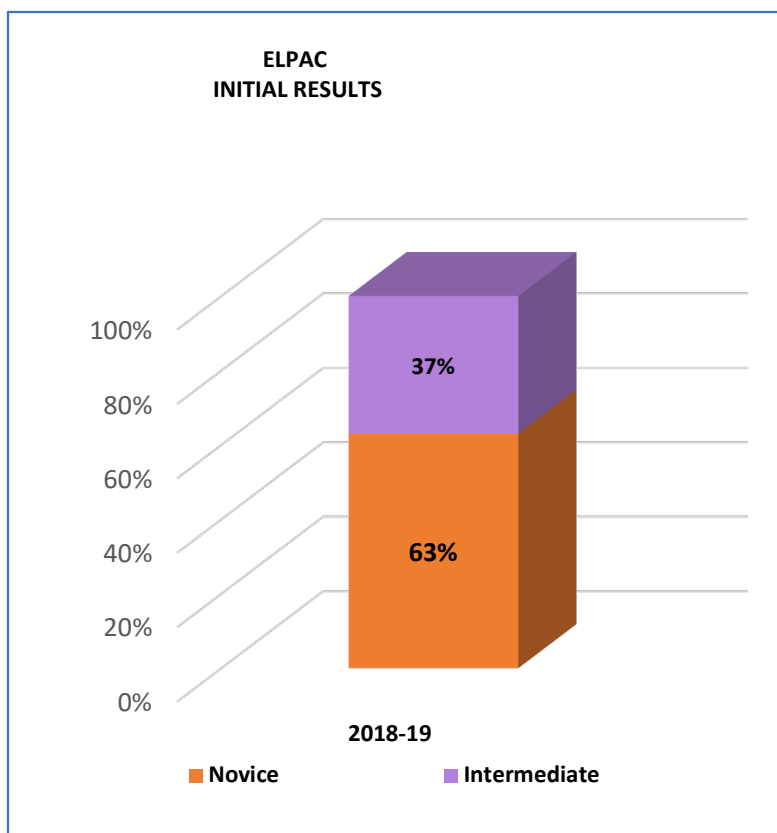


Source: <http://www.caschooldashboard.org>



### **English Learner Reclassification**

With such a high percentage of English Learners (58% of enrollment), we prioritize ensuring our young students develop English proficiency and are reclassified as quickly as possible. Over each of the past four years, our EL enrollment in the lowest grades has been significant, ranging from 60-80% of our Kindergarteners being classified as EL. Consistent with recent years, in 2018-19, on the initial ELPAC administered to newly enrolled EL students, 63% of our ELs were categorized as “Novice” English Learners. (Internal data.)



Based on the Home Language Surveys, currently 83% of students speak another language other than English in the home, ACS has, therefore, focused on providing professional development for all teachers focusing on the ELD standards strategies to support all EL students during designated ELD time. Thanks to these efforts, our EL reclassification rates have been strong, though not as high as LAUSD’s continuously rising reclassification rates (from 12.1% in 2015-16 to 22.8% in 2018-19). Over the past four years, our reclassification rate averages 12.7%.

| Year                  | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
|-----------------------|---------|---------|---------|---------|
| Reclassification Rate | 9.6%    | 20.0%   | 12.4%   | 8.8%    |

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

We also note that Ararat’s percentage of “At-Risk” students who are still classified as ELs after 4-5 years (7.9%) is lower than At-Risk percentage at eight of the nine comparison Resident Schools, which range from 6.4% (Monlux) to 17.9% (Cardenas Elementary). (ODA Data Set 2018-19.)

### **Student Attendance Rate and Chronic Absenteeism**

Average Daily Attendance (ADA) over the past four years of operation have exceeded our goal of 95%.

| <i>Year</i> | <i>2015-16</i> | <i>2016-17</i> | <i>2017-18</i> | <i>2018-19</i> |
|-------------|----------------|----------------|----------------|----------------|
| ADA         | 95.44%         | 95.88%         | 95.81%         | 96.03%         |

(Internal Database)

Through extensive parent education efforts, we help families understand how important consistent attendance is for their child’s success, and how the habits they form at a young age carries through their education and in the workforce. Our staff works to support families who may indicate challenges in maintaining timely, consistent attendance by meeting with parents and students after three unexcused absences or tardies.

### **Suspension/Expulsion Rate**

For each of the past two years, ACS has had zero suspensions or expulsions. (Internal Data.) ACS has maintained low suspension and expulsion rates throughout the charter term, comparable to LAUSD and lower than the statewide average.

| Rate               | ACS     |         |         |         | Los Angeles Unified |         |         |         | State   |         |         |         |
|--------------------|---------|---------|---------|---------|---------------------|---------|---------|---------|---------|---------|---------|---------|
|                    | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2015-16             | 2016-17 | 2017-18 | 2018-19 | 2015-16 | 2016-17 | 2017-18 | 2018-19 |
| <b>Suspensions</b> | 1%      | 2%      | 0%      | 0%      | 1%                  | 1%      | 1%      | *       | 4%      | 4%      | 4%      | *       |
| <b>Expulsions</b>  | 0%      | 0%      | 0%      | 0%      | 0%                  | 0%      | 0%      | *       | 0%      | 0%      | 0%      | *       |

\*Not yet publicly available.

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

### **Stakeholder Satisfaction**

Each year, ACS surveys stakeholders to gather feedback on the success of our program and help guide the formation of the annual update and goal setting process in ACS’ Local Control Accountability Plan (LCAP). As in years past, in 2018-19, parent support and enthusiasm

indicated in the California School Parent Survey is quite strong, with parents indicating that they “agree” or “strongly agree” that ACS:

- promotes academic success for all students (97%)
- provides high quality instruction (95%)
- maintains a learning environment that is supportive and inviting (98%)
- allows input and welcomes parents’ contributions (97%).

Based on survey responses, 94% of parents attended one or more regularly scheduled parent-teacher conference with their child’s teacher, 88% attended one or more school meetings, and 72% participated in fundraising for the school.

Our young students who completed the California Healthy Kids survey (grades 4-5) indicated:

- adults in the school have high expectations for students (85%)
- parents are involved in their schooling (87%)
- they feel academically motivated (86%)
- students are treated with respect (88%)

Finally, of the our 23 teachers, administrators and staff who completed the California School Staff Survey, 100% responded that they “agree” or “strongly agree” (with the significant majority responding “strongly agree”) that ACS:

- provides a learning environment that is supporting and inviting
- sets high standards for academic performance for all students
- promotes academic success for all students
- is a supportive and inviting place to work
- provides staff resources and training to do their jobs effectively
- is a safe place for students and staff

Of course, not every survey respondent was 100% pleased with every aspect of ACS, and survey data has been incorporated into our annual LCAP goal setting and resource allocation process as we continuously seek to improve and grow. Our leadership team meets every year to review the survey data and collaboratively form responses to areas of concern; committees are formed as needed to address specific areas of need. A discussion of some of the challenges we have and are being addressed is included below.

ACS' fiscal condition is positive and has been upward trending since the 2014-2015 fiscal year. According to the 2017-2018 independent audit report, the school had positive net assets of \$2,946,060 and net income of \$551,147. The 2018-2019 First Interim projects positive net assets of \$3,310,695 and net income of \$364,635.

1. The school's fiscal condition is positive.

|                             | 2014-2015<br>(Audited<br>Actuals) | 2015-2016<br>(Audited<br>Actuals) | 2016-2017<br>(Audited<br>Actuals) | 2017-2018<br>(Audited<br>Actuals) | 2018-2019<br>(First<br>Interim) |
|-----------------------------|-----------------------------------|-----------------------------------|-----------------------------------|-----------------------------------|---------------------------------|
| Net Assets                  | \$1,660,367                       | \$2,005,613                       | 2,394,913                         | \$2,946,060                       | \$3,310,695                     |
| Net<br>Income/Loss          | \$398,221                         | \$345,246                         | \$389,300                         | \$551,147                         | \$364,635                       |
| Transfers In/Out            | \$0                               | \$0                               | \$0                               | \$0                               | \$0                             |
| Prior Year<br>Adjustment(s) | \$0                               | \$0                               | \$0                               | \$0                               | \$0                             |

(CSD Annual Oversight Visit Report, November 15, 2018)

**California Charter Schools Association Accountability Framework**

Finally, our application for charter renewal is supported by the California Charter Schools Association (CCSA), which has developed an accountability framework based on publicly available academic indicators. Like the Dashboard Reports published by the California Department of Education (CDE), CCSA utilizes “Distance from Level 3” (DF3) as a status measure for academic progress, “which measures how far (or the distance) each student is from the Level 3 (i.e., Standard Met) Smarter Balanced performance level.

Each students' score is compared to Level 3, and all distance results are then averaged to produce a school- and student-group-level average scale score. The results shows, on average, the needed improvement to bring the average student score to Level 3 or the extent to which the average student score meets or exceeds Level 3.”<sup>2</sup> CCSA ranks the DF3 score given to every eligible public school in the state<sup>3</sup> from lowest to highest into percentiles (1-100) and 10 decile ranks. The

<sup>2</sup> <https://www.cde.ca.gov/ta/ac/cm/acadindcal.asp>

<sup>3</sup> Dashboard Alternative School Status (DASS) schools – formerly referred to as Alternative Schools Accountability Model (ASAM) schools are not included, nor are schools that are less than four years old or schools with fewer than 30 CAASPP test-takers.

1st percentile is equivalent to the lowest 1% of schools statewide, while the 1<sup>st</sup> decile translates to the bottom 10% of schools (1-10), according to the schools' average results on the California Assessment of Student Performance and Progress (CAASPP). Conversely, the 10<sup>th</sup> decile rank is equivalent to a school having an average DF3 in the top 10% of schools statewide (91-100).

CCSA's accountability framework aligns with the old Academic Performance Index (API) decile rankings detailed in California Education Code §47607, and is consistent with the Education Code in prioritizing "pupil academic achievement for all groups of pupils served by the charter school *as the most important factor*" in the determination whether to renew a charter school. CCSA's accountability tool also relies on California Education Code §52066 (detailing Local Control Accountability Plans and the state's eight priorities) in determining what to classify as an indicator of academic achievement.

Conversely, the CDE's Dashboard reports do not prioritize or weight academic achievement more heavily than non-academic indicators, thus the Dashboard's application to charter renewals is rather limited under the law.

The CCSA accountability framework includes four basic measures:

- **Percentile:** DF3 must be above the 5<sup>th</sup> percentile in two of the last three years.
- **State Rank (Academic Status):** DF3 decile rank of four or higher in two of the past three years. Academic Status is the school's DF3 compared to all other eligible public schools in California, using decile rank.
- **Similar Schools Rank (SSR):** SSR of four or higher in two of the past three years. The Similar Schools Rank is a 1-10 decile ranking of average student test results, after taking into account the demographics of a school's tested students.

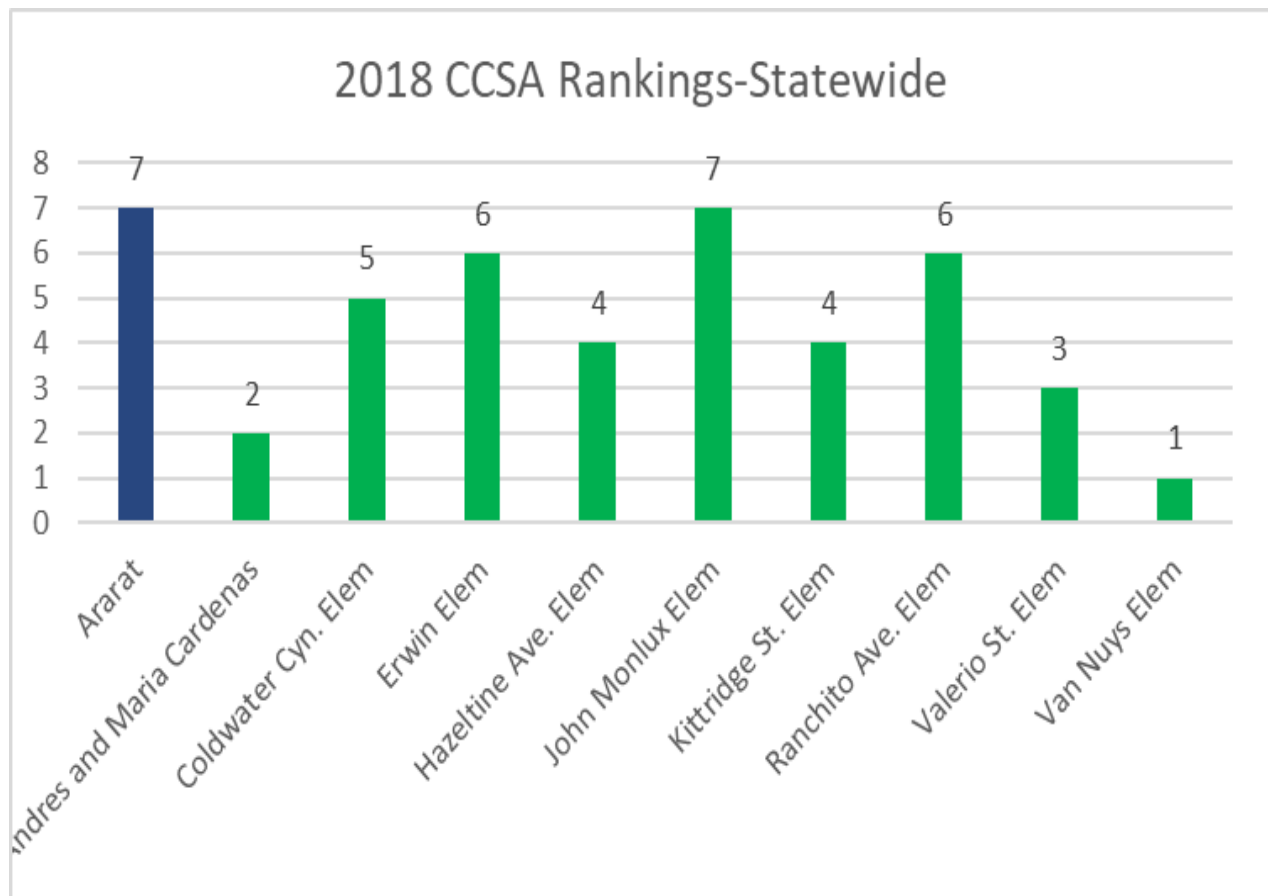
For Elementary and Middle Schools:

- **Academic Growth:** Above the 75<sup>th</sup> percentile in DF3 growth over the past three years (between 2015 and 2017, this was 18+ points). Academic Growth is the amount of change in a school's average DF3 over the past three years, and shows that the school is making some progress toward having all students meet ELA and Math proficiency standards.

OR, For High Schools:

- **Post-secondary readiness:** 75% of graduating seniors have completed the minimum A-G course requirements of the University of California/California State University system with a "C" or better in two of the past three years.

According to CCSA's Accountability Framework, Ararat Charter School not only meets their criteria for renewal according to CCSA, but **has a State Rank of 7/10**. This is matched only by one of the Resident Schools, John Monlux.



Source: <https://ccsasnapshots.org>

### **Success of the Key Features of the Education Program**

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 community since opening our doors almost 10 years ago. ACS believes that each and every child can be academically successful, and that each and every student is unique. Our self-contained TK/K-5 classrooms are 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. All students receive integrated language arts, math, science, and social studies instruction daily from their classroom teacher as well as physical education and visual art. All students also participate in weekly specialist-led classes in Music and Computer Science. Armenian and Spanish language/culture are taught twice a week. Visual and performing arts instruction culminates in the production of plays, music recitals, and after school enrichments like Meet the Masters, dance, yoga, choir, Mad Science, sports, Student Council, and Yearbook.

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. 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 21<sup>st</sup> Century.

ACS places equal importance on both the academic and social development of its students. Teachers utilize the Second Step curriculum to teach critical social skills in their 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.

The rigorous, standards-based academic program includes components to reach all children regardless of ability or learning style. All learners benefit from a highly individualized method of teaching that emphasizes frequent and varied means of assessment, flexible grouping, and a richly varied repertoire of teaching practices. Special programs and accommodations are available for students who require extra support, whether enrichment or remediation. All students with special needs are taught through a collaboration of staff efforts and the use of flexible groupings in 'push in' and 'pull out' models to best meet students' needs in the least restrictive environment. A Speech Language Pathologist, Occupational Therapist, and Psychologist are provided by outside consultants. These professionals work in collaboration with the classroom teachers and on-site RSP teacher to ensure that students with special needs are receiving support in all classes. They also work closely with the Student Study Team (SST) and IEP team to ensure that supports are aligned with the needs of each student. Additionally, a part-time counselor is available to provide social/emotional support for all students as needed.

Guided by strong administrative leadership, the staff works together to build a comprehensive curriculum delivered through sound yet innovative instructional practices. A unique system of teacher experts/leaders in different curricular areas ensures that the staff is constantly seeking and being trained in current, research-based "best practices." Professional development includes nine days each summer before the start of the school year, as well as weekly team meetings each Tuesday during "early release" time in our bell schedule. This time facilitates formal opportunities for teachers to learn and share their expert knowledge with each other. The result is an environment that is stimulating to both teachers and students, where the pursuit and achievement of high expectations is the goal.

ACS has a Principal, Assistant Principal, and a Coordinator to support the teaching staff in reaching the school goals by providing professional development and leadership opportunities, as well as time to plan, share, and reflect during the school year. ACS also has team leaders, one for each grade K-5. These team leaders are responsible for disseminating current information and supporting teachers with curriculum implementation. They also act as mentors for some of the new teachers. The school staff, supported by the administration and Leadership Team, have formed a unique learning community of professional educators who constantly strive to align their teaching with common core state standards, best practices, and current research to best meet student needs.

### **Success of the School's Educational Program in Meeting the Specific Needs of its Student Population**

As evidenced by the various data detailed above, ACS is achieving success in meeting the specific needs of its student population, including the 83% of our students who speak a language other than English at home (predominantly Armenian), and our students from low-income households. We are quite proud to have been recognized as a **California Distinguished School**, as well as our full, **six-year WASC accreditation**. While our organization is committed to continuous improvement and constant self-reflection, we are incredibly proud of our success to date and the lives we are helping to change in this community. While simultaneously developing the English proficiency of our students, most of whom arrive at ACS with little to no exposure in English. We have long maintained a lengthy wait list for enrollment, further evidence of ACS' success.

### **Areas of Challenge the School has Experienced and How They Have Been/Will be Improved**

ACS takes great pride in its accomplishments. However, we are constantly striving to improve, and know there are critical needs that must be addressed. The following are key issues we have and are working on as of this renewal submission:

#### **English Learner Reclassification**

As LAUSD's reclassification rates have increased, we also have been focused on how to best serve our large EL population (currently 54%) and ensure timely reclassification of students. In 2016-17, we started to implement Project GLAD (Guided Language Acquisition Design) and Kagan Structures for cooperative learning and engagement. Project GLAD is an effective instructional model for teaching English language development (ELD) and literacy. GLAD is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency. The Kagan structures for cooperative learning and engagement have proven to be a powerful tool for teachers to promote interaction, communication, and cooperation in the classroom, thus increasing both language acquisition and academic language usage for all students.

By the end of the 2016-17 school year, 15 teachers and 3 administrators were trained in these strategies; new staff are trained as they join ACS, and follow up trainings were held in 2017-18 and 2018-19. We also have dedicated time at staff meetings to share GLAD strategies and have conducted GLAD "walk throughs" during the spring of 2018 to celebrate the progress and use of GLAD strategies. These professional development opportunities provided staff with opportunities to refine practices for ELs, and as noted above, positive trends can be seen in reclassification rates and low percentages of students At-Risk of LTEL status.

ACS also has focused on providing students with small group in-class targeted intervention supports. While integrated ELD has been ongoing, ELD designated instruction was not consistently implemented until we hired our new Coordinator in 2017-18 to support and engage all English Learners. Students now are grouped by proficiency levels for 30–45 minutes a day, depending on grade, to better support their language acquisition and development needs. Teachers



use the *Reach for Reading* ELD materials, as well as supplemental materials such as Reading A-Z, ABC Mouse, Rosetta Stone, ELPAC sample problems and other online resources as appropriate.

### **Diversity in Enrollment**

Ararat Charter School recognizes diversity as central to excellence in education. As such, ACS offers Spanish and Armenian as World Language for all students TK-5. All performing arts events are multicultural in nature and conducted in three languages. Located on the edge of Van Nuys, Ararat Charter School's neighboring communities are by nature, ethnically, racially and socio-economically diverse. As such, our student recruitment methods focus on reaching out to our diverse, local communities. ACS has made progress in moving towards the district's Court-Ordered Integration ratio of 70:30 or 60:40. ACS has increased its percent of PHBAO (Predominantly Hispanic, Black, Asian and Other) compared to Other White (OW) from 3% PHBAO and 97% OW in 2010 to 18% PHBAO and 82% OW in 2019, a 15% increase over 9 years. Our specific outreach efforts are discussed in detail in Element 7, and have resulted in Lottery Applications for 2019-20 from approximately 41.33% Predominantly Hispanic, Black Asian, or Other (PHBAO). As noted by the recent WASC Mid-Cycle Visiting Committee Report:

**Great strides have been taken to accomplish this goal [of increased diversity].** Diversity amongst teachers is evident, but diversity of the student body is still quite homogeneous, at no fault of ACS. Diversity of student body may take a few more years.

(WASC 2019 Report.)

However, despite this increase, ACS recognizes that there is still work to be done. ACS' Diversity Plan describes the course of action that the Charter School must take to increase its percent of PHBAO students from 18% to 30% and decrease our percentage of OW students from 82% to 70%. Attaining ethnic and racial diversity among the student population remains as the biggest challenge as a result of the following:

- Random Lottery Selection
- Limited Facilities
- Exempt Student priority

| HISTORICAL STUDENT DEMOGRAPHIC DATA |         |         |         |         |         |         |         |         |         |         |
|-------------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|
|                                     | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
| White                               | 97%     | 95%     | 94%     | 93%     | 90%     | 88%     | 89%     | 87%     | 84%     | 82%     |
| PHBAO                               | 3%      | 5%      | 6%      | 7%      | 10%     | 12%     | 11%     | 13%     | 16%     | 18%     |

### **Staff Turnover**

At the end of 2016-17, we lost half of our teaching staff – a result of various factors, ranging from teachers starting their families, moving out of the area/state, and too-long commutes to ACS. We also had three different Assistant Principals, including one Interim in spring 2017. Starting in August 2017, our current Assistant Principal joined the ACS staff and has provided much-needed stability and support to the Principal, teachers and families. Certificated teaching staff retention has been 94% over the past two years. A new Coordinator also was brought on board in 2017-18 to oversee the ELD and PBIS programs, mentor new teachers, and assist the Principal and Assistant Principal. With these leadership position changes, in 2018 the Governing Board of ACS made a change from a part-time Director overseeing administrative function to having the Principal assume this role in addition to academic oversight.

A full-time Special Education RSP teacher was hired in 2016-17 to provide support to teachers, students and parents. The teacher oversees the Special Education programs and coordinates with outside contractors for Occupational Therapy, Speech, and Psychology services. Additionally, she collaborates with administration and general education teachers to improve services for our special need students.

Another area of staffing challenge has been retention in the part-time Computer Science teaching position, with significant turnover. Starting in 2018-19 we contracted with an outside agency for this role, which has been quite successful.

Ultimately, while these transitions in staffing have been difficult, the turnover has helped facilitate smooth implementation of programmatic changes such as increased teacher collaboration and vertical alignment, a new teacher evaluation system, and new behavior management approaches. Through the work done in recent years to weather these transitions, we believe we are now well positioned to handle future turnover.

### **Facilities**

Having our small school of just 340 students split across two different campuses, 1.7 miles apart, continues to be a challenge for our staff and families. As noted by the WASC Visiting Committee's recent report, "Teachers and administrators would be able to save time, and communication would be better served with one site. Office costs could be reduced with only one office. Parents would not have to travel from one site to the other to drop off and pick up siblings." (WASC Visiting Committee Report, p. 35.)

As a result of limited facilities, we cannot have three classes per grade level, yet in an effort to meet demand for ACS, we have one cohort of students with three classes that moves through the grade levels, while all of the other grades have two classes. For example, for 2017-18 school year, we added one Kindergarten section to the existing two for a total of three Kindergarten classrooms. In 2018-19, we reduced the Kindergarten classes back to two, and increased the 1<sup>st</sup> grade to three classrooms, and kept the rest of the grades (2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup>) to two classes each. For 2019-20 school year, we have three 2<sup>nd</sup> grade classrooms, the following year three 3<sup>rd</sup> grade classrooms, and so on until this floating class reaches 5<sup>th</sup> grade in 2022.

## **STUDENT POPULATION TO BE SERVED**

### **Target Population**

Ararat serves grades TK-5 in the 91401 Zip Code of Van Nuys. The city of Van Nuys is among the most densely populated neighborhoods in Los Angeles County, stretching 8.99 miles and housing 11,542 people per square mile. In Zip Code 91401, the population is 43% Hispanic/Latino, 4% African American, 6% Asian, 45% White, and 2% Two or More Races; 58% of the population speaks a language other than English at home. Only 31% of residents over 25 have earned a Bachelor's degree or higher level of education, while 20% do not have a high school diploma (or equivalency); 34% of families with children aged 5-17 live in poverty and 25% of the population earns less than \$25,000 annually. (factfinder.census.gov; 2013-2017 American Community Survey.)

In a six-month period ending May 2019, Van Nuys ranked 47<sup>th</sup> out of 209 neighborhoods in Los Angeles for the rate of violent crime, with 289 violent crimes, including four homicides, five reported rapes, and 173 counts of aggravated assault. Van Nuys also reported 1,388 property crimes, ranking 51<sup>st</sup> out of 209 Los Angeles neighborhoods for property crimes in the same six-month period. (maps.latimes.com/neighborhoods)

While community demographics paint a picture of an impoverished and stressed neighborhood, the area is gentrifying with residential development and revitalization efforts.

### **Enrollment Plan**

We anticipate total enrollment over the next charter term to be consistent with current levels, based on our facilities capacity:

|                  | <b>CURRENT<br/>(2019-20)</b> | <b>2020-21</b> | <b>2021-22</b> | <b>2022-23</b> | <b>2023-24</b> | <b>2024-25</b> |
|------------------|------------------------------|----------------|----------------|----------------|----------------|----------------|
| <b>TK/Kinder</b> | 52                           | 48             | 52             | 52             | 78             | 52             |
| <b>Grade 1</b>   | 52                           | 52             | 48             | 52             | 54             | 78             |
| <b>Grade 2</b>   | 84                           | 52             | 52             | 48             | 52             | 54             |
| <b>Grade 3</b>   | 52                           | 84             | 52             | 52             | 52             | 52             |
| <b>Grade 4</b>   | 52                           | 52             | 84             | 52             | 52             | 52             |
| <b>Grade 5</b>   | 48                           | 52             | 52             | 84             | 52             | 52             |
| <b>TOTAL</b>     | <b>340</b>                   | <b>340</b>     | <b>340</b>     | <b>340</b>     | <b>340</b>     | <b>340</b>     |

## **GOALS AND PHILOSOPHY**

### **Mission and Vision**

#### ***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.

#### **Vision**

The vision of ACS 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.

### **An Educated Person in the 21st Century**

ACS is committed to providing instructional programs and resources to enhance the chances for every student to acquire the skills and competences for 21<sup>st</sup> Century Learning. The standards below are outlined by The Partnership for 21<sup>st</sup> Century Skills <http://www.p21.org/> and the English language Arts Framework, 2013, CDE. To achieve the 21<sup>st</sup> 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 *21<sup>st</sup> Century Learning Standards*.

*Core Subjects and 21st Century Themes* – Mastery of core subjects and 21st century themes are essential to student success.<sup>4</sup> Core subjects include English, reading or language arts, world

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<sup>4</sup> Kay, K., & Greenhill, V. (2011). Twenty-first century students need 21st century skills. In *Bringing schools into the 21st century* (pp. 41-65). Springer, Dordrecht.

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<sup>5</sup>

*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. “As much as students need to learn academic content, they also need to know how to keep learning – and make effective and innovative use of what they know – throughout their lives.”<sup>6</sup>

They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration<sup>7</sup>

*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

“Much of what distinguishes 21<sup>st</sup> century skills from 20<sup>th</sup> century competencies is that a person and a tool, application, medium, or environment work in concert to accomplish an objective that is otherwise unobtainable.”<sup>8</sup> By instilling a range of functional and critical thinking skills in our students, we can achieve this goal.

*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

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<sup>5</sup>Ibid.

<sup>6</sup> Bellanca, J. A. (Ed.). (2010). *21st century skills: Rethinking how students learn*. Solution Tree Press.

<sup>7</sup> Trilling, B., & Fadel, C. (2009). *21st Century Skills.: Learning for Life in Our Times*. John Wiley & Sons.

<sup>8</sup> Ibid.

globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills<sup>9</sup>, 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<sup>10</sup>

### **How Learning Best Occurs**

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 Model 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 *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."

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

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<sup>9</sup> Kivunja, C. (2015). Teaching students to learn and to work well with 21st century skills: Unpacking the career and life skills domain of the new learning paradigm. *International Journal of Higher Education*, 4(1), 1-11.

<sup>10</sup> Bellanca, J. A. (Ed.). (2010). *21st century skills: Rethinking how students learn*. Solution Tree Press.

has been demonstrated to be effective with a variety of students and can, therefore, be considered appropriate for our students.

Research has shown that second only to socioeconomic status, **school size** is the most significant predictor of student success.<sup>11</sup> Also, research strongly emphasizes the superiority of small schools as places where the learning environment is enhanced.<sup>12</sup> The enhanced social relationships of small school environments affect student achievement by increasing trust and positive attitudes toward school among students and staff, while decreasing violence and conflict.<sup>13</sup> Small schools also tend to increase student participation across the board resulting in lower dropout rates and higher attendance rates.<sup>14</sup>

We also believe that **learning is most meaningful when it is relevant to students and integrated** in the way disciplines mesh in the “real world.”<sup>15</sup> Through project-based learning and interdisciplinary instruction, students are better able to master creativity and critical higher order thinking as well as an inquisitive attitude, sensitivity to alternative points of view and to ethical issues, an enlarged perspective and more original and unconventional thinking.<sup>16</sup> We believe that learning best occurs when students are self-motivated and inspired to investigate, research, create, and question via hands-on experiences that have meaning and relevance for them across disciplines. We believe project-based learning capitalizes on students’ natural curiosities and methods of exploring the world around them, reality, self-awareness and more.<sup>17</sup>

There is overwhelmingly evidence that “demonstrates that **parent involvement** in children's learning is positively related to achievement.”<sup>18</sup>

Evidence from research in the fields of cognitive science, brain function and education conclude 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

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<sup>11</sup> Klonsky, M. 1998. *Small Schools: The Numbers Tell a Story*. Chicago, Ill.: University of Illinois at Chicago, Small Schools Workshop. Stewart, L. (2009). Achievement Differences between Large and Small Schools in Texas. *Rural Educator*, 30(2), 20-28.

<sup>12</sup> Raywid, M. Small Schools: A Reform That Works. *Educational Leadership*. 1998;55(4):34-39. Wasley, P. A., & Lear, R. J. (2001). Small Schools, Real Gains. *Educational Leadership*, 58(6), 22-27.

<sup>13</sup> Gladden, R. 1998. The small school movement: A Review of the literature. In M. Fine, M. & J. Somerville (Eds.) *Small schools big imaginations: A creative look at urban public schools*. Chicago: Cross City Campaign for Urban School Reform

<sup>14</sup> Fine, M. 1998. Small schools, big imaginations: A creative look at urban public schools. Chicago, IL: Cross City Campaign for Urban School Reform. Wasley, P. A., Fine, M., Gladden, M., Holland, N. E., King, S. P., Mosak, E., & Powell, L. C. (2000). *Small schools: Great strides. A study of new small schools in Chicago*.

<sup>15</sup> Ibid.

<sup>16</sup> Sill, D. Integrative Thinking, Synthesis and Creativity in Interdisciplinary Studies. *The Journal of General Education*. 2001;50(4):288-311.

<sup>17</sup> Freire, P. 1972. *Pedagogy of the Oppressed*. New York: Penguin Books.

<sup>18</sup> Vijay, R. Parental Involvement and Academic Achievement among High School Students. *International Journal of Multidisciplinary Research Review*. 2016; 5(12). Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.

to ask their own questions and seek their own answers, and challenge them to understand the world's complexities."<sup>19</sup>

3. Ensure teachers continually strive to teach students at their instructional level (ZPD - zone of proximal development) based on ongoing formal and informal assessments.<sup>20</sup>
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.<sup>21</sup>
5. Model and guide early learners in developing high level thinking skills.<sup>22</sup>
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.<sup>23</sup>
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.<sup>24</sup>

#### **The Requirements of California Education Code § 47605(B)(5)(A)(Ii)**

ACS will pursue the following school-wide and student group outcome goals, based on the state priorities detailed in California Education Code § 52060(d). Scholar performance and achievement of school-wide, student group and individual student progress is measured by multiple and varied summative and formative assessments that are aligned to state and federal standards (including the CCSS) and reflect proficiency measures required by the new CAASPP, as well as state priorities detailed in California Education Code § 52060(d).

The following chart details the Charter School's goals as of this petition submission, for all pupils (including statistically significant subgroups) pursuant to California Education Code Section 47605(b)(5)(A)(ii), 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school takes to achieve each of the identified annual goals. We note that as required under the California Education Code, ACS stakeholders are engaged in a collaborative process each year to update and prepare an annual Local Control and Accountability Plan (LCAP) as a basis for prioritizing allocation of funds. The following is intended to be illustrative of the goals and actions ACS anticipates at this point in time.

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<sup>19</sup> Brooks, J. G., & Brooks, M. G. (1999). *In search of understanding: The case for constructivist classrooms*. ASCD.

<sup>20</sup> Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development. *English language teaching*, 3(4), 237-248.

<sup>21</sup> Fines, B. G. (2002). The impact of expectations on teaching and learning. *Gonz. L. Rev.*, 38, 89.

<sup>22</sup> Savery, J. R., & Duffy, T. M. (1995). Problem based learning: An instructional model and its constructivist framework. *Educational technology*, 35(5), 31-38.

<sup>23</sup> Hitchcock, C., Meyer, A., Rose, D., & Jackson, R. (2002). Providing new access to the general curriculum: Universal design for learning. *Teaching exceptional children*, 35(2), 8-17.

<sup>24</sup> Cordova, D. I., & Lepper, M. R. (1996). Intrinsic motivation and the process of learning: Beneficial effects of contextualization, personalization, and choice. *Journal of educational psychology*, 88(4), 715.



## LCFF STATE PRIORITIES

### GOAL #1

All students will receive quality instruction in State adopted learning standards from skilled and dedicated teachers.

Related State Priorities:

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

Local Priorities:

- ☐:  
☐:

### Specific Annual Actions to Achieve Goal

#### **Priority 1 (Basic Services)**

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

- ACS will hire, supervise, evaluate and retain qualified teaching staff.
- ACS will ensure verification of proper credentials and DOJ clearance prior to start of employment.
- ACS will actively recruit qualified teachers reflecting student ethnic demographics.
- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.

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

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

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

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

**Priority 2 (Implementation of State Standards)**

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

- 100% of teachers will receive Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS.
- ACS will provide CCSS-aligned ELA and math instruction using integrated ELD instructional strategies to all students, including ELs.
- ACS will provide PD to teachers in examining state test data (CAASPP/CAA, CAST, ELPAC) as well as internal benchmark exams via Illuminate and State Interim Assessment Blocks for Math (3-5) and internal assessments into reports and regularly review progress to build on our data driven decision making.

**Priority 7 (Course Access)**

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

- ACS will ensure all academic areas and opportunities in the arts, world languages (Armenian and Spanish) and P.E. will be available to all students, inclusive of all subgroups, and all grades.
- ACS will provide a computer lab and 5 iPads per classroom to ensure access to web resources and curriculum tools.

**Expected Annual Measurable Outcomes**

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

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

| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |

**Priority 1 Outcome 2:** All ACS students (including all statistically significant subgroups) will have access to standards-aligned materials and technology.

**Metric/Method for Measuring:** % of ACS students who will have sufficient access to standards-aligned instructional materials.

| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White)   | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |
| <p><b>Priority 1 Outcome 3:</b> ACS facilities will be maintained and cleaned through a contract with the custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).</p> <p><b>Metric/Method for Measuring:</b> % of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing</p>   |           |           |           |           |           |           |
| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White )  | 100%      | ≥ 90%     | ≥ 90%     | ≥ 90%     | ≥ 90%     | ≥ 90%     |
| <p><b>Priority 2 Outcome 1:</b> ACS will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.</p> <p><b>Metric/Method for Measuring:</b> Purchased textbooks/curriculum; curriculum pacing and lesson plans; teacher observations.</p>  |           |           |           |           |           |           |
| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White )  | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |
| <p><b>Priority 7 Outcome 1:</b> All ACS students, including all significant subgroups, will have access to a broad course of study (English Language Arts, Math, Social Studies, Science, Health/PE, visual/performing arts, World Languages) outlined in the charter petition. Instruction and curriculum will promote collaboration, creativity, communication and critical thinking through the use of project-based learning units.</p> <p><b>Metric/Method for Measuring:</b> % of access to all available programs and services outlined in charter petition.</p> |           |           |           |           |           |           |
| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White)   | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |

## LCFF STATE PRIORITIES

### GOAL #2

**Every ACS student will receive engaging, supported and differentiated standards-aligned instruction with intensive supports.**

Related State Priorities:

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

Local Priorities:

- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal

#### **Priority 4 (Pupil Achievement)**

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

- ACS will provide highly qualified instructional personnel to implement high-quality instruction with continuous monitoring by the Principal and Assistant Principal.
- ACS will provide comprehensive professional development to support student achievement.
- ACS will hold Data Meetings bi-weekly to analyze state and internal assessment scores and to review progress towards annual targets.

#### **Priority 4 Outcome 2** – Share of English learners that become English proficient

- See above; plus: ACS will implement its own LAUSD-approved English Learner Master Plan.
- ACS will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs.
- ACS will identify ELs by proficiency level, ensure integrated and designated ELD instruction is aligned to the new standards, and monitor student progress in program implementation.
- ACS will provide professional development related to EL support, including ELPAC training and re-designation criteria.
- ACS will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.

#### **Priority 4 Outcome 3-** English Learners Reclassification rate

- Same as Priority 4 Outcome 2 above, plus;
- ACS budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.

- ACS will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs.

**Priority 8 (Other Pupil Outcomes)**

**Priority 8 Outcome 1** – ACS will offer all students, including all subgroups, a rigorous, high-quality curriculum that includes opportunities for hands-on and engaging learning.

- ACS will provide professional development to teachers on integrating projects and hands-on learning and differentiating instruction based on data.

**Expected Annual Measurable Outcomes**

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

**Metric/Method for Measuring:** Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.

| Applicable Student Groups   | Baseline   | 2020-2021  | 2021-2022  | 2022-2023  | 2023-2024  | 2024-2025  |
|---|--|--|--|--|--|--|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | <p><i>ELA</i><br/>45.80%</p> <p><i>Math</i><br/>45.81%</p> | <p><i>School-wide and all significant sub-groups will meet or exceed annual targets for growth set in the LCAP on the CAASPP in ELA and Mat.</i></p> | <p><i>School-wide and all significant sub-groups will meet or exceed annual targets for growth set in the LCAP on the CAASPP in ELA and Math</i></p> | <p><i>School-wide and all significant sub-groups will meet or exceed annual targets for growth set in the LCAP on the CAASPP in ELA and Math</i></p> | <p><i>School-wide and all significant sub-groups will meet or exceed annual targets for growth set in the LCAP on the CAASPP in ELA and Math</i></p> | <p><i>School-wide and all significant sub-groups will meet or exceed annual targets for growth set in the LCAP on the CAASPP in ELA and Math</i></p> |

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

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

| Applicable Student Groups | Baseline | 2020-2021  | 2021-2022   | 2022-2023  | 2023-2024  | 2024-2025  |
|---------------------------|----------|--|---|--|--|--|
| English Learners          | 73.60%   | <i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate</i> | <i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate.</i> | <i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate</i> | <i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate</i> | <i>Percentage of students who achieve one level of growth on the ELPAC each year will meet or exceed District rate</i> |

**Priority 4 Outcome 4:** ACS will ensure EL reclassification rate will meet or exceed the District's reclassification rate.

**Metric/Method for Measuring:** EL reclassification rates.

| Applicable Student Groups | Baseline | 2020-2021  | 2021-2022   | 2022-2023   | 2023-2024   | 2024-2025   |
|---------------------------|----------|--|---|---|---|---|
| English Learners          | 11.73%   | <i>Percentage of students re-classified each year will meet or exceed District rate.</i> | <i>Percentage of students re-classified each year will meet or exceed District rate</i> | <i>Percentage of students re-classified each year will meet or exceed District rate</i> | <i>Percentage of students re-classified each year will meet or exceed District rate</i> | <i>Percentage of students re-classified each year will meet or exceed District rate</i> |

**Priority 8 Outcome 1:** All ACS students will participate in a rigorous, high-quality curriculum in ELA, Math, Science, Social Studies, the arts, technology and P.E. that is differentiated based on data to meet individual students' needs.

**Metric/Method for Measuring:** % of access to full spectrum of curriculum; teacher PD logs; materials inventory lists and receipts; teacher lesson plans; classroom observations.

| Applicable Student Groups   | 2019-20 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|---------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | 100%    | 100%      | 100%      | 100%      | 100%      | 100%      |

## LCFF STATE PRIORITIES

### GOAL # 3

*ACS will actively promote and encourage parent engagement in school life through education/workshops, communication and collaboration as a means to ensure student success. Parents, staff, and students will be satisfied with the support, the quality, and the characteristics of the school.*

#### Related State Priorities:

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

#### Local Priorities:

- ☐:
- ☐:

### Specific Annual Actions to Achieve Goal

#### **Priority 3 (Parental Involvement)**

##### **Priority 3 Outcome 1** –Efforts to seek parent input in decision making.

- ACS will engage parents in a series of relevant and interesting workshops related to their child's success along with monthly parent involvement meetings.
- ACS will maintain school website and utilize an online platform to facilitate two-way home/school communication.
- ACS will communicate with parents through weekly and monthly updates via email; teachers communicate to parents frequently about classroom activities and on an as needed basis about individual students.
- ACS will conduct annual parent surveys to seek parent feedback on the success of our program and areas for improvement.
- The ACS School Site Council will facilitate parent engagement and volunteerism in school life.

#### **Priority 5 (Pupil Engagement)**

##### **Priority 5 Outcome 1** – School attendance rates and Chronic absenteeism.

- ACS parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day.
- ACS's school staff will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.

#### **Priority 6 (School Climate)**

##### **Priority 6 Outcome 1** -Pupil Suspension Rates

- ACS will provide training and support for restorative justice practices and positive discipline.

- ACS will establish consistent classroom management procedures, foster positive relationships, and implement a School wide focus on character and positive behavior via teacher Professional Developments.

**Priority 6 Outcome 2 – Pupil Expulsion Rates**

- ACS will provide training and support for restorative justice practices and positive discipline.
- ACS will establish consistent classroom management procedures, foster positive relationships, and implement a School wide focus on character and positive behavior.

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

- As noted above, ACS will continue to implement annual surveys to assess stakeholder satisfaction

**Expected Annual Measurable Outcomes**

**Priority 3 Outcome 1:** ACS will maintain and increase the number of parents who attend at least four events each year (specific goal to be set annually in LCAP) and continue to maintain strong attendance at parent-teacher conferences.

**Metric/Method for Measuring:** # of parents attending 4+ events annually.

| Applicable Student Groups   | 2019-2020  | 2020-2021  | 2021-2022  | 2022-2023  | 2023-2024  | 2024-2025  |
|---|--|--|--|--|--|--|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | 86%<br>This includes Parent teacher Conferences, Back to School Night, Open House, Monthly Coffee with Principal, Winter and Spring Programs, Volunteering | Increase parent participation rate in school events annually (target estimated at 2-3% annually) continue to maintain high parent-teacher conference attendance (≥90%) | Increase parent participation rate in school events annually (target estimated at 2-3% annually) continue to maintain high parent-teacher conference attendance (≥90%) | Increase parent participation rate in school events annually (target estimated at 2-3% annually) continue to maintain high parent-teacher conference attendance (≥90%) | Increase parent participation rate in school events annually (target estimated at 2-3% annually) continue to maintain high parent-teacher conference attendance (≥90%) | Increase parent participation rate in school events annually (target estimated at 2-3% annually) continue to maintain high parent-teacher conference attendance (≥90%) |



**Priority 3 Outcome 2:** ACS School Site Council will continue to meet monthly during the school year to advise the Principal on school policies and issues.

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

| Applicable Student Groups   | 2019-2020 | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
|---|-----------|-----------|-----------|-----------|-----------|-----------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | 100%      | 100%      | 100%      | 100%      | 100%      | 100%      |

**Priority 5 Outcome 1:** ACS will continue to maintain a high attendance rate and low rate of students who are chronically absent.

**Metric/Method for Measuring:** Attendance and chronic absenteeism rates.

| Applicable Student Groups   | Baseline | 2020-2021  | 2021-2022  | 2022-2023  | 2023-2024  | 2024-2025  |
|---|----------|--|--|--|--|--|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | 96.1%    | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) | Maintain high attendance rate (>95%) or increase annually as needed; Maintain low chronic absenteeism or decrease annually as needed (estimated target of 1-2% annually) |

**Priority 6 Outcome 1:** ACS will maintain a low suspension rate that is  $\leq 1\%$ .

**Metric/Method for Measuring:** % of student suspensions

| Applicable Student Groups   | Baseline   | 2020-2021  | 2021-2022  | 2022-2023  | 2023-2024  | 2024-2025  |
|---|------------|------------|------------|------------|------------|------------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | $\leq 1\%$ | $\leq 1\%$ | $\leq 1\%$ | $\leq 1\%$ | $\leq 1\%$ | $\leq 1\%$ |

**Priority 6 Outcome 2** ACS will maintain a low expulsion rate that is  $\leq 0.5\%$ .

**Metric/Method for Measuring:** % of student expulsions

| Applicable Student Groups   | Baseline     | 2020-2021    | 2021-2022    | 2022-2023    | 2023-2024    | 2024-2025    |
|---|--------------|--------------|--------------|--------------|--------------|--------------|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ | $\leq 0.5\%$ |

**Priority 6 Outcome 3:** ACS will have high parent and staff participation rates in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.

**Metric/Method for Measuring:** % of participation in school climate survey and survey results.

| Applicable Student Groups   | Baseline    | 2020-2021   | 2021-2022   | 2022-2023   | 2023-2024   | 2024-2025   |
|---|-------------|---|---|---|---|---|
| All Students (Schoolwide and all Subgroups; EL, Latino, SED, SPED, White) | ( $>80\%$ ) | Maintain high stakeholder approval ratings on annual surveys<br>( $>80\%$ ) | Maintain high stakeholder approval ratings on annual surveys<br>( $>80\%$ ) | Maintain high stakeholder approval ratings on annual surveys<br>( $>80\%$ ) | Maintain high stakeholder approval ratings on annual surveys<br>( $>80\%$ ) | Maintain high stakeholder approval ratings on annual surveys<br>( $>80\%$ ) |

### **ACS Enables All Students to Become Self-Motivated, Competent, Lifelong 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.”<sup>25</sup>

**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.<sup>26</sup> 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, therefore, seeks 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 curriculum maps with fidelity to ensure vertical articulation.
- Standardized testing required by the State continues to be an integral part of our assessment.
- School-developed benchmark assessments, such as rubrics for projects, student portfolios

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<sup>25</sup> Fensham, P. J., Gunstone, R. F., White, R. T., & White, R. T. (Eds.). (1994). *The content of science: A constructivist approach to its teaching and learning*. Psychology Press.

<sup>26</sup> Learning Theory. Constructivist Approach. Accessed from: <https://education.stateuniversity.com/pages/2174/Learning-Theory-CONSTRUCTIVIST-APPROACH.html>

and student exhibits are an integral part of our ongoing assessment of student progress.

- Selected lessons are taught across the disciplines through project-based curriculum to 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.
- Provide teachers with opportunities to develop their leadership skills by serving as mentors and facilitators.
- Utilize a 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 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.

## **INSTRUCTIONAL DESIGN**

### **Curricular and Instructional Design of the Educational Program: Key Educational Theories and Research**

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.

### **Constructivism**

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 model 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.<sup>27</sup> 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.<sup>28</sup> 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;<sup>29</sup> and 2) social constructivism which emphasizes how meaning and understanding grow out of social encounters.<sup>30</sup>

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.<sup>31</sup>

Constructivist teaching and learning theories and strategies are consistent with the theories of Benjamin Bloom's Model of Critical Thinking.<sup>32</sup> 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* 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.*"<sup>33</sup>

Constructivist approaches also allow students to engage in learning activities based on their

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<sup>27</sup> InstructionalDesign.org. Learning Theories: Constructivist Theory (Jerome Bruner). Accessed from: <https://www.instructionaldesign.org/theories/constructivist/>

<sup>28</sup> Piaget, J. (1964). Part I: Cognitive development in children: Piaget development and learning. *Journal of research in science teaching*, 2(3), 176-186.

<sup>29</sup> Piaget, J. (1976). Piaget's theory. In *Piaget and his school* (pp. 11-23). Springer, Berlin, Heidelberg.

<sup>30</sup> Vygotsky, L. S., van der Veer, R. E., Valsiner, J. E., & Prout, T. T. (1994). *The Vygotsky reader*. Basil Blackwell.

<sup>31</sup> Shabani, K., Khatib, M., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development. *English language teaching*, 3(4), 237-248.

<sup>32</sup> Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20-24.

<sup>33</sup> Bruner, J. S. (2009). *The process of education*. Harvard University Press.

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.<sup>34</sup>

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.<sup>35</sup>

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.<sup>36</sup>

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.<sup>37</sup>

An eight-year study by Aikin and Wilford and David Bensman's recent 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.<sup>38</sup>

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.<sup>39</sup> 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 6<sup>th</sup> 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.<sup>40</sup>

The benefits of constructivist theory include, but are 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

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<sup>34</sup> Gardner, H. (1992). *Multiple intelligences* (Vol. 5, p. 56). Minnesota Center for Arts Education.

<sup>35</sup> Levin, H. M. (1998). Accelerated schools: A decade of evolution. In *International handbook of educational change* (pp. 807-830). Springer, Dordrecht.

<sup>36</sup> Bloom, B. S. (1956). Taxonomy of educational objectives. Vol. 1: Cognitive domain. *New York: McKay*, 20-24.

<sup>37</sup> Tolman, M. N., & Hardy, G. R. (1999). *Discovering elementary science: Method, content, and problem-solving activities*. Allyn & Bacon.

<sup>38</sup> Snyder, J. (1992). Makers of Meaning in a Learning-Centered School: A Case Study of Central Park East 1 Elementary School.

<sup>39</sup> Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., ... & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, 96(3), 403.

<sup>40</sup> Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., ... & Tonks, S. (2004). Increasing reading comprehension and engagement through concept-oriented reading instruction. *Journal of educational psychology*, 96(3), 403.

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.<sup>41</sup>

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.

Small class sizes allow the teachers to truly know their students;<sup>42</sup>

1. A significant amount of instructional planning time is allotted;
2. 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;
3. Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
4. Formative and summative assessments that are used to guide instruction;<sup>43</sup>
5. Learning goals that are clearly articulated; and
6. High expectations for all students.<sup>44</sup>

### **Interdisciplinary Learning**

ACS 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

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<sup>41</sup> Bada, S. O., & Olusegun, S. (2015). Constructivism learning theory: A paradigm for teaching and learning. *Journal of Research & Method in Education*, 5(6), 66-70.

<sup>42</sup> Nye, B., Hedges, L. V., & Konstantopoulos, S. (1999). The long-term effects of small classes: A five-year follow-up of the Tennessee class size experiment. *Educational Evaluation and Policy Analysis*, 21(2), 127-142.

<sup>43</sup> Vijay, R. Parental Involvement and Academic Achievement among High School Students. *International Journal of Multidisciplinary Research Review*. 2016; 5(12). Hill, N. E., & Taylor, L. C. (2004). Parental school involvement and children's academic achievement: Pragmatics and issues. *Current directions in psychological science*, 13(4), 161-164.

<sup>44</sup> Fines, B. G. (2002). The impact of expectations on teaching and learning. *Gonz. L. Rev.*, 38, 89.

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.<sup>45</sup>

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 2 <sup>nd</sup> grade interdisciplinary approach.   |   |  |   |
|--|---|--|---|
| <i>Classification of Fossils</i>   |   |  |   |
| <b><u>Reading</u></b><br>Read fiction and non-fiction stories about dinosaurs and discuss about the author’s purpose.        | <b><u>Language Arts</u></b><br>Sort the dinosaurs according to their weight and height and write the degrees of adjectives: heavy, heavier, heaviest                            | <b><u>Writing</u></b><br>Write a compare-contrast paragraph about dinosaurs by using Thinking Maps (meat-eaters vs. plant eaters)  | <b><u>Math</u></b><br>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. |
| <b><u>Life Science</u></b><br>Observe and categorize the dinosaurs according to the shape of the teeth (carnivore/herbivore) | <b><u>Fine Arts</u></b><br>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. | <b><u>Social Studies</u></b><br>Search, find and mark fossil location on the contour map and label continents. Write title, legend, directional indicator, scale and date. | <b><u>Music/ PE</u></b><br>Dinosaur Stomp<br>Puppet Show Musical  |

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<sup>45</sup> Jacobs, H. H. (1989). *Interdisciplinary curriculum: Design and implementation*. Association for Supervision and Curriculum Development, 1250 N. Pitt Street, Alexandria, VA 22314.



An example of ACS 3<sup>rd</sup> 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, *Second Step*. 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*

In addition to this program, ACS helps develop children's character and leadership via activities such as the student store at each campus that operates on a token economy. Student Council helps develop leadership skills and solicit student input, while student assemblies help to showcase student accomplishments and skills. The administrative team gives morning announcements on a daily basis about the character trait of the month, and students are rewarded for these positive character traits at monthly assemblies. Finally, our Positive Behavior Intervention Supports (PBIS) model is continuously working to increase positive behavior and develop a positive school culture on each campus.

### **Personalized and Differentiated Learning**

Every teacher at ACS works to ensure that all students are able to access the curriculum and demonstrate their learning via multiple methods of instruction and assessment. Teachers utilize resources such as Marzano's *Classroom Instruction that Works*, which summarizes teaching practices and strategies that "*have a high probability of enhancing student achievement for all students in all subject areas at all grade levels.*"<sup>46</sup> Through ongoing professional development,

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<sup>46</sup> Marzano, Pickering, Pollock, 2001.

our teachers are challenged to examine the three elements of effective pedagogy: Instructional Strategies, Management Techniques, and Curriculum Design.

Marzano details nine components found to have a positive effect on student learning, including:<sup>47</sup>

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

Teachers use data from formative and summative assessments (collaboratively reviewed during common planning time and teacher professional development sessions) to determine which strategies are most effective for which students, and exposing them to a mix of strategies to develop their strengths in other areas.

## **CURRICULUM AND INSTRUCTION**

All of the following descriptions rely on a conceptual framework derived from California Common Core State Standards (CCSS).

### **English Language Arts (Core)**

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 ELA curriculum is based on California Common Core State Standards for English Language Arts, along with the *Reading / Language Arts Framework; A Look at Kindergarten Through Grade Six in California Public Schools*. Our teacher-developed curriculum maps ensure vertical articulation with other grades and classes. All teachers emphasize close reading and informational text, aligned with grade level expectations. The curriculum is based on *Reach for Reading* by National Geographic for all grades, approved reading lists, and teacher-created curricula using a variety of resources to enhance student learning.

Based on the acclaimed Readers' and Writers' Workshop Programs from Lucy Calkins and Teachers College in New York, our English Language Arts program is designed to ensure that on a daily basis, all students engage in reading, writing, speaking and listening activities to become fluent readers who comprehend and value literature, and are competent writers, articulate speakers

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<sup>47</sup> Marzano, R. 2001. Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement.

and thoughtful listeners who can communicate effectively. The programs are supplemented with leveled readers and books from the CDE-recommended reading lists.

### ***Reading***

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

As students progress, reading instruction focuses on “reading to learn” rather than “learning to read.” Differentiated instruction is provided through rotating small group instruction in which students apply learned skills to text at their independent reading level and receive systematic decoding and fluency instruction if appropriate.

*Shared Reading:* Focusing on comprehension, teachers choose text for a particular purpose, then demonstrate using and applying a particular comprehension strategy. In the early grades, shared reading may focus heavily on applying decoding strategies, in addition to those used to construct meaning. Texts used may include big books, trade books, decodable texts, magazines and newspapers, anthologies, poems, and selections from social studies and science texts.

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

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

In all grades, letter and word study includes spelling instruction and targeted vocabulary development. Targeted vocabulary development at all levels is aimed at making sure students, especially our ELs, acquire new word knowledge and increase their depth of knowledge over

time. Instruction in specific words and concepts occurs through explicit teaching and modeling when words are conceptually difficult. For example, teachers pre-teach vocabulary that is important to student understanding of the content or due to its usefulness or general utility.

*Independent Reading:*

Throughout the day, students have time to choose and enjoy reading books that are of interest to them, an integral part of our curriculum at all levels. Classroom libraries are stocked with high-interest books of various genres at a variety of levels. Teachers explicitly teach students how to select books appropriate to their level and interests. To motivate students to read, to give students more opportunities to apply new learning, and to help instill a love of literature, students are given opportunities to talk about or respond to the books they read. Kindergarteners may draw a picture of their favorite part of a favorite story and tell why they liked it, while 3<sup>rd</sup> grade students complete reflection forms to evaluate books read.

***Readers Workshop Unit Titles***

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

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support

conclusions drawn from the text. Students also determine central ideas or themes of a text, analyze their development, and summarize the key supporting details and ideas. Furthermore, analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

As students integrate knowledge and ideas they read, they evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. They also delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. As students progress in their range of reading and level of text complexity, they analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

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

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

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

### ***Writing***

The chief component of the writing program is the acclaimed Writer’s Workshop, based on the Lucy Calkins’/Teachers College Writer's Workshop model. Writer’s Workshop, which is based on the constructivist principle that learning to write is as much about the process as the product, is used to teach students in all grade levels how to enjoy writing and at the same time reach the goal of becoming competent writers.

Writer’s workshop consists of a mini lesson, independent writing, conferencing and sharing (Caulkins, 1994).<sup>48</sup> The mini lesson focuses on a particular element or skill in writing. It is important that students are given the freedom to write about anything they want during their independent writing time and that they are expected to write at their level, this lowers the affective filter (Krashen, 1982)<sup>49</sup> and allows students to engage more fully in the writing experience. During independent writing time, students may come to a point at which they feel they are “done.” They then begin conferencing; a conference can be with a teacher or a peer. Some writing may be developed into a final version after multiple conferences and edits. The sharing component of workshop occurs at the end of workshop and provides another opportunity for teaching and reinforcing the content of the mini-lesson. Sharing takes a variety of forms, including Author’s Chair, pair-share, or popcorn around the room. During this time the teacher can also address listening and speaking standards. Teachers model the process that teaches students to use the language of the genre and the standards, to refer to the author’s text to support comments and to provide specific feedback to help peers move forward.

### ***Writers Workshop Unit Titles***

| <b><i>Grade Level</i></b>          | <b><i>Unit Summaries</i></b>   |
|------------------------------------|--|
| <b><i>TK/K</i></b>                 | <ul style="list-style-type: none"> <li>• Launching the Writing Workshop</li> <li>• Writer for Readers</li> <li>• How-to Books: Writing to Teach Others</li> <li>• Persuasive Writing of All Kinds: Using Words to Make a Change</li> </ul> |
| <b><i>1<sup>st</sup> Grade</i></b> | <ul style="list-style-type: none"> <li>• Small Moments: Writing with Focus, Detail, and Dialogue</li> <li>• Nonfiction Chapter Books</li> <li>• Writing Reviews</li> <li>• From Scenes to Series: Writing Fiction</li> </ul>               |
| <b><i>2<sup>nd</sup> Grade</i></b> | <ul style="list-style-type: none"> <li>• Lessons from the Master: Improving Narrative Writing</li> <li>• Lab Reports and Science Books</li> <li>• Writing About Reading</li> <li>• Poetry: Big Thoughts in Small Packages</li> </ul>       |
| <b><i>3<sup>rd</sup> Grade</i></b> | <ul style="list-style-type: none"> <li>• Crafting True Stories</li> <li>• The Art of Information Writing</li> <li>• Changing the World: Persuasive Speeches, Petitions, and Editorials</li> </ul>  |

<sup>48</sup> Caulkins, L. (1994), *The Art of Teaching Writing*, Portsmouth, NH: Heinemann.

<sup>49</sup> Krashen, S. (1982), *Principles and Practice in Second Language Acquisition*, Oxford: Pergamon Press.

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|-----------------------------|---|
|                             | <ul style="list-style-type: none"> <li>• Upon a Time: Adapting and Writing Fairy Tales</li> </ul>   |
| <b>4<sup>th</sup> Grade</b> | <ul style="list-style-type: none"> <li>• The Arc of Story: Writing Realistic Fiction</li> <li>• Boxes and Bullets: Personal and Persuasive Essays</li> <li>• Bringing History to Life</li> <li>• The Literary Essay: Writing About Fiction</li> </ul> |
| <b>5<sup>th</sup> Grade</b> | <ul style="list-style-type: none"> <li>• Narrative Craft</li> <li>• The Lens of History: Research Reports</li> <li>• Shaping Tests: From Essay and Narrative to Memoir</li> <li>• The Research-Based Argument Essay</li> </ul>                        |

Beginning in kindergarten, teachers in every grade guide students through this process so that students become independent writers who can write on demand for a variety of audiences and purposes, namely opinion/argument pieces, informative/ explanatory texts, and narratives. Students write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. They write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence; informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content; and narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

In addition to Writer’s Workshop, students have assigned writing tasks both to practice writing and as formative assessments so the teacher can determine students’ areas of strength and weakness in order to plan for future lessons. As expected in the Common Core State Standards students are writing in all subject areas, explaining their thinking in math, writing a lab report in science or analyzing research in a social studies class.

### ***Speaking***

Speaking is very important to vocabulary and language development and contributes to social development. In all classrooms, teachers provide students with multiple opportunities to explore oral communication in the classroom. For example, students develop active and responsive listening skills through class and small group discussions. Each teacher uses scaffolding strategies to help English Learners build confidence in communicating information and ideas. Additional structured speaking activities in class include Author’s Chair and literature circles where students discuss and analyze elements of books as well as relate reading experiences to their own lives. Students practice speaking clearly and using complete sentences during formal oral reports and presentations. Teachers develop specific rubrics based on ELA and ELD standards that they share with students in order to communicate expectations. These rubrics provide students with an understanding of the components of effective speaking enabling them to reflect on their own performance and from the presentations of their peers.

### ***Listening***

Based on the ELA and ELD standards for listening, students are taught that active, effective listening is a habit to develop and the foundation of effective communication. Students are taught

how to focus their attention, avoid distractions, use body position to signal their interest, express appreciation and appropriately pose questions. Some of the ways in which active listening skills are practiced include: following oral directions, answering questions after read-aloud, critiquing shared pieces in Writer's Workshop, writing dictated sentences and repeating rhythms through movement and clapping. In second grade, to address the standard that requires students to give and follow multi-step directions, teachers create projects that require partners to listen to each other's directions in order to correctly complete a task. Partner A learns how to complete part of the task and gives directions to Partner B, then they switch roles. Success depends on careful listening on the part of both students.

Across grades TK-5, through speaking and listening instruction, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Students, at varying levels of depth and complexity depending on grade level, also present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Students strategically use digital media and visual displays of data to express information and enhance understanding of presentations. Students also adapt their speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

### **English Language Development (Core)**

As discussed above, more than half of ACS' students are English Learners, with the overwhelming majority entering the school at the Novice level. We use two key strategies to meet the needs of those students and ensure that the ELD standards are implemented:

**Designated ELD:** All designated English Learners (ELs) receive designated ELD instruction on a daily basis at their specific proficiency level (emerging, expanding, bridging). The curriculum used during this time is *Reach for Reading* ELD materials, connected to activities or readings from the ELA and reading lessons. During this time students are grouped with others at their same level. At designated times during the year student progress is assessed using ELD portfolios based on the ELD standards, benchmark results, student work samples and teacher observations; this might result in a move from one level to the next or reclassification. Teachers also use online resources such as Reading A-Z, Rosetta Stone, ABC Mouse and other supplemental online resources as appropriate.

**Academic Language Support:** In addition to the designated ELD time, ELs receive academic language support throughout their day in all content areas provided by their classroom teachers. The CCSS highlight the importance of the language development in all academic and non-academic areas. Teachers use SDAIE and GLAD strategies to support our EL students, including using visuals and visual cues that support language, pre-teaching in small groups, unpacking math



problems as a class before students are expected to work independently, supporting vocabulary development in all subject areas at all times. (See also, Section re: English Learners, below.)

### **Mathematics (Core)**

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 four 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), and 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, McGraw-Hill's My Math, incorporate the eight Mathematical Practice Standards described in the *California Common Core Mathematics Framework*. 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.

My Math offers a variety of engaging print and digital resources so that students interact with math in different ways while growing their math confidence. Engaging games developed by Stanford University are included, providing students with individualized remediation and acceleration opportunities. Teacher-led, independent learning and small-group activities are designed to boost a range of implementation models.

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 addresses 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 are 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.

### **History-Social Studies (Core)**

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 along with the recently adopted *California State Framework for Social Studies and History (2016)* to provide a foundation for students' learning in history/social science, with a guiding principle . . . a focus upon student inquiry."<sup>50</sup> With the standards, students in kindergarten through grade five are introduced to the basic concepts of each discipline:

- Civics and Government: Students identify and explain the origins and purposes of rules, laws, and key U.S. Constitutional provisions and the role they play in addressing public

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<sup>50</sup> <https://www.cde.ca.gov/ci/hs/cf/documents/hssframeworkwhole.pdf>

problems and issues. Students use deliberative discussion when making decisions or reaching judgments as a group. Students construct arguments and establish positions on issues by using reasoning and evidence from multiple sources. Students identify and describe ways to take action individually and in groups to address problems and issues.

- Economics: To make effective economic decisions, students need to understand how individuals, businesses, governments, and societies use human, physical, and natural resources.
- Geography: In studying geography, students explore local characteristics of places and learn about how places connect to each other.
- History: Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, perspectives, and context. The goal is for students to develop credible arguments about the past based on reasoned interpretation of evidence from a variety of primary and secondary sources in diverse media formats.<sup>51</sup>

The curriculum maps that ACS has prepared include ELA standards as well, including reading and writing of informational text, opinion, research skills, use of technology, and presentation and publication of stories. Further, in alignment with the new Frameworks: “teachers must emphasize disciplinary and literacy practices—investigation, close reading, analysis of evidence, and argumentative writing.”<sup>52</sup> The social studies curriculum follows the following themes:

*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*

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.

### **Science (Core)**

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.

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<sup>51</sup> Ibid.

<sup>52</sup> Ibid.

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 California Next Generation Science Standards (NGSS) and Science Framework adopted in 2016. The following guiding principles as described in the Science Framework for California Public Schools:

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 is adopting McGraw-Hill's Inspire Science starting in 2019-20, aligned to the new NGSS standards. Inspire Science is designed to help spark students' curiosity and empower them to ask more questions, think more critically, and generate innovative ideas. Students engage in everyday challenges through inquiry-based, hands-on investigations of real-world phenomena. The curriculum provides an in-depth, collaborative, evidence-based, and project-based learning experience through integrated science learning. Each grade level has four units, covering life, earth, and physical science. Each unit contains one or two modules, which in turn contain two to four lessons designed to inspire curiosity. Inspire Science also offers science read alouds, leveled readers, investigator articles, collaboration kits, and a variety of digital resources to engage students in collaborative hands-on learning.

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, further develop our students' knowledge and experience.

### **Health and Physical Education (Non-Core)**

The Physical Education and Health component addresses the needs of the whole child and incorporates the new 2019 Health Framework as these are adopted by the California Department of Education, including the six content areas of health education (as appropriate and applicable to grades TK-5): Nutrition and physical activity; growth, development, and sexual health; injury prevention and safety; alcohol, tobacco, and other drugs; mental, emotional, and social health; and personal and community health. 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.

### **Visual and Performing Arts (Non-Core)**

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 K -5.

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.

### **World Languages (Spanish and Armenian; Non-Core)**

The current locations of ACS are located in a multi-ethnic environment in Van Nuys; the majority of our students of Latino or Armenian heritage. Therefore, the school offers Spanish and Armenian as required subjects. ACS incorporates the new 2019 World Languages Standards and 2019 *World Languages Framework for California Public Schools, Kindergarten Through Grade Twelve (WL Framework)* when they are published.

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.

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.

### **Innovative Components of the Instructional Model**

As illustrated throughout this charter petition, the instructional program at ACS encompasses 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). As detailed above, our teachers work to ensure all students are able to access and master the curriculum in different ways, and show their learning in different ways.

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. Through this constructivist approach, 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)

### **Intervention and Enrichment Programs**

As detailed in the section on Students with Special Needs, below, ACS provides a number of coordinated and varying interventions and supports for our students. Enrichment programs are detailed above and include Visual and Performing Arts, Physical Education and Health, World Languages and experiences with technology, along with field trips in the community. Additional after-school enrichment opportunities include Yoga, Yearbook, Sports, Mad Science, Dance, Arts and Craft.

### **Curricular and Instructional Materials**

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.

| Subject                      | Adopted Textbooks  |
|------------------------------|--|
| English Language Arts        | Reach for Reading, National Geographic;<br>Readers' and Writers' Workshop;<br>Leveled readers from CDE approved book list;<br>Accelerated Reader (online intervention) |
| English Language Development | Reach for Reading; National Geographic   |
| Mathematics                  | My Math; McGraw-Hill   |
| History/Social Studies       | California Vistas; McGraw-Hill   |
| Science                      | Inspire Science; McGraw-Hill   |
| Spanish                      | Viva El Espanol; McGraw Hill   |
| Armenian                     | Mayreni Lezoo; Davitian and Mariamian Educational Foundation   |
| Arts                         | Meet the Masters;<br>Teacher-created curricula   |
| P.E.                         | SPARKS   |

In addition, the following online resources are used to supplement student learning and provide targeted intervention support:

- Reading A-Z
- ABC Mouse



- Rosetta Stone
- EPIC
- iRead
- My Math Online
- National Geography Online
- Accelerated Reader
- SBAC Practice Test in ELA and Math Grades 3-5

### **Instructional Methods and Strategies**

ACS presents a balanced approach to instruction, which incorporates reading, writing, listening and speaking in all subject areas. ACS has developed CCSS/NGSS-aligned Curriculum Maps for English Language Arts, Math, Social Studies and Science.

Curriculum Maps describe the standards, activities, and assessments that all teachers implement with fidelity, helping teachers stay on track and to ensure curricular continuity. Each guide is specific to the grade-level and details when particular content standards should be taught and/or assessed, with careful outlines of curriculum to ensure vertical and horizontal articulation to help minimize gaps in students' learning. While still offering teachers flexibility on how to teach, the Curriculum Maps' integration with common assessments is crucial to judging student progress. Our intent is to ensure that all content is covered and identify where interventions might be required and/or modification to the delivery of instruction.

Teachers use the Universal Design for Learning (UDL) Framework to design lessons aligned with the standards. The UDL framework is designed to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. The goal of the UDL Framework is to cultivate expert learners who are 1) Purposeful and Motivated, 2) Resourceful and Knowledgeable, and 3) Strategic and Goal-Oriented. The table below outlines the guidelines for instruction anchored in the UDL Framework:

# Universal Design for Learning Guidelines



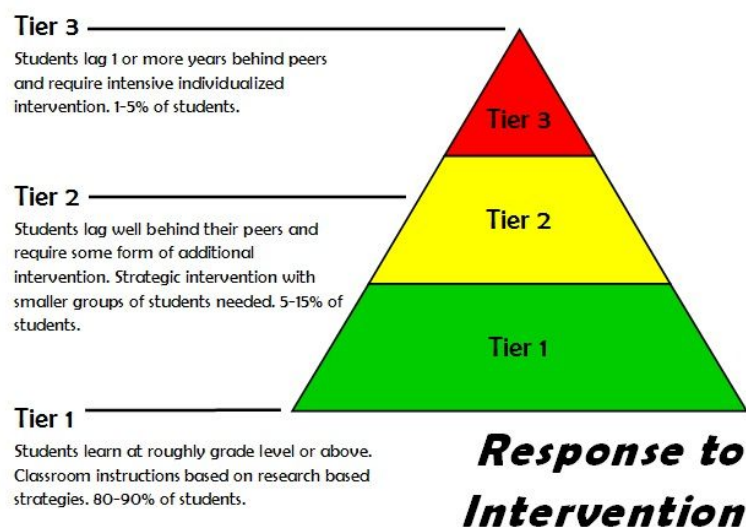
Source:

[http://udlguidelines.cast.org/?utm\\_medium=web&utm\\_campaign=none&utm\\_source=cast-about-udl](http://udlguidelines.cast.org/?utm_medium=web&utm_campaign=none&utm_source=cast-about-udl)

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*
- 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).



As discussed above, 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

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 14,145 minutes in grades 1-5, and 28,545 in TK and Kindergarten. This benefits our English Learners and students with

other special needs in particular by providing additional time to develop their skills and proficiency.

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 (see below for more details about Professional Development). 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.

### **How the School's Instructional Methodologies and Curriculum Will Ensure Student Mastery of the California CCSS and Other State Content Standards?**

The entire content of ACS' curriculum has the California state standards, including CCSS, NGSS, and English Language Development as its foundation. Units are explicitly designed to ensure all grade-level standards are met. ACS recognizes the importance of regular, ongoing professional development in the continued implementation of the CCSS and realizes the importance of keeping abreast of CCSS developments, new publications and requirements.

### **How the Instructional Program Will Support Student Development of Technology-Related Skills and Student Use of Technology?**

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 of society. To be an educated person of the 21<sup>st</sup> 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 of society.

In 2015, at the time of our last charter renewal, we had insufficient technology to move into the era of online testing on the new CAASPPs. While we are still working towards a 1:1 ratio of devices to students, we have moved from a computer lab and now have a computer cart on each campus with a full set of laptops, and have added a set of five iPads for each class. These additional devices have helped personalize learning for all students, allowing more capacity and ease for differentiated learning within the classroom, as well as better supporting student research and testing. Students regularly engage in online learning through programs such as Reading A-Z, EPIC and online practice tests for the CAASPP. Additionally, all teachers received new Mac Pro laptops to support the iPad usage.

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.

### **Western Association of Schools and Colleges (WASC) Accreditation**

As noted above, while not required as ACS is an elementary school, we are proud to have full six-year WASC accreditation through 2021. The WASC process has provided an important self-reflection and analysis process for our faculty and staff that has helped to continuously improve our program.

### **Transitional Kindergarten**

ACS welcomes students whose fifth birthday falls between September 1<sup>st</sup> and December 1<sup>st</sup> into our Transitional Kindergarten (TK) program, which is conducted in combined classrooms with our Kindergarten students. The TK curriculum includes the California Preschool Learning Foundations (Foundations) developed by the California Department of Education, (Senate Bill (SB) 858 (Chapter 32, Statutes of 2014) as well as the same curriculum as our Kindergarten program. All TK/Kindergarten students participate in our standards-aligned experiential curriculum, which offers differentiated instruction for both TK and K students that is developmentally appropriate and in which all the benefits of mixed-age classrooms can be enjoyed. Curriculum pacing and instructional delivery is monitored through the use of data to ensure TK students are able to master content before moving on in an age-appropriate way. Throughout our TK/K classrooms – particularly in anticipation of the fact that many of our students have not attended high-quality preschools before enrolling at ACS – we incorporate a variety of early childhood development practices regarding language development, fine and gross motor development, and a foundational background in mathematics, science and social studies. Teachers assigned to a TK classroom after July 1, 2015, must have been issued at least one credential by the Commission on Teacher Credentialing (CTC), and shall, by August 1, 2020, have one of the following:

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

## Academic Calendar And Schedules

ACS meets and exceeds the minimum number of instructional minutes as set forth by Education Code 47612.5 (K-5 from 36,000-54,000 inclusive).

### ACS Draft Calendar 2020-21

| August 2020 |    |    |    |    |    |    |
|-------------|----|----|----|----|----|----|
| Su          | Mo | Tu | We | Th | Fr | Sa |
|             |    |    |    |    |    | 1  |
| 2           | 3  | 4  | 5  | 6  | 7  | 8  |
| 9           | 10 | 11 | 12 | 13 | 14 | 15 |
| 16          | 17 | 18 | 19 | 20 | 21 | 22 |
| 23          | 24 | 25 | 26 | 27 | 28 | 29 |
| 30          | 31 |    |    |    |    |    |

| September 2020 |    |    |    |    |    |    |
|----------------|----|----|----|----|----|----|
| Su             | Mo | Tu | We | Th | Fr | Sa |
|                |    | 1  | 2  | 3  | 4  | 5  |
| 6              | 7  | 8  | 9  | 10 | 11 | 12 |
| 13             | 14 | 15 | 16 | 17 | 18 | 19 |
| 20             | 21 | 22 | 23 | 24 | 25 | 26 |
| 27             | 28 | 29 | 30 |    |    |    |
|                |    |    |    |    |    |    |

| October 2020 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              |    |    |    | 1  | 2  | 3  |
| 4            | 5  | 6  | 7  | 8  | 9  | 10 |
| 11           | 12 | 13 | 14 | 15 | 16 | 17 |
| 18           | 19 | 20 | 21 | 22 | 23 | 24 |
| 25           | 26 | 27 | 28 | 29 | 30 | 31 |
|              |    |    |    |    |    |    |

| November 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
| 1             | 2  | 3  | 4  | 5  | 6  | 7  |
| 8             | 9  | 10 | 11 | 12 | 13 | 14 |
| 15            | 16 | 17 | 18 | 19 | 20 | 21 |
| 22            | 23 | 24 | 25 | 26 | 27 | 28 |
| 29            | 30 |    |    |    |    |    |
|               |    |    |    |    |    |    |

| December 2020 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
|               |    | 1  | 2  | 3  | 4  | 5  |
| 6             | 7  | 8  | 9  | 10 | 11 | 12 |
| 13            | 14 | 15 | 16 | 17 | 18 | 19 |
| 20            | 21 | 22 | 23 | 24 | 25 | 26 |
| 27            | 28 | 29 | 30 | 31 |    |    |
|               |    |    |    |    |    |    |

| January 2021 |    |    |    |    |    |    |
|--------------|----|----|----|----|----|----|
| Su           | Mo | Tu | We | Th | Fr | Sa |
|              |    |    |    |    | 1  | 2  |
| 3            | 4  | 5  | 6  | 7  | 8  | 9  |
| 10           | 11 | 12 | 13 | 14 | 15 | 16 |
| 17           | 18 | 19 | 20 | 21 | 22 | 23 |
| 24           | 25 | 26 | 27 | 28 | 29 | 30 |
| 31           |    |    |    |    |    |    |

| February 2021 |    |    |    |    |    |    |
|---------------|----|----|----|----|----|----|
| Su            | Mo | Tu | We | Th | Fr | Sa |
|               | 1  | 2  | 3  | 4  | 5  | 6  |
| 7             | 8  | 9  | 10 | 11 | 12 | 13 |
| 14            | 15 | 16 | 17 | 18 | 19 | 20 |
| 21            | 22 | 23 | 24 | 25 | 26 | 27 |
| 28            |    |    |    |    |    |    |
|               |    |    |    |    |    |    |

| March 2021 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
|            | 1  | 2  | 3  | 4  | 5  | 6  |
| 7          | 8  | 9  | 10 | 11 | 12 | 13 |
| 14         | 15 | 16 | 17 | 18 | 19 | 20 |
| 21         | 22 | 23 | 24 | 25 | 26 | 27 |
| 28         | 29 | 30 | 31 |    |    |    |
|            |    |    |    |    |    |    |

| April 2021 |    |    |    |    |    |    |
|------------|----|----|----|----|----|----|
| Su         | Mo | Tu | We | Th | Fr | Sa |
|            |    |    |    | 1  | 2  | 3  |
| 4          | 5  | 6  | 7  | 8  | 9  | 10 |
| 11         | 12 | 13 | 14 | 15 | 16 | 17 |
| 18         | 19 | 20 | 21 | 22 | 23 | 24 |
| 25         | 26 | 27 | 28 | 29 | 30 |    |
|            |    |    |    |    |    |    |

| May 2021 |    |    |    |    |    |    |
|----------|----|----|----|----|----|----|
| Su       | Mo | Tu | We | Th | Fr | Sa |
|          |    |    |    |    |    | 1  |
| 2        | 3  | 4  | 5  | 6  | 7  | 8  |
| 9        | 10 | 11 | 12 | 13 | 14 | 15 |
| 16       | 17 | 18 | 19 | 20 | 21 | 22 |
| 23       | 24 | 25 | 26 | 27 | 28 | 29 |
| 30       | 31 |    |    |    |    |    |

| June 2021 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    | 1  | 2  | 3  | 4  | 5  |
| 6         | 7  | 8  | 9  | 10 | 11 | 12 |
| 13        | 14 | 15 | 16 | 17 | 18 | 19 |
| 20        | 21 | 22 | 23 | 24 | 25 | 26 |
| 27        | 28 | 29 | 30 |    |    |    |
|           |    |    |    |    |    |    |

| July 2021 |    |    |    |    |    |    |
|-----------|----|----|----|----|----|----|
| Su        | Mo | Tu | We | Th | Fr | Sa |
|           |    |    |    | 1  | 2  | 3  |
| 4         | 5  | 6  | 7  | 8  | 9  | 10 |
| 11        | 12 | 13 | 14 | 15 | 16 | 17 |
| 18        | 19 | 20 | 21 | 22 | 23 | 24 |
| 25        | 26 | 27 | 28 | 29 | 30 | 31 |
|           |    |    |    |    |    |    |

8/17/20 - First Day of School  
 9/4/20 - No School-Admission Day  
 9/7/20 - Labor Day  
 11/6/20 - No School-PD Day

11/11/20 - No School-Veterans Day  
 11/23-11/27/20 - Thanksgiving Break  
 12/4/20- No School-Parent/Teacher Conf.  
 12/21/20-1/8/21 - Winter Break

1/18/21 - No School-MLK Day  
 2/15/21 - No School-Presidents' Day  
 3/5/21 - No School Parent/Teacher Conf.  
 3/26/21 - No School C. Chavez Day

3/29/21-4/2/21 - Spring Break  
 5/31/21 - No School Memorial Day  
 6/14/21 - Last Day of School

## Sample Daily Schedules

### TK – 1st Grade Schedule

| <i>Times</i>                             | <i>TK – 1<br/>Regular Day</i>                                  | <i>Total<br/>Instructional<br/>Minutes</i> | <i>Times</i>  | <i>TK – 1<br/>Minimum Day</i>                                  | <i>Total<br/>Instructional<br/>Minutes</i> |
|--|--|--|---------------|--|--|
| 7:50 – 8:00                              | Opening Activities   | 10   | 7:50 – 8:00   | Opening Activities   | 10   |
| 8:00 – 9:20                              | English Language Arts<br>(including designated 30 mins<br>ELD) | 80   | 8:00 – 9:20   | English Language Arts<br>(including designated 30 mins<br>ELD) | 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)<br>Science (W, Th)<br>Art (F)           | 50   | 12:45 – 1:35  | Social Studies (M, Tu)<br>Science (W, Th)<br>Art (F)           | 50   |
| 1:40 – 2:00                              | P.E.   | 20   | 1:35          | Dismissal  |  |
| 2:00 – 2:50                              | Foreign Language (M-Th)<br>Perf. Arts (F)                      | 50   |               |  |  |
| 2:50 – 3:00                              | Closing and Dismissal  | 10   |               |  |  |
| <b>TOTAL DAILY INSTRUCTIONAL MINUTES</b> |  | <b>360</b>                                 |               |  |  |
|  |  |  |               |  | <b>275</b>                                 |

### 2<sup>nd</sup>-3<sup>rd</sup> Grade Schedule

| <i>Times</i>                                 | <i>2 – 3<br/>Regular Day</i>                                   | <i>Total<br/>Instructional<br/>Minutes</i> | <i>Times</i>  | <i>2 – 3<br/>Minimum Day</i>                                   | <i>Total<br/>Instructional<br/>Minutes</i> |
|--|--|--|---------------|--|--|
| 7:50 – 8:00                                  | Opening Activities   | 10   | 7:50 – 8:00   | Opening Activities   | 10   |
| 8:00 – 9:30                                  | English Language Arts<br>(including designated 30<br>mins ELD) | 90   | 8:00 – 9:30   | English Language Arts<br>(including designated 30<br>mins ELD) | 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)<br>Science (W, Th)<br>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)<br>Perf. Arts (F)                      | 50   |               |  |  |
| 2:50 – 3:00                                  | Closing and Dismissal  | 10   |               |  |  |
| <b>TOTAL DAILY INSTRUCTIONAL<br/>MINUTES</b> |  | <b>360</b>                                 |               |  | <b>275</b>                                 |



## 4th – 5th Grade Schedule

| <i>Times</i>                             | <i>4 – 5<br/>Regular Day</i>                                   | <i>Total<br/>Instructional<br/>Minutes</i> | <i>Times</i>  | <i>4 - 5<br/>Minimum Day</i>                                   | <i>Total<br/>Instructional<br/>Minutes</i> |
|--|--|--|---------------|--|--|
| 7:50 – 8:00                              | Opening Activities   | 10   | 7:50 – 8:00   | Opening Activities   | 10   |
| 8:00 – 10:00                             | English Language Arts<br>(including designated 30<br>mins ELD) | 120  | 8:00 – 10:00  | English Language Arts<br>(including designated 30<br>mins ELD) | 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)<br>Science (W, Th)<br>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)<br>Perf. Arts (F)                      | 50   | 1:25 – 1:35   | Closing and Dismissal  | 10   |
| 2:50 – 3:00                              | Closing and Dismissal  | 10   |               |  |  |
| <b>TOTAL DAILY INSTRUCTIONAL MINUTES</b> |  | <b>360</b>                                 |               |  | <b>275</b>                                 |

## INSTRUCTIONAL MINUTES CALCULATOR

| Grades | Grades Offered | Number of Regular Days | Number of Instr. Minutes Per Regular Day | Number of Early Dismissal Days | Number of Instructional Minutes Per Early Dismissal Day | Number of Minimum Days | Number of Instructional Minutes Per Minimum Day | Number of (Other) Days | Total Number of Instructional Days | Minutes Required per State Law | Total Number of Instr. Minutes | Number of Instructional Minutes Above/Below State Required |
|--------|----------------|------------------------|--|--------------------------------|---|------------------------|---|------------------------|------------------------------------|--------------------------------|--------------------------------|--|
| 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**

### **Professional Development**

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' 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 nine days of staff development during the summer and one pupil-free professional development and teacher collaboration day during the school year. Each year, the school assesses its staff development needs for the subsequent years of implementation.

We anticipate that the following, at a minimum, ~~will be~~ are topics covered in the first year of the new charter term:

- Review of student achievement data for returning students
- School Operations
- Health & Safety Policies and Procedures
- Specific curriculum and instructional practices
- Differentiating instruction for all learners
- Constructivist and Project-based learning
- Kagan structures
- Curriculum Maps and Backwards Design, including using data to differentiate instruction
- Integrating technology in the classroom
- Literacy instruction: Reader's and Writer's Workshop, reading and writing across the curriculum, ABCs of phonics instruction
- Classroom Management Success, PBIS
- Meeting the needs of English learners and EL strategies: SDAIE and GLAD
- Special Education: legal timelines, district policies, Student Study Team process, assessments, and strategies for working with students with special needs
- Teacher evaluation: the evaluation rubric, teacher expectations
- Assessment: standardized tests (CAASPP/CAA, ELPAC, etc.),
- Illuminate Benchmark Assessments: Teacher training on how to utilize Illuminate and its assessment system for benchmarks
- Teacher-designed Rubrics and Publisher-Based Assessments

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, 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.
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.

ACS' 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 annual staff development plan is 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. Ongoing professional development is a priority for all staff. In order to effectively teach our students to be life-long learners, we must model life-long learning to them. On an ongoing basis, teachers self-evaluate their skills and identify areas in which further development is needed. The focus of professional development is in two main areas:

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

Outside professional development activities may be done individually, but teachers are encouraged to participate in activities with their colleagues. This fosters ongoing dialogue and conversation on topics being learned. In addition to our internal annual professional development sessions, professional development 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. 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 – 4:00pm 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.

*“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*

### ***Coaching***

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.

### **Teacher Recruitment**

ACS utilizes multiple search methods to attract and recruit qualified teachers, including EdJoin, CCSA, the ACS website, advertisements at local colleges and universities including CSU Northridge and Career Builder, and word of mouth. Selection of teachers is based on their teaching experience and ability to demonstrate effective instructional capabilities in the classroom. Given our significant EL population, ACS recruits ESSA-compliant teachers holding a CLAD or BCLAD credential with experience in planning and implementing an engaging, differentiated instructional program with diverse learners. We prefer teachers who are well-versed in SDAIE, GLAD and other ELD strategies. (See full job description in Element 5.)

When an opening is announced, the Principal reviews the qualifications of applicants' submitted resumes and written application. Candidates are also asked to provide references, documentation of their credentials, and disclose any criminal background. Candidates are also asked to complete a written assessment where they are to respond to a designated prompt. The Principal or his/her designee then verifies previous employment and references of qualified candidates, and may conduct screening interviews over the phone.

Candidates are interviewed by the Principal and leadership team which may include Governing Board, Assistant Principal, grade level teachers and other designees.

Prospective Teacher Candidates at the school site are asked to teach a demonstration lesson which is observed by Principal and Assistant Principal. Candidates who are selected for a teaching position are given an offer in writing.

### **ACS' PLAN TO MEET THE NEEDS OF SPECIFIC STUDENTS**

ACS 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 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:

- Small class sizes allow the teachers to truly know their students;
- A significant amount of instructional planning time is allotted;
- 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;
- Ongoing communication between teachers and parents and a commitment to work together for the education of their children;
- Formative and summative assessments that are used to guide instruction;
- Learning goals that are clearly articulated; and
- High expectations for all students.

ACS evaluates and monitors programs to evaluate if the needs of numerically significant subgroups are being met. Following LAUSD guidelines, ACS has begun implementing the Student Support and Progress Team (SSPT), utilizing a Multi-Tiered System of Support (MTSS) framework.

### ***The SSPT Process***

The SSPT uses a systematic, whole child approach to ensure students' needs are addressed through problem-solving, data-driven decision making, targeted interventions, and ongoing progress monitoring. Seeking to support students in acquiring linguistic, academic, behavioral, and social competencies, and to assist schools in enhancing collaborative and supportive cultures for all stakeholders, the SSPT emphasizes early intervention for underachieving students. The SSPT system and practices, including instruction and Positive Behavior Intervention Supports (PBIS), are aligned by MTSS, a school-wide system of initiatives, supports, resources, and continuous improvement processes that include three tiers of strategies and research-based interventions.

### **MTSS Tiers**

#### **Tier 1**

In Tier 1, academic, linguistic, behavioral, and social emotional learning interventions, including PBIS, provide a school-wide foundation for all students. Students receive whole child, differentiated instruction and supplementary resources that aide high-quality core instruction, ongoing assessments and/or universal screenings. Through a Universal Design for Learning (UDL) approach, teachers differentiate instruction to address multiple learning styles through various modulates, allowing for multiple means of representation, action, expression, and engagement. Culturally and Linguistically Responsive (CLR) instruction is also used, utilizing students' indigenous cultures and languages to build a bridge in school. To maximize student growth, teachers add complexity to curriculum, scaffold lessons, pre-assess students to form flexible groups, employ questioning strategies, and allow for independent study, preview, review, and more. School staff uses predictable routines and clear, positively stated behavioral expectations to actively reinforce appropriate behaviors. At key points throughout the school year and using data-driven decision, the SPPT monitors both the effectiveness of Tier 1 instruction and PBIS, and students' response to Tier 1 instruction and strategies. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 2 services are provided.

## **Tier 2**

Tier 2 supports are administered in addition to continued Tier 1 supports, and include added time for intervention, smaller group sizes and a more targeted, intensive level of support. Tier 2 employs an evidence-based instructional program qualitatively different than the instructional program in Tier 1, consisting of such strategies as pull-out small group instruction with the classroom teacher, the RSP teacher, ELD Coordinator and other services providers. Using data and evidence-based decisions, the SPPT monitors the effectiveness of Tier 2 instruction. When assessment measures indicate a student needs more instruction and intervention to access the core curriculum, Tier 3 services are provided.

## **Tier 3**

Tier 3 requires daily intervention, and is provided in addition to Tier 1 and 2 supports. Tier 3 is comprised of highly targeted and intensive interventions for a small number of students, utilizing a higher level of strategic collaboration and coordination among the generalized and specialized staff providing services to the student. Tier 3 interventions include after-school sessions that last six weeks for students who are struggling, with no more than 12 students in each group, along with additional targeted pull-out sessions during the school day.

## **English Learners**

ACS has structured its curriculum and instructional program to meet the needs of a significant EL population with respect to language development. EL students respond well to a plan of instruction in which each aspect of the language builds on another, with plenty of opportunities for practice. The goal is for EL students to gain fluency in English as quickly as possible in a non-threatening setting. ACS has adopted its own EL Master Plan, that is submitted to LAUSD. Our EL program addresses the process for student identification, curriculum, assessments, reporting, and redesignation as well as professional development and teacher qualifications for working with our EL students.

Supporting our EL students requires that we take an approach that ensures the quickest acquisition of English. It also requires that we respect the culture and home language of our students. In order to reach the goal of strong English fluency and respect for the mother language of our native speakers, we provide a developmentally appropriate and highly structured approach to teaching English in our core academic classes. ACS helps students identify that their bilingual capacity is an asset, an admirable and necessary skill. ACS teachers and leadership communicate to parents in Armenian or Spanish as needed—but use English instruction for the content areas in the classroom.

Based on research, we believe that the best approach to provide a comprehensive designated and integrated ELD instructional program for every EL student to meet the linguistic and academic goals at their grade level is through an inclusive Structured English immersion (SEI) program. In an inclusive SEI program, EL students are fully included with their English-speaking peers. The program provides the extra support students need, while immersing them in the English language. The results from SEI have proven most successful in the elementary and middle school grades. In large-scale studies in California, Arizona, and Massachusetts, students have “consistently



scored higher than those enrolled in traditional bilingual programs.”<sup>53</sup>

Within our SEI program, identified EL students like all of our students, are provided tiered academic supports. Our EL students are taught by teachers who have or are pursuing a Cross-cultural, Language and Academic Development (CLAD) Certificate or a Bilingual, Cross-cultural, Language and Academic Development (BCLAD) Certificate.

Teachers have intimate knowledge of their students’ varying abilities through formal test data, regular communication among teachers, and informal weekly assessments. Our teachers work closely with one another across all content areas to ensure the needs of EL students are met. ELD content is taught in classrooms.

Both integrated and designated ELD take place each day during our ELA block and other core learning, and through the additional tutoring sessions during MTSS time in the bell schedule. The program(s)/resources are used in both the core curriculum and ELD.

### **Process for Identifying ELs**

ACS adheres to all applicable state and federal laws and regulations with respect to serving students who are English Learners. In order to identify students who are English Learners in a timely fashion and to provide appropriate instructional support and services, all parents are required to complete a *Home Language Survey* upon enrollment at the school.

California Education Code § 52164.1. Students whose primary language is not English are assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. The ELPAC assessment takes place within 30 days of the start of the school year or within two (2) weeks after the date of the student’s first enrollment at ACS.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor’s directions and California Education Code guidelines. Students with disabilities are permitted to take the test with the accommodations listed in the Education Code if they are specified in the student’s IEP or Section 504 plan.

An alternate assessment for English language proficiency is administered to students who are unable to participate in the ELPAC, according to the guidelines set forth in the student’s IEP. The school notifies parents of the school’s responsibility to conduct ELPAC testing and informs parents of ELPAC assessment results within 30 calendar days following receipt of results from the test contractor.

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<sup>53</sup> Arizona Department of Education, July 2004, “The Effects of Bilingual Education Programs and Structured English Immersion Programs on Student Achievement: A Large –Scale Comparison” found at <http://eps1.asu.edu/epru/articles/EPRU-0408-66-OWI.pdf> accessed on 11/6/08.

Students are monitored in conjunction with the ELPAC General Performance Level Descriptors (PLDs):

| Level | Description  |
|-------|--|
| 4     | English learners at this level have <b>well developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts. They may need occasional linguistic support to engage in familiar social and academic contexts; they may need light support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Bridging” proficiency level as described in the 2012 California English Language Development Standards, Kindergarten Through Grade 12 (CA ELD Standards). |
| 3     | English learners at this level have <b>moderately developed</b> oral (listening and speaking) and written (reading and writing) skills. They can sometimes use English to learn and communicate in meaningful ways in a range of topics and content areas. They need light-to-minimal linguistic support to engage in familiar social and academic contexts; they need moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the upper range of the “Expanding” proficiency level through the lower range of the “Bridging” proficiency level as described in the CA ELD Standards.  |
| 2     | English learners at this level have <b>somewhat developed</b> oral (listening and speaking) and written (reading and writing) skills. They can use English to meet immediate communication needs but often are not able to use English to learn and communicate on topics and content areas. They need moderate-to-light linguistic support to engage in familiar social and academic contexts; they need substantial-to-moderate support to communicate on less familiar tasks and topics. This test performance level corresponds to the low- to mid-range of the “Expanding” proficiency level as described in the CA ELD Standards.  |
| 1     | English learners at this level have <b>minimally developed</b> oral (listening and speaking) and written (reading and writing) English skills. They tend to rely on learned words and phrases to communicate meaning at a basic level. They need substantial-to-moderate linguistic support to communicate in familiar social and academic contexts; they need substantial linguistic support to communicate on less familiar tasks and topics. This test performance level corresponds to the “Emerging” proficiency level as described in the CA ELD Standards.  |

(<https://www.cde.ca.gov/ta/tg/ep/elpacgpld.asp>)

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. ACS uses annual ELPAC and other standardized test data (e.g., CAASPPs), teacher observations, and optional parent input to identify English Learners determine their English Language Development levels, and reclassify EL students as English proficient when appropriate. Annual Assessments for students already identified as EL are administered each year.

### **Educational Program for English Language Acquisition**

In addition to the major program design features at ACS that support students who are ELs, teachers employ the following specific strategies in their classrooms. Notably, these strategies are beneficial for all students, not just English Learners. As an integral component of ACS's English Language Development Program (ELD), all English learners receive designated intensive daily English Language Development instruction during one of the ELA blocks. Students are grouped by proficiency level and meet for 30 minutes with an assigned teacher who provides designated instruction for that group. over the past three years, we have added training for our faculty in Project GLAD (Guided Language Acquisition Design), and Kagan Structures for cooperative learning and engagement. Project GLAD is an effective instructional model for teaching English language development (ELD) and literacy.

It is a standards-based ELD instructional model that promotes high levels of academic language and achievement for students at all levels of English proficiency. The Kagan structures for cooperative learning and engagement have proven to be a powerful tool for teachers to promote interaction, communication, and cooperation in the classroom, thus increasing both language acquisition and academic language usage for all students. These professional development opportunities provided staff with opportunities to refine practices for ELs, and positive trends can be seen in student performance. ACS has also focused on providing students with small group in-class targeted intervention supports.

Integrated ELD instruction is provided throughout all class time, relying on both Guided Language Acquisition Design (GLAD) and Specially Designed Academic Instruction in English (SDAIE) strategies. All faculty receive intensive training during professional development on these strategies, which are beneficial to all learners, not just those developing English proficiency. ACS uses the evidence based common core curriculum with ELD standards and supports to address the ELD needs of our students. Students are also able to receive before and after school support as needed.

In the school's model of ELD instruction, students receive extensive exposures to literature through teachers reading aloud, daily silent and free voluntary reading time, weekly reading and writing circles and workshops, and direct literacy instruction via the mainstream Common Core English language arts curriculum. To assist with content reading and writing, extensive language and academic support are provided. SDAIE strategies are used to provide equal access to core content for the second language learners, and to increase comprehensible input and maximize learners' academic success. Substantive cooperative learning activities are incorporated to provide optimum opportunities for meaningful interaction, and to productively use newly acquired vocabulary and language.

Both heterogeneous and homogeneous grouping strategies are employed to scaffold and enhance language and academic learning. Students also participate in language study in both English Language Development designated instructional time and in core learning in their classrooms using a wide variety of contexts ranging from informal classroom conversations to teacher-directed instruction in language forms and structures. Moreover, students engage in fun and creative language learning activities, which include chanting, echo recitation, dramatization, reading aloud and readers' theatre.

Observation scales and forms developed by teachers are partnered with a student work portfolio showcase process to develop a better understanding of the student's skills and abilities. Taking a natural approach to second language acquisition presumes that a second language is acquired (rather than learned through explicit instruction) when given comprehensible input. As a result, communicative and interactive approaches to language acquisition are employed frequently throughout the instructional day to foster development of oral and written proficiency in English. At the same time, the program promotes a belief in accepting, affirming, and accommodating the home language and culture of all students.

### **How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC to Support and Accelerate Student Progress?**

ACS bases its English Learner support program on the new California ELD Standards. The California English Language Development Test, aligned to the 1999 ELD Standards, have been replaced by the English Language Proficiency Assessments for California, system in 2018, which is aligned to the 2012 revised CA ELD Standards.

As guided by the CA ELD Standards, ACS teachers provide instruction grounded in the best available research on supporting ELs in an English Immersion environment. Students are expected to advance at least one ELPAC Proficiency Level Descriptor annually as measured by the ELPAC. Our Coordinator partners with the classroom teachers to include ELD goals on students' learning plans. Additionally, our Coordinator assesses student progress towards attainment of the standards using standards-based portfolios.

### **Provide Proficiency Levels with Meaningful Access For English Learners, Including Instructional Strategies And Intervention**

The instructional program for English learners at ACS is planned according to students' assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students begin English language arts instruction with literacy instruction augmented by concurrent daily, formal linguistic instruction in English Language Development.

As mentioned, students who are English Learners are also served within the classroom through daily English language development lessons on an individual and small group basis. During these focused sessions students are grouped homogeneously according to their ELD level. Activities occur both within the classroom (during reading instruction time for example) and in "pull out" sessions as needed (where students work with a teacher/specialist while the rest of the class is with another instructor, or during assigned after-school tutoring). Teachers implement the Benchmark curriculum as the foundation of the ELA program, supplementing from online materials such as Reading A-Z, Accelerated Reader, ABC Mouse, Rosetta Stone and more.

Key academic vocabulary and concepts are introduced utilizing the strategies described above and using a SDAIE approach. To ensure that the teaching faculty is able to work successfully with EL students, classroom teachers at ACS are required to possess a Cross-cultural Language and Academic Development (CLAD) certificate or equivalent as a condition of employment.

Support for ELs who are learning to read in TK/K and first grade is particularly important. Early intervention is the key to proficiency later on. To address this critical issue, Kindergarten teachers utilize the following strategies in their classrooms:

- Students have multiple opportunities through prior activities in phonemic awareness to hear, distinguish and produce sounds being introduced. Phonological differences between English and the students' primary language are identified and students are provided additional exposure to and practice with the difficult sounds.
- Students are provided with additional systematic guidance and practice (e.g., Accelerated Reader, Illuminate Item Bank Practice Problems EPIC and more) if they are unable to match all consonant and short-vowel sounds to appropriate letters through fishing, matching, jumping, and squirting games that allow students to build automaticity with repeated practice that includes objects and pictures.
- Teachers provide brief practice sessions for English Learners who are having difficulty in learning letter-sound correspondences. Students participate in additional review and practice of particularly difficult letter sounds.
- Teachers ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning by writing core vocabulary words for the lesson on the vocabulary section of the board and by introducing the words at the beginning of the lesson through mini games and group discussion (e.g. role plays, drawing pictures on index cards, showing image from internet and pairing with vocabulary word).
- Teachers encourage English Learners to take home age-appropriate materials (e.g., flashcards, decodable text, handouts) related to the teaching objective.

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

The ACS Board and school leaders annually evaluate the effectiveness of the program through analysis of student achievement on the ELPAC, CAASPPs, benchmark tests and teacher feedback. In response to the results achieved on these assessments and feedback, ACS identifies program areas of needed improvement. These areas are addressed through professional development both whole school and by grade-level and through one-to-one teacher coaching. As needed, curricular resources used may be revised to best meet student needs. Additionally, individual student needs are identified through the analysis of these assessments and are addressed through targeted interventions such as support and practice ordering pictures in a sequence, practice with structured academic talk with prepared sentence prompts and Accountable Talk prompts, and vocabulary games and activities that involve images, synonyms, antonyms, and the word use in a sentence.

### **Process And Specific Criteria For Reclassification**

EL student classification uses the 2012 California English Language Development Standards' three Proficiency Level Descriptors -- Emerging, Expanding, and Bridging -- in conjunction with the more recently approved (2016) ELPAC four Performance Level Descriptors (Levels 1-4) as described above.

The three levels represent the stages of English language development, describing expectations for how well students can understand and use the English language at each level – knowledge, skills, and abilities across a continuum -- as they continue to build on existing language skills and knowledge.<sup>54</sup>

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

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

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

Both teachers and administration monitor the progress and performance of each student identified as an English Learner with the goal of helping these students reclassify to Re-designated Fluent English Proficient (RFEP) status. Once the school receives ELPAC results, the EL Coordinator begins to analyze the data and determine the eligibility for re-designation of each student within 30 days of receiving the scores. The reclassification criteria is as follows:

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<sup>54</sup> California Department of Education. California English Language Development Standards, K-12 (Nov. 2012). <http://www.cde.ca.gov/sp/el/er/documents/eldstndpublication14.pdf>). Accessed on August 6, 2018.

| <b>Reclassification Criteria</b>  |  |
|---|--|
| <b>Grade 2</b>  | <b>Grade 3-5</b>   |
| <p><b>Annual ELPAC scores</b><br/>Overall annual proficiency level on ELPAC Summative Assessment of 4 with scores of 3 or higher in Oral Language and Written Language</p> <p><b>Teacher Evaluation</b><br/>The teacher determines that the student will be successful in a Mainstream English Program based on a review of:</p> <p><b>Report Card</b><br/>Report card marks of 3 or higher in English Language Arts at the end of Trimester 2 or 3</p> <p><b>Performance in Basic Grade-Level Skills</b><br/>Score at Basic or Higher on End of T2 or T3 Curriculum Embedded Assessment in English Language Arts</p> <p><b>Parent Notification</b></p> | <p><b>Annual ELPAC scores</b><br/>Overall annual proficiency level on ELPAC Summative Assessment of 4 with scores of 3 or higher in Oral Language and Written Language</p> <p><b>Teacher Evaluation</b><br/>The teacher determines that the student will be successful in a Mainstream English Program based on a review of:</p> <p><b>Report Card</b><br/>Report card marks of 3 or higher in English Language Arts at the end of Trimester 2 or 3</p> <p><b>Performance in Basic Grade-Level Skills</b><br/>Score at Basic or Higher on End of T2 or T3 Curriculum Embedded Assessment in English Language Arts</p> <p><b>CAASPP (Optional Grades 3-5)</b><br/>The students have demonstrated basic grade-level skills on the CAASPP by achieving scores in the Met and Exceed performance band on the ELA section of the test</p> <p><b>Parent Notification</b></p> |

The Principal monitors classroom instruction, updates ELD levels in the Student Information System, reviews EL monitoring rosters to ensure ELs are advancing a minimum of one ELD level per year, reviews ELD grades to ensure that students and parents receive updated information of ELD progress at each reporting period, and checks readiness for promotion, reclassification or need for intervention. The Principal shares the progress and performance of ELs with the teachers and works with them to make the final decision regarding progression to the next ELD Proficiency Level.

### **Process For Monitoring Progress Of English Learners And Reclassified Students**

The Principal, along with the Administrative Designee, also monitors the progress of students reclassified as Re-designated Fluent English Proficient to ensure that they maintain English proficiency, retests any students who appear not to maintain proficiency, and reclassify these students as ELs once again if indicated by the school's criteria.

### **Process for monitoring progress and supports for Long Term English Learners (LTELs)**

Since ACS only serves grades TK-5, we do not have any students classified as LTELs. Students who are identified as “At-Risk” ELs participate in ELD instruction as detailed above. Because the needs of At-Risk ELs are varied, the Principal, Administrative Coordinator and classroom teachers work together to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. ACS prioritizes resources for students At-Risk of being identified as LTELs, including extra time spent in designated ELD, tutoring and additional online practice. The Principal monitors the progress of At-Risk ELs, just as he/she monitors the progress of all students, monitoring the progress of specific interventions and reviewing data to determine whether additional interventions are needed.

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

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

Each student must meet one of the following three criteria:

1. Demonstrated ability in all four critical-thinking and problem-solving skills in their primary language.
  - i. Explain meanings or relationships among facts, information, or concepts that demonstrate depth and complexity.
  - ii. Formulate new ideas or solutions and elaborate on the information.
  - iii. Use alternative methods in approaching new or unfamiliar mathematical problems.
  - iv. 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:
  - i. total reading/ELA or reading composite and
  - ii. total math or math composite or
  - iii. 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 reimburses the District for testing and processing 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, 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**

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. 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. Principal or designated administrator is responsible for overseeing the Charter School's GATE program as well as point of contact.

### **Students Achieving Below Grade Level**

ACS' goal is 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:

1. Promote early identification of low-performing students and students with special needs;
2. Provide research-based intervention programs and materials via our MTSS process;
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 by certificated staff in English Language Arts and mathematics, the two core subject areas that have state mandated assessment.

Students who are academically low achieving are defined as any student scoring below "Met" on the CAASPP, and/or scoring below Basic on the 4-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

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: *My Math* and *Reach for Reading National Geographic*.

### **Socioeconomically Disadvantaged/Low Income Students**

ACS 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 SSPT 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.

As with other students with special needs, teachers use differentiated instruction to meet students' needs, along with our MTSS process to provide additional intervention where needed. 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.

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.

### **Students with Disabilities**

Please see District Required Language at the start of Element 1.

### **Students in Other Subgroups**

As noted throughout this petition, the ACS model is designed to offer an engaging, welcoming and compassionate instructional environment for diverse students, including those who may be in foster care, homeless, experiencing housing instability, experiencing personal/family crisis or have other special needs. These students are identified through teacher/family/staff referral. The Principal serves as the Charter School designee responsible for monitoring foster and homeless students' growth, support services and achievement of Charter School and individual goals. If a parent or student indicates they are living in a situation that would qualify as homeless the Charter School informs them of their rights under the McKinney-Vento Act. ACS adheres to the McKinney-Vento Act and provides all required supports to its homeless youth.

ACS provides extensive support for these students in the context of our entire caring, supportive school community. As detailed above, our SST process and teacher training ensure that all students with special needs are promptly identified and provided the supports they need, including referrals for students and their families to outside support organizations. While we do not expect that enrollment of homeless, foster care or other students are "statistically significant" we track these students' progress both individually and as a group(s) within our data system and analysis process, as we do all other students.

### **"A TYPICAL DAY"**

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 is 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 ACS 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 can 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 is playing hopscotch in the corner of the yard. In the center, the second graders are playing four squares 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 s/he 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 ACS, 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 one's 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.

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 receive instruction about the life of the artist as well as what inspired their art. Students 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 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 4-5 participate in choir, as they learn to train their young vocal cords 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 \_\_\_\_\_.

All students will be involved in collaborative learning groups as they construct meaning through our hands-on science program. Students conduct various investigations on closed circuits and present their findings to the remainder of the class. The teacher guides students' thinking in probing them with higher order thinking where students will analyze and interpret their findings. Later, students 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 are involved in project-based learning as they learn about various Native American tribes of North America. The teacher organizes students into heterogeneous groupings, where English learners have an opportunity to engage with our English Only, EO student population in oral communication. Students then begin this project base learning on the various tribes using multimedia to conduct their research. The teacher monitors a small group of students as they navigate through appropriate educational websites containing information for the tribal unit project. Collectively, students become experts of their tribe and report their findings on shelter, clothing, food, culture, and weapons of the Indigenous people. Parent volunteers 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 is 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 mañana" 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**

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

Charter School shall comply with all applicable laws and regulations related to AB 97 (2013) (Local Control Funding Formula) and AB 484 (2013), as they may be amended from time to time, including all requirements pertaining to pupil outcomes.

### **STANDARDIZED TESTING**

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

### **MEASURABLE GOALS AND OBJECTIVES OF ACS’ EDUCATIONAL PROGRAM**

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



## **MEASURABLE PUPIL OUTCOMES: SUMMATIVE ASSESSMENT PERFORMANCE TARGETS**

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

## **METHOD FOR MEASURING PUPIL PROGRESS TOWARD OUTCOMES: FORMATIVE ASSESSMENT**

At ACS, we believe that assessment of student progress is an essential tool for teacher growth and school-wide improvement. The assessment system brings 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* – is emphasized for monitoring student success and meeting content and performance standards. Using a combination of assessment tools, data is 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 take various forms:

- 1) Formative assessments in the form of teacher developed or selected metrics;
- 2) ACS benchmark program assessments;
- 3) State Standardized testing and reporting (CAASPP).

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

### **How the School will Monitor and Measure Student Progress Toward Mastery of State Standards and the Other Goals Identified Above?**

#### ***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. Curriculum embedded Benchmark assessments ELA, K-5 and Math, K-2) plus SBAC Interim Assessment Blocks (IABs) for grades 3-5 help us track student proficiency and growth while helping students prepare for state testing. 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: Writing, History-Social Science, 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, Science, Writing, History/Social Science, and Technology.

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

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

| <i>Assessment</i>                     | <i>Frequency</i>  | <i>Administered &amp; Rated By</i> | <i>Measures</i>   |
|---------------------------------------|---|------------------------------------|---|
| <b>SUMMATIVE</b>                      |   |                                    |   |
| ELA & Math (SBAC)<br>Science (CAST)   | Annual, Spring 3 <sup>rd</sup> - 5 <sup>th</sup><br>Annual, Spring 5 <sup>th</sup>  | CDE                                | Overall and subgroup student progress in core subject matter based on SBAC<br>Overall and subgroup student progress in Science based on NGSS, CAST. |
| ELPAC – English Language Development  | Initial, Fall (Kindergarten)<br>Annual, Spring (1 <sup>st</sup> – 5 <sup>th</sup> ) | CDE                                | Student academic performance – norm referenced to national comparison group   |
| <b>CURRICULUM ALIGNED ASSESSMENTS</b> |   |                                    |   |
| ELA, Nat Geo                          | Trimesters 1, 2, & 3  | Teachers                           | Year End reading performance  |
| Writing Genre by Grade Level          | Trimesters 1, 2, & 3  | Teachers                           | Year End Writing Performance  |
| Math, My Math                         | Trimesters 1, 2, & 3  | Teachers                           | Year End math performance   |

|  |   |                             |  |
|--|---|-----------------------------|--|
| Science, Inspire Science                         | 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 |
| <b>FORMATIVE</b>                                 |   |                             |  |
| Math, My Math                                    | 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, Nat Geo                                     | 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 measure our students' progress in meeting the California Common Core Standards.

| <i>Test</i>              | <i>Times</i>         | <i>Grades</i> |
|--------------------------|----------------------|---------------|
| Annual ELPAC             | Spring               | 1-5           |
| Initial ELPAC            | Fall/upon enrollment | K-5           |
| CA Physical Fitness Test | Spring               | 5             |
| SBAC Interim             | Spring               | 3-5           |
| SBAC Summative/CAA       | Spring               | 3-5           |
| CAST, Science            | Spring               | 5             |

### **Data Analysis and Reporting**

ACS includes standards based summative benchmark assessments. The ACS 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 are 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 four performance levels: *exceeds standards*, *meets standard*, *near standard*, and *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.

All teachers consistently analyze standards-based curriculum-embedded data at monthly grade level meetings and staff development sessions. Released time is also be 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.

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:**

ACS 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 model to analyze the data gathered from the standards-based report cards, the ACS 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. 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 is 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**

Teachers measure student achievement by utilizing mutually agreed upon benchmarks for Academic Performance Levels (APL), based on a four-point rubric: 4/above standard, 3/met standard/, 2/near standard, and 1/ below standard.

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.

#### **GRADING POLICY**

| <i>Percentage</i> | <i>Grade</i>       |
|-------------------|--------------------|
| 85-100            | 4 (Above Standard) |
| 84-70             | 3 (Met Standard)   |
| 69-54             | 2 (Near Standard)  |
| Below 54          | 1 (Below Standard) |

There are 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**

#### **Philosophy**

The Philosophy of ACS is that all students can learn. We believe that each student is an individual who grows and matures within his/her own unique pattern of development. Varying rates of time are, therefore, needed to accommodate differing developmental growth patterns. This may necessitate a retention or promotion. In promoting or retaining students, decisions for placement supports the opportunity for maximum growth and development of all students.

#### **Implementation**

Decisions are based upon a careful study of individual student needs. A decision is reached through conference procedures with a standing committee of at least one general education teacher and the Principal.

Other teachers and support staff may become a part of this team as needed. A parent communication plan is established to inform them of the student's progress throughout the year and strategies that support learning. When a parent is notified that a child is being considered for retention, the parent must be advised of the child's right to a Special Education Evaluation.

The areas of the student's growth which must be considered before recommending retention or promotion are academic progress, social development, emotional development, and physical development. Early elementary (K-2) is the optimum time for retention. A student may be retained only once in grades K – 5. If retention is not sufficient, alternative strategies should be investigated and implemented. A written educational plan will be developed by the Retention/Promotion Committee for the student who is recommended for retention or promotion. Timelines and documentation are followed as outlined. Special situations such as dramatic changes in behavior or the transfer of a student may cause these timelines and/or documentation to be waived at the discretion of the Committee and/or the Principal.

The responsibility of the Retention/Promotion SST Committee is to make sure that a recommendation concerning a child's retention or promotion is based on the following timeline and procedures. In all instances of retention or promotion, parental opinions is considered. The decision to implement any of the above shall be placed upon the professional judgment of the Retention/Promotion Committee. By the end of T1, the teacher shall inform the parents that the child is experiencing difficulty in school. Retention does not have to be suggested at this time. The classroom teacher requests an SST Committee meeting in order to identify the student(s) concerns and the SST meeting should be scheduled and completed by T1.

- A progress report is given to the parent by the teacher in person prior to the end of T1 reporting period.
- If the child continues to experience academic difficulties, the classroom teacher informs the parent of the existence and purpose of the Retention/Promotion by the end of T2. A follow up SST meeting should be scheduled and completed by the end of T2. A Letter of Concern is given to the parent two weeks prior to the end of T2.
- The teacher and the Retention/Promotion SST Committee shall meet for the purpose of discussing retention four weeks prior to the end of the school year.
- Two weeks prior to the end of T3 reporting period, a Letter of Decision to retain is sent to the parents. The parents are given the additional opportunity to schedule a conference to discuss the decision. The student's final report card and Cumulative folder reflect the student's status of grade placement for the following year.
- The SST Promotion/Retention Committee should work together to develop the Educational Plan for the child that is to be retained. This plan should be communicated to parents.
- If a parent/guardian does not accept the school's decision he/she may appeal in writing to Ararat Charter School's Governing Board. The Board will review pertinent records and affirm or deny the retention.

## **ELEMENT 4: GOVERNANCE**

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>55</sup>

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

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

Charter School and all employees and representatives of Charter School, including members of Charter School’s governing board, members of Charter School or governing board committees and councils, Charter School administrators, and managers, shall

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<sup>55</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.



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

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

#### **TITLE IX, SECTION 504, AND UNIFORM COMPLAINT PROCEDURES**

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

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

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

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

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

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

## **RESPONDING TO INQUIRIES**

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

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

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

## **NOTIFICATION OF THE DISTRICT**

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

## **STUDENT RECORDS**

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

## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

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

## **GOVERNANCE STRUCTURE**

### **ACS' Governance Structure**

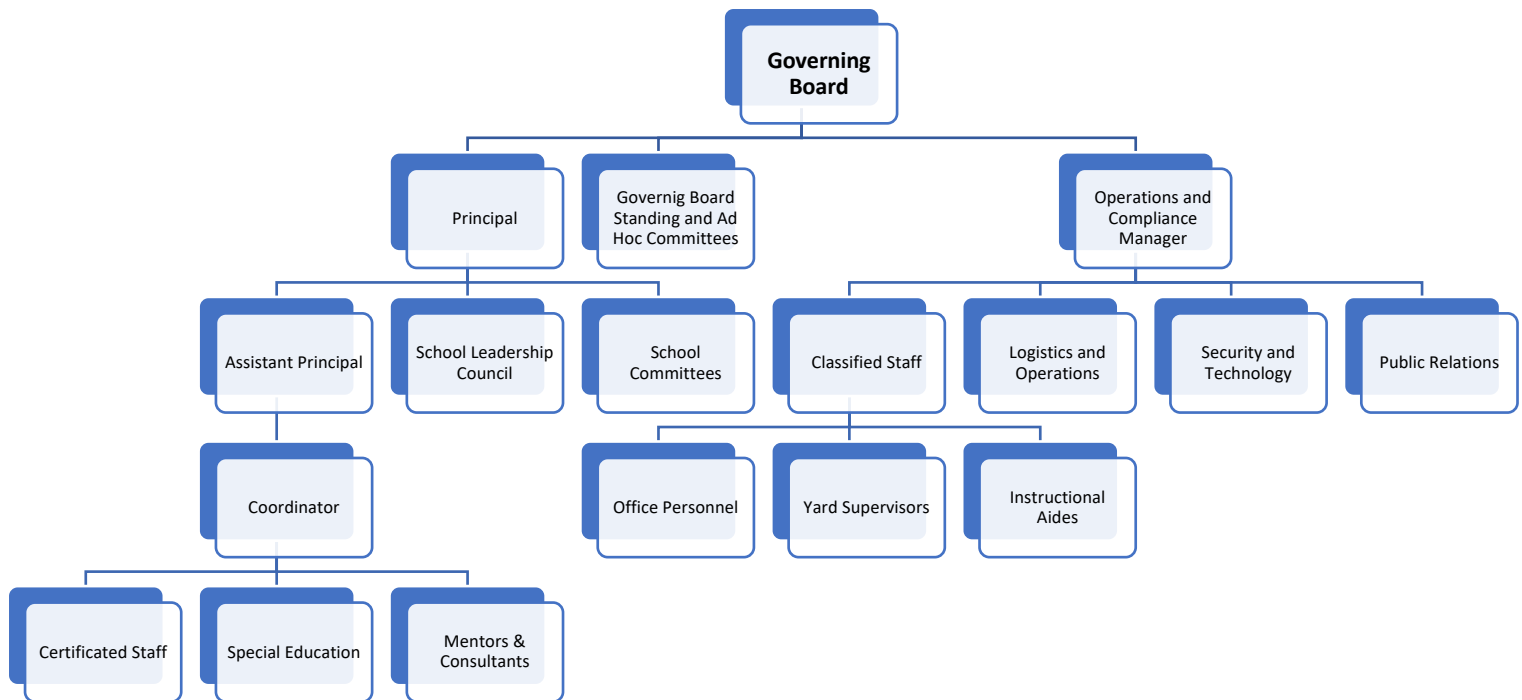
Ararat Charter School is a direct-funded independent charter school, operated by Ararat Charter School (ACS), a California Nonprofit Public Benefit Corporation with 501(c)(3) status from the IRS, pursuant to California law.

The ACS Governing Board is a policy-making board and supervises the leadership of the school. The Board delegates all school management decisions such as hiring teachers and school staff, day-to-day school management and adherence to Charter School policy to the Principal.

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 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. 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.

## **Organizational Chart**

Our school site organizational chart is included here.



## **Major Roles and Responsibilities**

### **Board Responsibilities**

The ACS Governing Board is fully responsible for the operation and fiscal affairs of ACS including, but not limited to, the following:

- Hire and evaluate the Principal
- Approve all contractual agreements and purchases over \$ 10,000.
- Approve and monitor the implementation of general policies of ACS.
- Approve and monitor ACS's annual budget.
- Act as a fiscal agent. This includes the receipt of funds for the operation of Charter School in accordance with its laws and the receipt of grants and donations consistent with the mission of ACS and the establishment of investment procedures.
- Contract with an external auditor to produce an annual financial audit according to generally accepted accounting practices. An Audit Committee will be convened that is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses (if any) noted by the auditor.
- Regularly review progress of both student and staff performance. Develop, review, or revise ACS's accountability and mission

- Approve the school calendar and schedule of Board meetings.
- Develop Board policies and procedures.
- Participate in the dispute resolution procedure and complaint procedures when necessary.
- Approve charter amendments.
- Approve annual fiscal audit and performance report.
- Appoint an administrative panel to act as a hearing and determining body on recommended student expulsions.
- Execute all other responsibilities provided for in the California Corporations Code.

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

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

The implementation of the Board's decisions is carried out by the Principal and the Operations and Compliance Manager.

The Principal and the Operations and Compliance Manager report to the Board and is specifically responsible for strategic development, implementation, and management of all aspects of the Charter School's performance and operations, including:

- Implementing and overseeing the instructional program in alignment with the charter.
- Providing teachers professional development and instructional support and facilitating weekly professional development/staff meetings.
- Developing and implementing a plan that ensures student achievement which is supported by evidence through assessments such as benchmarks, classroom data, parent and student feedback and a plan to address students who are struggling.
- Providing individual student support by designing and evaluating student intervention plans, attending IEPs and designing a process for measuring and evaluating student growth.
- Working to build and maintain a strong, positive, results-oriented school culture.
- Planning, facilitating and attending school functions such as parent meetings, open house, parent teacher conferences, fundraisers, etc.
- Develop annual budgets with school site stakeholders for Board approval, oversee finance, payroll and other fiscal operations.
- Support annual audit.
- Oversee compliance including special education, insurance, HR and more.
- Develop and manage strong business functions (finance, operations, budgeting, compliance, human resources, facilities management, marketing, IT).
- Develop and manage school programs, procedures, and policies in alignment with organizational mission.

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

## **GOVERNING BOARD AND MEMBER SELECTION**

### **Composition of the Board**

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

ACS Governing Board have diverse and broad experiences in education, school finance, fundraising, facilities, government, and business and legal practices to benefit the Charter School.

### **Criteria and Process of Selection**

Governing Board shall be selected at an annual meeting of the Governing Board. When a vacancy occurs, as detailed in the ACS Bylaws, a Nominating Committee, comprised of two or more board members, are appointed by the Chairman of the Board to identify qualified candidates from the community. Any member of the community may recommend a candidate for consideration to the Nominating Committee. The Nominating Committee shall review the qualifications of candidates, interview them, and determine if the candidate's qualifications meet the current needs of the Board. The Nominating Committee presents a report to the Board with qualifying candidates.

The qualifications for directors are generally: the ability to attend Board meetings, a willingness to actively support and promote ACS, and a dedication to the ACS mission and vision. Governing Board must also bring a desired strength to the Board, which the Governing Board may identify (i.e. experience in educational leadership, a background in law, finance or business, organizational management or experience with non-profit organizations).

ACS Governing Board members serve for a renewable term of three (3) years. The District reserves the right to appoint a single representative to the ACS governing board pursuant to Education Code section 47604(b). Currently, no employees of ACS serves on the Board. No persons serving on the Board may be an "interested person" as specified in the bylaws. All Board Members shall have full voting rights, including any representative appointed by the District as consistent with Education Code Section 47604(b). If the District appoints a representative to serve on the Governing Board, the Board may appoint an additional member to ensure that the Board is maintained with an odd number of directors. All directors, except for the representative appointed by the District, shall be designated by the existing Governing Board.

Officers are elected by the Governing Board. Neither the secretary nor the treasurer may serve concurrently as the president.

As indicated in applicable governance documents, ACS complies with conflict of interest laws and District policies related to public entities including Govt. Code 1090 and Political Reform Act.

### **Board Meetings and Duties**

ACS Governing Board meets at least once a month. The annual meeting calendar is prepared and approved by the Board at its annual meeting. This calendar is posted on the school's website. Additional meetings may be scheduled on as needed basis. All meetings comply with the Education Code Section 47604.1 and Brown Act guidelines.

All meetings are held within the physical boundaries of the school county. 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. Board committee meetings are also held in compliance with the Brown Act requirements.

### **Agenda Posting**

Agendas for regular Board meetings shall be posted 72 hours in advance of such meetings at the School office for public preview and on the Charter School's website. Special meeting agendas are posted at least 24 hours in advance of such meetings on the school's website and office.

### **Agenda Distribution**

The Board agenda with supporting information for a regular Board meeting is delivered via email to Governing Board as soon as is practicable but preferably 72 hours prior to the meeting. For special Board meetings, the agenda and supporting information are 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.

### **Open Meetings**

All meetings of the Board and its Committees shall be conducted in accordance with the Brown Act.

### **Governing Board Decision Making Procedures**

A majority of the voting of the Board shall constitute a quorum of the Board which is necessary for the Board to transact business. Every decision made by a majority of the Governing Board present at a meeting, duly held, at which a quorum is present is an act of the Board. Governing Board may take action by voting yes, no, or abstaining from voting.

To the extent permitted under the Brown Act, of the Board may participate in a meeting through the use of conference telephone, electronic video screen communication, or other communications equipment. Participation in a meeting through use of conference telephone constitutes presence in person at that meeting, so long as all participating in the meeting are able to hear one another. Teleconference participation complies with all requirements of the Brown Act (i.e., agendas specifying location of teleconference participants and providing opportunity for the public to address the Board, posted at publicly accessible location with teleconference capabilities, at least a quorum of directors must participate from within LAUSD boundaries, all votes must be by roll call).

## **STAKEHOLDER INVOLVEMENT**

The Principal and Operations and Compliance Manager actively work to promote the engagement of all stakeholders. The Charter School's website and communication system is used as mechanism to share important information with the community. The following committees and councils are a function of the Charter School and serve under the leadership of the administration.

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

### **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 is involved in the decision-making process at ACS.
- Ensure that stakeholders (parents, community, 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 has 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
- ELAC
- Curriculum and Professional Development
- Parent Involvement
- 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 are selected for each of the 4 Councils.

During the school year new representatives will be elected 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 are nominated or nominate themselves and the teaching staff selects 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**

Led by the Principal, the School Leadership Council (SLC) ensures participation and representation of parents, classified and certificated staff and the community. SLC recommendations are strictly limited to issues such as: school-wide decision making that supports the vision, student achievement, assessment dates, instructional program review, consensus building, student traffic flows, lunch schedules, etc. This committee advises the School Principal on the aforementioned matters. The purpose of the SLC is to provide advice and feedback to the Principal around day-to-day activities of the Charter School, and to provide feedback and input on issues such as the educational programs, LCAP, and annual update. The SLC also assists in developing, reviewing and making annual updates to the Charter School's Single Plan for Student Achievement (SPSA). The Council invites membership of parents of EL students and it advises on programs and services for EL students, thereby providing a voice for the EL community. The Principal endeavors to ensure that meetings are open to, and inclusive of, all segments of the Charter School community. The meetings are scheduled on as need basis and held at a time and place to maximize parent participation and open to all stakeholders.

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 are elected by the parents of ACS.

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

*The School Leadership Council includes:*

- Principal
- Administrative Designee
- Teacher representatives
- Classified representative
- Parent representatives

Each year, the Principal also engages parents, teachers and staff in formulating the school's annual LCAP updates and goal setting through focus groups, surveys and open meetings in which stakeholders are invited to participate in reviewing the school's annual progress and establishing goals – and allocating resources – for the coming years. The Charter School solicits feedback from parents, teachers and staff via annual surveys, meetings regarding the LCAP, SARC and other reports of progress, and a variety of web based applications like Illuminate. The Charter School website is used to house all important documents (LCAP, SARC etc.) providing 24/7 access.

### **Curriculum and Instruction Committee**

The Curriculum and Instruction 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 addresses 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 and Instruction 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 is involved in seeking out and attending cutting-edge workshops and conferences as well as encourage the participation of faculty and parents.

The Committee, elected by the Principal and teachers, are committed to serve for a two-year period. This committee meets on an *as needed* basis.

Parents and community are consulted through periodic meetings and school survey in regards to the Charter School's educational program.

*The Curriculum/Professional Development Committee includes, but is not limited to:*

- Principal
- Administrative Designee
- Teacher from Each Grade Level
- Classified

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

### **English Learner Advisory Committee (ELAC)**

State law mandates each school site with 21 or more students of Limited English Proficiency in attendance, regardless of language, to form a functioning English Learner Advisory Committee. The ELAC is formed at ACS when the site has 21 or more students of LEP. The ELAC includes: Parents of ELs (at least the same percentage of the ELAC members—as ELs constitute of the Charter School’s total student population), Charter School staff, and /or community as long as the minimum percentage requirement for EL parents is maintained. The ELAC advises the Principal and staff on programs and services for English Learners, and participate in annual goal setting and evaluation of EL achievement and needs (including the LCAP).

### **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 recruits 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 is the largest committee of ACS. Elections are held once every two years. PIC is elected by their peers. The PIC meets as needed, and at a minimum of once a trimester.

*The Parent Involvement Committee includes:*

- Principal
- Administrative Designee
- All parents
- Classified

### **Health and Safety Committee**

The Health and Safety Committee (HSC) is responsible for the creation and implementation of the Comprehensive School Safety Plan for annual approval by the Governing Board. (See Element 6, below.)

*The Health and Safety Committee includes:*

- Principal/Administrative Designee
- Parent
- Nurse
- Teacher
- Classified
- Campus Security Aide
-

The Charter School's website and communication systems ~~will~~ are used to share important information as well as emergency notices and breaking news. Safety Committee meetings are also be posted on the school's website.

## **ELEMENT 5: EMPLOYEE QUALIFICATIONS**

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

### **ESEA/ESSA AND CREDENTIALING REQUIREMENTS**

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

### **EMPLOYEE POSITIONS AND QUALIFICATIONS**

The vision and mission of ACS 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 state and federal law.

All teachers at ACS shall 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 meet the requirements for employment as stipulated by the California Education Code 47605(1).

## **PRINCIPAL**

### **Reports to: Governing Board**

#### **Responsibilities**

- Set and enforce rigorous standards for student achievement
- Ensure the academic program meets or exceeds yearly student outcome goals Leadership
- Develop goals and objectives consistent with the ACS mission and values
- Lead teachers in developing a healthy school culture aligned with the mission, vision and values of the Charter School and the organization
- Create a culture of mastery, teamwork, integrity, and joy amongst the staff, teachers, students and families
- Ensure the safety and security of students, staff, visitors, and public and private property
- Ensure an orderly learning environment
- Ensure appropriate standards of student behavior, performance, and attendance
- Represent the ACS to the broader community
- Authorized of school related purchases for goods and services in accordance to the School's Accounting Manual

#### **Instructional Leadership**

- Manage, evaluate, and develop a team of teachers
- Work with teachers to constantly assess and improve student achievement
- Ensure use of effective, research-based teaching methodologies and practices
- Implement data-driven instruction and lead discussions about student performance
- Work with teachers to improve their teaching practice through coaching, professional development, modeling, and collaborative planning
- Keep abreast of successful instructional methodologies and practices
- Provide high quality curricular training and resources to staff
- Ensure consistency in instruction and practice amongst teachers
- Ensure learning environment and classroom instruction maximizes student learning
- Monitor students' progress, including subgroup progress (EL, SPED, GATE, FRLP, race/ethnicity)

#### **Preferred Qualifications**

- Five + years of successful teaching experience
- Previous leadership experience (Coordinator, Coach, Assistant Principal, etc.) preferred but not required.
- Charter school experience

#### **Required Qualifications**

- Master's degree & Professional Administrative Services Credential Demonstrated experience using technology in the classroom
- Proven success with raising academic achievement with a diverse student population
- Demonstrated experience using data-driven instructional systems
- Experience supervising and evaluating staff
- Familiarity with California Department of Education rules and regulations

- Experience managing school budgets
- Visionary leadership and a passion for education reform
- Ability to form productive relationships with a highly diverse group of students, families, and staff
- Held accountable for school performance
- Interest in and knowledge of the evolving education technology market
- Excellent communication and organizational skills
- Familiarity with State Standards and assessments
- Ability to speak Armenian/Spanish desired

## **ASSISTANT PRINCIPAL**

### **Reports to: Principal**

The Assistant Principal assists the principal in providing school-wide leadership, especially in the area of curriculum and standards, and supervises certificated and classified personnel staff at the school site as assigned by the principal.

### **Essential Functions and Responsibilities**

- Assist the principal in the overall administration of the school
- Serve as principal in the absence of the regular principal
- Propose schedule of classes and extracurricular activities
- Requisition supplies, textbooks, and equipment conducting inventories, maintaining records, and checking on receipt for such materials.
- Assist in the conducting of safety inspections and safety drill practice activities
- Assume responsibility for coordinating transportation, custodial, cafeteria, and other support services
- Provide CELDT, CAASPP, SBAC, PFT coordination and support
- Provide technology coordination and support
- Coordinate the implementation of school's assessment program
- Supervise the reporting and monitoring of student attendance
- Assist in maintaining discipline throughout the student body and deal with special cases as necessary
- Perform such record-keeping functions as the principal may direct
- Attend training sessions as required
- Deliver professional development
- Implement techniques that include demonstration teaching, one-on-one observation and coaching, and facilitating group observations and critiquing
- Assist the faculty analyzing student performance data and grade level content in curriculum standards.
- Work, in conjunction with the principal, to focus the faculty on a school wide program which assists students in achieving standards in a time effective manner
- Under the direction of the principal, assist school staff to develop school, classroom and individual student plans
- Other duties as assigned

### **Qualifications**

- Valid California administrative credential authorizing services in a public school or willingness to pursue one.
- A minimum of 5+ years of teaching experience
- Bilingual (Spanish or Armenian) is desirable.
- Ability to form productive relationships with a highly diverse group of students, families, and staff.
- Interest in and knowledge of the evolving education technology market.
- Excellent communication and organizational skills.
- Familiarity with State Standards and assessments.



## **OPERATIONS AND COMPLIANCE MANAGER (OCM)**

### **Reports to: Governing Board**

#### **Definition**

The Operations and Compliance Manager serves as a key member of the ACS leadership team, working with other leaders to establish organizational priorities, goals, culture, and core values, support the instructional vision, and ensure that they are implemented effectively at school sites. The Operations and Compliance Manager (OCM) is critical to the successful and efficient operation of Ararat Charter School. The OCM manages all non-instructional and compliance related functions of the school, enabling the Principal to focus on student achievement. Responsibilities include managing Finance & Purchasing, Student Information & Reporting, School Nutrition Program, Facilities, Scheduling, Student Enrollment and Lottery, Student Health and Safety, Event Planning & Coordination and Federal and State Compliance. The OCM also manages a school operations team, including Office Clerks, Custodial Staff, Yard Supervisors, and Public Relations/Parent Coordinator.

Additionally, under general direction, the OCM performs responsible administrative staff work and executive secretarial duties for the Governing Board; plans and organizes office activities and work flow and coordinates communication and public relation events; applies knowledge of School policies, rules, regulations, procedures, programs, and organization to specific situations and issues; works with the Principal and Governing Board to plan, develop, publish, and post all Board agendas, attends all board meetings; works directly with the Public Relations Officer to plan, organize, control, and direct a highly visible and proactive program of public relations and communications extending to the School's employee, parents and community; creates and reviews all venues of media to inform all public entities on all matters as directed; and performs other duties as assigned.

#### **Distinguishing Characteristics**

The Operation and Compliance Manager supervises the office and custodial staff, and is required to hire, train, assign, evaluate and write performance evaluations. The OCM must have an excellent knowledge of the School's programs, policies, and procedures and is expected to use initiative and independent judgement to prepare work and supervise the work flow.

#### **Essential Duties and Responsibilities**

*The duties listed below are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related, or a logical assignment to the position.*

#### **Responsibilities**

- Manage student recruitment and enrollment operations, including applications, lotteries, and the enrollment process
- Serve as the organizational liaison
- Create and implement systems to measure progress toward annual organizational priorities as identified

- Establish and maintain systems for ensuring student data integrity across the organization
- Complete required CALPADS
- Manage and maintain the SIS, and ensure that ACS staff are supported in effectively implementing it
- Support administrators and principals in preparing for the annual District oversight process, including preparing materials as needed
- Support the preparation and execution of school accreditation and authorization functions, such as District oversight visits and WASC visits
- Support with authorization, including the charter renewal process
- Support instructional leaders, including the Directors of Instruction and school-site administrators, in aggregating and analyzing student achievement data
- Develop dashboards and reports that support instructors and instructional leadership support in ongoing data-driven instruction
- Serve as the testing coordinator, ensuring that assessments are administered properly and testing materials are secure
- Support with grant reporting as needed

**Team Management:** Manages school operations team; sets both performance and development goals for the Office Clerks, Custodial Staff, Yard Supervisors, and Public Relations/Parent Coordinator; collaborates with the Administrative team to drive operational best practices for the school.

- Oversees and supervises all office operations. Assigns, schedules, monitors, trains, corrects, and supervises the work of clerical staff.
- Works with Principal in the hiring and placement of classified employees.
- Evaluates, conducts and writes performance evaluations. Develops training plan to improve skills as needed.
- Performs related personnel duties as required.
- Anticipates and plans for contingencies and/or problems.
- Acts as liaison between the Principal and faculty, staff, parents, students, and community members.
- Composes and independently prepares correspondence. Organizes and compiles reports which require use of independent judgement.
- Understands and explains to staff, students, parents, and community members the School's policies, programs, procedures, and Governing Board directives.
- Maintains the confidentiality of sensitive and privileged information.

**Human Resources:** Develops and maintains comprehensive human resources employment records in an automated environment; reads, analyzes, and prepares data to support the School in policy development, and budgetary processes; performs varied administrative staff work related to certificated and classified personnel programs; and performs related work as required.

- Understands and explains human resources and payroll related policies and procedures, risk management program guidelines, mandates, and options, California teacher credential requirements and procedures, and related matters to staff and applicants.
- Researches and resolves problems.
- Provides personnel benefits orientation to new employees.
- Maintains records of administrators and certificated staff credentials on file including expiration dates.
- Prepares and sends notices of credential expiration and facilitates renewal.
- Monitors length of employee assignments for compliance with Education Code.
- Monitors employees on leave of absence and notifies employees when leave will expire.
- Verifies and processes documents for new employees.
- Reviews documents, legal requirements to determine salary placement.
- Creates and maintains applicant and personnel data files including digital files.
- Creates spreadsheets and databases, updates records as changes in status occur.
- Analyzes and monitors human resources related transactions, reports, and records for compliance with legal requirements, contractual obligations, and School's practices and protocols.
- Maintains the confidentiality of information.

**Finance and Purchasing:** Oversees procurement and purchasing for the school including placing orders, inventorying items received and handling returns/exchanges. Manages cash receipts, deposits, payroll, staff reimbursement forms and substitute teacher tracking; coordinates with the back office to ensure effective implementation of financial policies; provides assistance to the Principal with budget management.

- Makes calculations, such as sick leave, payroll, taxes, payroll deductions, receipts, account balances, and payables; make tax deposits.
- Prepares and maintains employee payroll-related time, leave, absence, data summaries, and reports; researches records to comply with court orders as needed.
- Records and counts money received; prepare receipts, income and sales reports, and deposits.
- Prepares schedules, summaries, recaps, and reports for auditors; prepare federal and state reports.

**Student Information and Reporting:** Manages the student information system and attendance reporting and intervention process; coordinates with the Administrative Team with regards to data audits and reporting; ensures confidentiality and security of files and all information pertaining to students, parents, staff, and community.

**School Nutrition Program:** Oversees the School Nutrition Program, including managing servers, coordinating with meal vendor, ensuring compliance, conducting monthly food safety audits and ensuring meal program financial health

**Facilities:** Manages routine maintenance requests for the School, ensuring maintenance,

janitorial and pest control services are properly carried out; oversees the upkeep of the school's facilities and coordinates with Administration and LAUSD to implement school facility projects.

- Manages custodial personnel.
  - Manages the facility (classrooms, offices, public spaces, etc.) so that it is clean, presentable, and in working order at all times.
  - Immediately troubleshoots problems that may arise.
- Ensures proper functioning and maintenance of the heating, electrical, plumbing, roofing, and other building systems in collaboration with LAUSD staff.
- Maintains and upholds building safety systems in case of fire, lockdown, or other emergencies.
- Designs and oversees tracking systems of all school property including copiers, computers, fax machines, furniture, etc.

**Student Enrollment and Lottery:** Manages enrollment cycle at the school and admissions and enrollment database, including student recruitment, lottery and waitlist management and parent enrollment orientations.

**Student Health and Safety:** Manages school safety processes and compliance including administering trainings, coordinating drills and safety audits and liaising with LAUSD; partners with Principal and Administrative Team to respond to emergencies.

- Monitors established emergency preparedness during drills and emergency situations; maintain emergency prepared records
- Makes special studies, prepare reports, and acts as a resource to school staff, parents, and community members.
- Participates in the development, evaluation, implementation, revision, and interpretation of school policies, programs, and procedures.

**Event Planning & Coordination:** Plans and coordinates logistics for school events and activities as needed, including back to school nights, school performances, and parent conferences-meetings, field trip transportation.

**State & Federal Compliance:** Ensures compliance requirements are completed on time.  
*Oversees other tasks or special projects as needed.*

### **Qualifications**

- Bachelor's Degree or equivalent experience required (MBA or Master's Degree in related field preferred)
- Has at least five years of progressively increasing operational management experience for a growing, multi-site organization.

- Has experience leading, planning, and managing in an entrepreneurial, customer service-oriented setting.
- Strong analytical, critical thinking and problem-solving skills
- Ability to navigate a broad range of strategic issues and make decisions that balance the needs of multiple stakeholders.
- Demonstrated initiative, leadership and tenacity
- Acute attention to detail coupled with the ability to think and act strategically
- Strong analytical, critical thinking and problem-solving skills
- Excellent interpersonal and communication skills (written and oral)
- Highly proficient in Microsoft Word, PowerPoint, Excel and Outlook; comfortable learning new computer programs
- Ability to multi-task and perform well under pressure
- High level of personal responsibility and drive toward ambitious goals
- Ability to complete tasks and projects effectively and on-time
- Ability to exercise discretion in the dissemination of information.
- Commitment to the mission and vision of Ararat Charter School
- Prior charter school experience a plus
- Armenian or Spanish language fluency a plus

## **COORDINATOR**

### **Reports to: Principal**

#### **Definition**

Under the supervision of the Charter School Principal, the job of Coordinator is disseminating and receiving information related to English Learners and English Language Development; assist teachers by providing guidance in instruction, assist in planning and implementing activities and/or special events; addressing operational issues related to their role as a coordinator of English Language Development activities at the school site; and serving as a resource to respective school staff, providing support and guidance based on their subject area knowledge and experience.

#### **Qualifications**

- Bachelor's Degree or Higher from an accredited university
- California Multiple Subjects Teaching Credential (BCLAD preferred)
- At least five (5) years successful teaching experience in an elementary school setting  
Instructional Coaching experience preferred
- Hold and Administrative Credential or willingness to pursue
- Commitment to the ACS mission and educational model
- Willingness to work autonomously, collaboratively and/or under the direction of senior staff
- Knowledge of Student Information Systems
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students Highly proficient in Microsoft Excel, PowerPoint, and Word
- Attention to detail coupled with the ability to think and act strategically
- Flexible and able to multitask
- Demonstrates resourcefulness in setting priorities

#### **Responsibilities and Functions**

- Assists school administrators for the purpose of supporting them in meeting the needs of English Language Learners
- Coordinates assessment and placement of program participation for appropriate instruction
- Collaborates with the principal, assistant principal, teachers, to ensure that professional development services focus on the needs of students.
- Confers with staff as may be appropriate regarding instructional techniques, organization of practices, etc. for the purpose of providing guidance, mentoring and coaching.
- Coordinates a variety of administrative activities for the purpose of ensuring a positive learning environment and the efficient use of resources within the specified program area.

- Coordinates language proficiency testing (e.g. ELPAC) for the purpose of identifying students that qualify for English Language Development programs.
- Identifies program needs (e.g. instructional materials and equipment, etc.) for providing input to school administration that will enhance the instructional programs.
- Participates in school site level advisory committee (ELAC) for the purpose of ensuring compliance and obtaining input to maximize program effectiveness.
- Monitors inventory of instructional materials, equipment and supplies for the purpose of identifying required items to provide instruction in accordance with established curriculum. Participates in meetings, workshops, trainings, and seminars for the purpose of conveying and/or gathering information required to perform functions.
- Prepares a variety of reports and written materials (i.e. ELD levels, Benchmark Assessment Reports, Objectives, etc.) for the purpose of documenting activities and ensuring compliance with established guidelines.
- Responds to inquiries from school personnel for the purpose of providing information, assistance and/or direction related to the grade level or special area activities.
- Experience in using effective research-based ELD and SDAIE instructional practices that promote student academic achievement.
- Knowledge of effective coaching and research-based educational methodologies that support systemic change
- Experience and ability to interpret and use data for the purpose of improving student achievement and informing instruction
- Experience in planning and implementing differentiated professional development aligned to standards-based instruction
- Understands the instructional needs of English Learners, Standard English Learners, students with disabilities, students identified as gifted and talented, socioeconomically disadvantaged students, and students of various languages and cultures
- Experience with and ability to work effectively with all racial, ethnic, socioeconomic, linguistic, and disability groups
- Mastery and Knowledge of curriculum for English Development and Math
- Knowledge of assessments for English Development and Math (e.g., ELPAC, CAASPP, ELD Assessment Portfolios, and diagnostic and prescriptive assessments for appropriate student program placement)

#### **Other Functions**

- Working under limited supervision using standardized practices and/or methods;
- Leading, guiding, and/or coordinating others;
- Utilization of resources from other work units is often required to perform the job's functions.
- Performs other related duties as assigned.

## **CLASSROOM TEACHER**

### **Reports to: Principal**

The Classroom Teacher is an individual who is committed to the child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual's personal and professional values are aligned with the Charter School's values and charter- child-centered, constructivist, project based, arts integrated, family involvement, character education and service learning.

### **Essential Functions**

- Uphold the values and mission of ACS while making significant professional contributions
- Desire to create and teach a project-based, constructivist integrated curriculum
- Natural demeanor and interaction with students
- Ability to adapt to and embrace an interdisciplinary curriculum
- Willingness to devote personal time toward planning and professional development
- Ability to exercise initiative and sound judgment
- Educational vision and ability to motivate others towards educational success
- Ability to foster effective relationships with a diverse community of students and their families
- Ability to stimulate and organize parent involvement in the classroom
- Creates an inclusive and positive environment within the classroom and community
- Ability to collaborate within and across grade levels
- Strong organizational and time management skills
- Developed oral and written communication skills
- Critical thinking and problem-solving skills
- Classroom management and disciplinarian skills
- Bilingualism (preferred but not required)
- Valid Teaching Credential
- Masters of Education (preferred)

### **Qualifications**

All core teachers must meet state and federal requirements and hold a valid teaching credential from the Commission on Teacher Credentialing.

- All non-core teachers must hold at a minimum of a Bachelor's degree and working towards a credentialing program.



## **RESOURCE SPECIALIST TEACHER**

### **Reports to: Principal**

Our ACS Resource Specialist Teacher is an individual who is committed to the child-centered learning, and fostering a collaborative and engaged learning environment. In order to thrive in and contribute to our learning community this individual must be an excellent communicator, a flexible and resourceful problem-solver, a life-long learner, a deep critical thinker, very comfortable with interdisciplinary collaboration, and able to support and develop leadership in others. This individual's personal and professional values are aligned with the Charter School's values and charter- child-centered, constructivist, project based, integrated, family involvement, character education and service learning.

The Resource Specialist Teacher supports the Charter School in implementing Ararat Charter School's vision and mission; building the capacity of the faculty and staff in teaching an integrated, project-based, interdisciplinary curriculum. This person assists in the developing, implementing, evaluating and refining of ACS's instructional program within the Special Education program and connected to the general education program.

### **Primary Responsibilities and Associated Tasks**

- Uphold the values and mission of ACS while making significant professional contributions
- Assist in fostering an environment that fosters interdisciplinary collaboration, innovation, risk-taking, efficient planning, peer-to-peer mentoring, leadership and reflection
- Coordinate with administrators and staff to provide staff development to improve achievement of all students in all subjects
- Facilitate the establishment of a professional learning community
- Complete assessment plans, initial evaluations, additional assessments and three-year re-evaluations within district, state and federal guidelines
- Case management of students receiving RSP and related services as per the IEP
- Provide direct Services of academic, behavioral and organizational supports as outlined in the IEP
- Attend and participate in IEP, Student Study Team and other assigned meetings and conferences concerning students with special needs; collaborate with staff and administrators in the formulation, development and implementation of IEP's, behavior plans and related services, and goals and objectives.
- Consult and work collaboratively with all other school district personnel, parents and other agencies.
- Attend and participate in various site-based meetings, in-services, committees and workshops as directed;
- Develop, implement and conduct in-service training sessions for parents and staff as requested.
- Serving on school committees for the improvement of the educational process
- Apply for, administer, and coordinate programs for grants
- Maintain records pertaining to program services; compile reports and statistical information needed for evaluation of program effectiveness and planning of duties

### **Required Skills and Experience**

- Valid California Teaching Credential in Special Education
- Professional, self-starter with ability to work independently
- Knowledge of principles, methods, techniques, strategies, and trends in educational, social, and emotional adjustment assessment functions;
- Knowledge of applicable and appropriate psychological and achievement appraisal instruments, techniques, and procedures
- Knowledge of social services and youth services agencies in the local and greater metropolitan area
- Knowledge of academic, behavioral, social, emotional and behavioral characteristics of pre-school and school age students; evaluation and research techniques, strategies and procedures.
- Effectively work with site and district personnel, parents, advocates, social services and youth service agencies in resolving student problems and learning plans
- Clear, concise excellent communicator in oral and written form
- Follow applicable state and federal timelines
- Understand and carry out oral and written directions with minimal accountability controls
- Bilingual (preferred)
- Communication Skills
- Excellent communication and community-building skills
- Excellent partnership building skills with an ability to communicate and work effectively with a variety of internal and external stakeholders
- Persuasive negotiator that is able to achieve consensus amongst differing opinions, while developing leadership in others
- Possesses the ability to interpret and translate complex data and information.
- Politically astute leader with the ability to respond to inquiries or complaints from families, regulatory agencies, and the community.
- Outstanding presentation skills and proclivity to be an outgoing spokesperson and relationship builder.
- Valid Teaching Credential
- Masters of Education (preferred)

## **PUBLIC RELATIONS OFFICER**

**Reports to: Operations and Compliance Manager**

The Public Relations Officer actively outreaches to engage school's families in the education of their children by holding regular parent meetings with consistently high attendance and by reaching out to families to forge a connection between Ararat and its community. Assist administrative staff in identifying ways to increase the current rate of 10% PHBAO by 4% per year to achieve the ratio of 70:30 by 2020.

### **Functions and Responsibilities**

- Oversee the process of annual outreach
- Follow the annual recruitment plan and assist the school with the process
- Coordinate sending mass mailers
- Post signage and publicize the enrollment period
- Contact pre-schools to schedule presentations during their fairs.
- Assist with the public community Open House
- Create and send press release to local newspapers
- Seek key location of the community to post announcements (grocery stores, libraries, houses of worship, etc.) A detailed list to be found in outreach plan.
- Host community meetings that are open to public to equip parents to make informed decisions
- Attend neighborhood and community meetings for brief presentations during open forums
- Coordinate the distribution of the enrollment materials at the local pre-schools.
- Place recruitment postings on the website
- Other duties as assigned

### **Qualifications**

- Graduation from high school or equivalent
- Bilingual preferred
- Possession of a valid and appropriate California Identification Card
- Knowledge of Ararat Charter School and its educational objectives and goal
- Ability to maintain and establish effective personal relationships with students, parents, teachers and other school personnel as well as community.
- Ability to speak before school related groups.
- Ability to follow methods and procedural guidelines.

## **INSTRUCTIONAL AIDE**

### **Reports to: Operations and Compliance Manager**

Instructional Aides are selected based on their emerging skills with student-centric pedagogy, references, degree of grade-level content expertise, and their ability to demonstrate exceptional classroom practice.

### **Responsibilities**

- Assist the teacher to ensure mastery in all core subject areas for all learners
- Provide individual and small group assessment of student progress
- Provide an effective environment that reflects and facilitates the academic program
- Routinely utilize instructional technology and optimize its instructional value
- Initiate and maintain open communication with parents and community
- Maintain regular, punctual attendance

### **Required Qualifications**

- ESSA Compliant
- AA degree highly desired
- Understanding of subjects assigned
- Basic knowledge of curriculum and instruction
- Work experience preferred

## **OFFICE MANAGER**

### **Reports to: Operations and Compliance Manager**

The Office Manager supports the day-to-day financial and operational activities of ACS. She or he has a significant role in creating, refining and implementing systems while upholding the mission and values of the ACS.

#### **Responsibilities:**

- Manage and coordinate daily school office functions and processes
- Create, maintain, and execute the ACS's emergency and safety plans
- Manage all school-based procurement
- Track expenses and communicate trends in spending
- Collect payments, manage deposits, and process credit card recaps
- Oversee and manage the ACS's food service program
- Coordinate special events such as field trips and school-based fundraisers
- Coordinate travel arrangements as needed
- Manage incident reporting process for student/staff injuries, property loss/damage, and other claims
- Write and translate parent communications, including the biweekly parent bulletin
- Other duties as assigned

#### **Required Qualifications**

- Minimum of AA degree required. Bachelor's degree highly desired
- Minimum of 2 years of professional experience required
- Bilingual Armenian or Spanish preferred
- Prior school or non-profit work or volunteer experience preferred
- Excellent organizational, planning, and implementation skills
- Prior office management experience preferred
- Excellent written and verbal communication skills
- Ability to multi-task, adapt to changing priorities and meet deadlines
- Highly detail-focused and results-oriented
- Ability to communicate and interact effectively with multiple constituencies including parents, faculty, staff and students Highly proficient in Microsoft Excel, PowerPoint, and Word
- Demonstrated initiative, leadership, and tenacity

## **INFORMATION TECHNOLOGY COORDINATOR**

### **Reports to: Operations and Compliance Manager**

The Information Technology Coordinator controls and manages technology resources; promote technology utilization within ACS; possess the ability to develop and follow a technology plan; an understanding of emerging technologies that can be used in support of the ACS mission; and a solid foundation of hardware, instructional software, and network infrastructures.

### **Responsibilities**

- Providing leadership in the use of technological delivery systems for instruction
- Providing computer acquisition assistance, network administration, installation and user information, and ongoing user assistance
- Developing a comprehensive technology plan for the Charter School
- Assessing and evaluating technology needs to ensure effective implementation of the strategic plan, technology plan, and local curricula of the Charter School
- Developing and/or conducting basic “end-user” technical training for staff on the utilization of technology.
- Coordinating the design, implementation, utilization, troubleshooting, and maintenance of the district network and infrastructure including LANs, WANs, servers, switches, routers, phone system, and other peripherals
- Ensuring accurate, up-to date inventory records, including, but not limited to technology inventory, repair records and maintaining a resource catalog of software, materials, and plans for replacement and/or upgrade of technology
- Assuming responsibility for networking and maintenance of hardware capabilities with the school system
- Keeping all hardware operational and developing a preventative maintenance program for all equipment
- Maintaining system physical security and data backups
- Serving as a technical consultant to administration and curriculum leaders
- Providing all telephone, electronic mail and onsite technical services to assist all school personal to utilize technology in the performance of their job responsibilities
- Coordinating and scheduling updates to the school website
- Repairing (or arranging to have repaired) technology-related equipment and maintaining upgrade and repair records
- Ensuring all necessary records are accurate and complete as required by all applicable laws and regulations, and District policies

### **Required Qualifications**

- High school diploma required; associate degree preferred
- Experience supporting a small to mid-size organization in the area of information technology, including setting up networks, email accounts, and databases
- Ability to diagnose and fix small computer problems
- Ability to seek additional support from vendors, when needed

## **CAMPUS SECURITY/AIDE**

### **Reports to: Operations and Compliance Manager**

#### **Primary Responsibility and Associated Tasks**

- Provide visibility, patrol, and assistance for all staff, students, faculty and guests of the school site.
- Ensure that school property is secure and locked when appropriate.
- Report all threats to health and safety, and incidents of misbehavior to the proper school authority.
- Provide safety escorts for student, staff, faculty and guests when requested.
- Provide general campus supervision before, during and after school, including but not limited to: classrooms, cafeteria, playground, recreational and athletic areas.
- Direct campus visitors to the appropriate parties and prevent unlawful loitering.
- Provide security for parking areas.
- Respond to all alarms, security situations, breaches, maintenance problems, and fire and building hazards. Document all events previously listed.
- Assist local law enforcement and other emergency response staff as requested.
- Complete all documentation and reports as established by school site personnel.
- Other duties and projects as assigned.
- Morning Valet
- Recess and lunch supervision
- Dismissal Valet
- Patrols school hallways, rest rooms, assembly area, playground, and cafetorium.
- Provides safety escort for students, staff, and guests when appropriate.
- Ensures that school property is secure and locked when appropriate.
- Keeps the campus free of unauthorized persons.
- Oversees deliveries and distribution of materials.
- Reports students with behavioral problems to school administrators.
- Directs students and others to prevent to prevent injury to persons or damage to property.
- Takes action, as necessary to decrease the work/school related injuries
- Monitor student behavior and prevent violations or unsafe activities.
- Conducts walk-throughs with OCM at both campuses and identifies safety concerns
- Provides information to school administrators regarding causes and effects of campus trouble calls.
- Gathers information and provides advice regarding issues related to playground and the buildings.
- Supervises the individuals or groups who have been summoned to complete a job order before and after school or on weekends.
- Reports building and ground repair request to LAUSD
- Keeps close contact with LAUSD M&O in regards to campus maintenance and ongoing job orders.
- In charge of the maintenance supply
- In charge of instructional material inventory and housing
- In charge of furniture inventory and storage

- Manages the school's emergency bin and disaster supplies
- Inspects fire extinguishers.
- Assists with school projects and events
- May deliver, set up, lay out, or collect equipment, electronics, sound system, computers, printers, and furniture.
- Under direct supervision of IT Consultant:
- Installs and tests computers and related devices on a local area network.
- Installs software.
- Assists with troubleshooting hardware and software problems.
- Contacts the IT regarding issues such as local area networks, fire wall, etc.
- Updates software on all computers and iPads.
- Acts as an on-site resource in basic technology-related matters.
- Addresses connectivity problems to make sure devices are properly connected.
- Verifies and identifies cable connections.
- Reports repair and service needs to IT Manager.
- Maintains site inventory of technology hardware and software as well as licensing.
- Assists in ordering technology related supplies.
- Maintains a repair log to track repairs by component, serial number, and model number.
- Supports both campuses.
- Other duties as assigned

### **Qualifications**

- Knowledge of ACS's general policies, procedures and mission statement (acquire within a reasonable amount of time).
- Knowledge of principles of organization and administration including procedures, systems and equipment.
- Knowledge of and competency with MS Office products such as MS Word and Excel.
- Ability to supervise and direct students in a friendly, unemotional manner.
- Ability to work cooperatively and effectively with faculty and staff.
- Ability to interpret and enforce rules and regulations according to varying situations.
- Ability to write complete and concise reports.
- Ability to handle a variety of tasks and set priorities among them for timely completion.
- Ability to perform well under pressure.
- Ability to resolve matters with discretion and diplomacy.
- Ability to exercise discretion in the dissemination of information.

### **Other Qualifications**

- High school diploma or general education degree (GED) preferred.
- A valid Driver's License and clean record.
- Candidates must be CPR and First-Aid certified.
- Dependability, humility, sense of humor, and a rock-solid commitment to ACS's mission and the communities we serve.



## **OFFICE ASSISTANTS**

**Reports to: Operations and Compliance Manager**

### **Responsibilities**

- Greet and assist parents, students, and visitors to the school in a friendly and professional manner, providing excellent customer service.
- Answer phones using a professional and courteous manner. Route calls appropriately. Take messages and distribute in a timely manner.
- Reply to general information requests with the accurate information
- Attendance: Assist Office Manager with proper documentation and accuracy
- Fax and make copies. Assist with typing and composing correspondence and letters.
- Responsible for making phone calls to parents.
- Assist with collecting the lunch count.
- Flyer distribution.
- Supervision during lunch and recess (policy and procedures).
- Assist with the preparation of parent meetings.
- Sort and distribute mail.
- Translate for teachers, parents and counselors.
- Make student files. Organize student CUM files.
- Other general office duties/projects as designated and needed.

### **Qualification and Skills**

- High School Graduate required
- Enrolled in college or possess an AA degree strongly preferred
- Prior experience working with students in a learning environment is strongly preferred.
- Strong Math skills is strongly preferred
- Bilingual Armenian/Spanish preferred
- Proficiency in Microsoft Office and electronic communication
- Must be flexible, organized, positive, detail-oriented, team player patient and willing to learn.

## **ELEMENT 6: HEALTH AND SAFETY PROCEDURES**

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

### **HEALTH, SAFETY AND EMERGENCY PREPAREDNESS PLAN**

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include Charter School’s requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School’s health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

Charter School shall provide all employees, and other persons working on behalf of Charter School who are mandated reporters, with annual training on child abuse detection and reporting, which shall occur within the first six weeks of each school year, or within the first six weeks of a person’s employment if employed after the beginning of the school year, in accordance with the requirements of AB 1432 (2014).

Charter School shall stock and maintain the required number and type of emergency epinephrine auto-injectors onsite and provide training to employee volunteers in the storage and use of the epinephrine auto-injector as required by Education Code section 49414 and section 4119.2 of the Business and Professions Code, as they may be amended from time to time.

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use.

**Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.**

#### **FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)**

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

#### **CRIMINAL BACKGROUND CLEARANCES AND FINGERPRINTING**

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

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

#### **IMMUNIZATION AND HEALTH SCREENING REQUIREMENTS**

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

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

## **SAFE PLACE TO LEARN ACT**

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

## **SUICIDE PREVENTION POLICY**

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

## **CUSTODIAN OF RECORDS**

The Principal serves as the Custodian of Records and Operations and Compliance serves as a secondary Custodian of Records.

## **STUDENT HEALTH AND WELLNESS**

At ACS we believe in teaching students healthy habits. We partner with Revolution Foods to provide healthy, balanced meals and snacks. Our students are provided meals with whole grains, quality protein, high vegetable content, and fresh fruit. Sodium, fat, and sugar are limited in student meals. There are no artificial colors, flavors, or sweeteners, high fructose corn syrup, artificial trans fats, or hydrogenated oils in these kid-friendly meals. We have a lunch and snack policy for students bringing their own food, and share our rationale with families at our parent orientation. We also provide them with suggestions and tips to help with meal planning. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day. Food and beverages served at the Charter School meets the nutrition recommendations of the U.S. Dietary Guidelines for Americans. The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each school day

Physical Education is an important component of our instructional program. We believe it is important for students to be active and to build healthy habits from a young age. Scholars participate in PE Monday-Thursday, and this program not only involves physical activity, but health instruction to teach students how to keep their hearts and minds healthy. Our Enrichment Program also involves movement-based activities, again reinforcing that there are many ways one can stay active, including dance and yoga.

## **SCHOOL COMPREHENSIVE SAFETY PLAN**

In accordance to AB 1747, the Charter School shall adopt a School Comprehensive Safety Plan, to be reviewed and updated by March 1 of every year, which shall include identifying appropriate strategies and programs that provides or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

- child abuse reporting procedures
- routine and emergency disaster procedures
- policies for students who committed an act under Section 48915 and other Charter School-designated serious acts leading to suspension, expulsion, or mandatory expulsion recommendations
- procedures to notify teachers of dangerous students pursuant to Education Code Section 49079
- a discrimination and harassment policy consistent with Education Code Section 200
- provisions of any schoolwide dress code that prohibits students from wearing "gang-related apparel," if applicable
- procedures for safe ingress and egress of pupils, parents, and employees to and from the Charter School
- a safe and orderly environment conducive to learning
- the rules and procedures on Charter School discipline
- procedures for conducting tactical responses to criminal incidents.

## **ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE**

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

### **COURT-ORDERED INTEGRATION**

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

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

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

### **RECRUITMENT METHODS**

ACS is working toward achieving a 70/30 or 60/40 racial and ethnic balance among its pupils that reflects the general population residing within the District.

ACS implements, monitors and evaluates annually the enrollment process based on a timeline that allows for a broad-base recruiting and application process. Each year, extensive recruitment starts during August and extend through April. The recruitment strategies may include but not be limited to the following. Ararat Charter School uses a variety of strategies to recruit a diverse population to include, but not limited to:

#### **Flyers**

Flyers in English, Spanish and Armenian outlining the mission and vision for the school, highlights of its instructional programs is distributed at key locations to reach socioeconomically disadvantaged members of the community, within five miles of the school’s current location of 6555 Sylmar Ave., Van Nuys. Key locations include these community meeting points: libraries,

religious gathering places, family centers, local grocery stores and coffee establishments. Below is a sample of local community meeting points in the Van Nuys area within five miles of the school:

| <i><b>Local Community Meeting Point</b></i> | <i><b>Location</b></i>                       |
|---|--|
| <b>Partners for Potential</b>               | 6255 Van Nuys Blvd., Van Nuys, CA 91401      |
| <b>Van Nuys Recreation Center</b>           | 6555 Sylmar Ave., Van Nuys, CA 91405         |
| <b>YMCA</b>                                 | 14030 Weddington St., Sherman Oaks, CA 91401 |
| <b>Van Nuys Branch Library</b>              | 6250 Sylmar Ave., Van Nuys, CA 91401         |
| <b>Social Services of California</b>        | 6425 Tyrone Ave., Van Nuys CA 91401          |
| <b>Child Family Guidance Center</b>         | 6851 Lennox Ave., Van Nuys, CA 91405         |
| <b>San Fernando Valley Community</b>        | 6514 Sylmar Ave., Van Nuys, CA 91401         |
| <b>Van Nuys Multipurpose Center</b>         | 6501 Van Nuys Blvd., Van Nuys, CA 91401      |

In addition to the community centers listed above, Ararat Charter School also distributes written information in houses of worship. A sample list is provided below:

| <i><b>Houses of Worship</b></i>           | <i><b>Location</b></i>                  |
|---|---|
| <b>St. Michael Antiochian Orthodox</b>    | 11643 Vanowen St., Van Nuys, CA 91401   |
| <b>Sunrise Japanese Foursquare</b>        | 14705 Wyandotte St., Van Nuys, CA 91401 |
| <b>Central Lutheran Church</b>            | 6425 Tyrone Ave., Van Nuys, CA 91401    |
| <b>Church of the Valley</b>               | 6565 Vesper Ave., Van Nuys, CA 91605    |
| <b>St. Francis Assisi Catholic Church</b> | 16826 Saticoy St. Van Nuys, CA 91605    |
| <b>El Buen Pastor</b>                     | 15237 Saticoy St., Van Nuys, CA91401    |
| <b>Iglesia Cristiana Biblica</b>          | 14602 Kittridge St., Van Nuys, CA 91605 |
| <b>First United Methodist Church</b>      | 6260 Tyrone Ave., Van Nuys, CA 91401    |

Additional effective sources for recruitment are the neighborhood head start subsidized pre-schools. Ararat Charter School continues distributing materials at neighboring pre-schools, per sample list proved below:

| <i><b>Name of the Preschool</b></i>            | <i><b>Location</b></i>                                   |
|--|--|
| <b>ABC Little School</b>                       | 6447 Woodman Ave., Van Nuys, CA 91401 818-786-5169       |
| <b>Children's Circle Nursery School</b>        | 6328 Woodman Ave., Van Nuys, CA 91401 818-782-9060       |
| <b>Childr'en's Corner Preschool</b>            | 7023 Haskell Ave., Van Nuys, CA 91605 818-909-0047       |
| <b>Delano Recreation Center.</b>               | 15100 Erwin St., Van Nuys, CA 91401 818-756-8529         |
| <b>Exploring Minds Montessori</b>              | 6047 Fulton Ave., Van Nuys, CA 91401 818-786-1007        |
| <b>Gan Shelanu Preschool Center</b>            | 13625 Burbank Blvd., Van Nuys, CA 91401 818-909-7500     |
| <b>Growing Years Preschool the</b>             | 14125 Burbank Blvd., Van Nuys, CA 91401 818-785-8574     |
| <b>Happy Preschool</b>                         | 15727 Vanowen St., Van Nuys, CA 91605 818-785-1985       |
| <b>Head Start State Preschool</b>              | 16650 Sherman Way # 200, Van Nuys, CA 91605 818-256-1066 |
| <b>Kiddies Creative Learning Center</b>        | 13242 Victory Blvd., Van Nuys, CA 91401 818-780-6689     |
| <b>Montessori House of Children</b>            | 6252 Woodman Ave., Van Nuys, CA 91401 818-781-5499       |
| <b>Peek-a-Boo Baby Proofing</b>                | 6311 Van Nuys Blvd., Van Nuys, CA 91401 818-378-3919     |
| <b>St. Michael Community Center.</b>           | 16643 Vanowen St., Van Nuys, CA 91605 818-994-0465       |
| <b>The Growing Years Preschool</b>             | 14125 Burbank Blvd., Van Nuys, CA 91401 818-785-8574     |
| <b>Van Nuys Civic Child Development Center</b> | 14350 Sylvan St., Van Nuys, CA 91401 818-780-1922        |
| <b>Van Nuys Recreation Center.</b>             | 14301 Vanowen St., Van Nuys, CA 91605 818-756-8131       |

In addition to distributing flyers, Ararat Charter School continues to present at community meetings at some of the key locations listed above. As such, efforts are made to attend local meetings to make brief presentations during open forums about Ararat Charter School's intent to provide an innovative, multi-lingual and multi-cultural educational choice to the community.

### **Hosted Community Open Houses**

Ararat Charter School also holds Open Houses and tours that are open to the general public and equips parents to make informed decisions about enrolling their children at the school. Interested families are invited to provide information including names, addresses, telephone numbers and email addresses. Translation services are provided on as needed basis.



### **Electronic Media**

Ararat Charter School posts on its website recruitment materials as well as online registration materials. The location, date and time of the open forums and presentations are posted on the school's website at ([www.araratcharterschool.com](http://www.araratcharterschool.com)) In addition, posted on the website is information about the school's instructional model as well as contact information for parents seeking more information.

### **Press Release Campaigns**

Because the charter school's student population currently is predominantly white with Armenian ethnicity, the focus of the press releases are in English and Spanish. Ararat Charter School sends press releases to newspapers written in English. Press releases are sent to *LA Daily News*, *Toluca Lake Daily*, *Mundo LA* in the San Fernando Valley, *Contacto Magazine*, and *La Opinion*. Press release is also in the format of social media on school website, Facebook, and etc.

### **ANNUAL RECRUITMENT PLAN**

This annual recruitment plan is a living document and will be reviewed periodically and adjusted on as needed basis.

| <b><i>Month</i></b>          | <b><i>Action</i></b>   |
|------------------------------|--|
| <b>September to December</b> | <i>Regular Diversity Committee Meetings to review the Outreach Plan</i>            |
|                              | <i>Distribute "Intent to Re-Enroll" Forms to Current Students</i>                  |
|                              | <i>Accepting Lottery Applications and data entry</i>                               |
|                              | <i>Place press releases on Social Media (Newspapers, Facebook, School Website)</i> |
|                              | <i>Place enrollment acceptance banners on the school fence</i>                     |
|                              | <i>Periodical meetings with PRO</i>  |
|                              | <i>Set a deadline for submitting a lottery application</i>                         |
|                              | <i>Plan Community Open Houses</i>  |
| <b>January to April</b>      | <i>Place enrollment acceptance banners on the school fence</i>                     |
|                              | <i>Diversity Committee Meetings</i>  |
|                              | <i>Prepare flyers to be dropped off at the local preschools and businesses</i>     |
|                              | <i>Prepare Door to Door Flyers</i>   |
|                              | <i>Periodical meetings with PRO</i>  |
|                              | <i>Hold at least two Community Open Houses per month</i>                           |
|                              | <i>Recruitment visits to the local preschools</i>                                  |

|            |   |
|------------|---|
|            | <i>Recruitment visits to the local places of worship</i>        |
|            | <i>Recruitment visits to local community Centers</i>            |
|            | <i>"Door-to-Door Mail"</i>                                      |
|            | <i>Monitor/review/verify lottery applications</i>               |
| <b>May</b> | <i>Send lottery notifications out to applicants</i>             |
|            | <i>Final review of the applications prior to the lottery</i>    |
|            | <i>Periodical meetings with PRO</i>                             |
|            | <i>Diversity Committee Meeting</i>                              |
|            | <i>Public random Lottery</i>                                    |
|            | <i>Re open application submission for following school year</i> |
|            | <i>Publicize waitlist order</i>                                 |
|            | <i>Distribute and process applications for enrollment</i>       |

The Charter School provides an accurate accounting of the ethnic and racial makeup of students enrolled in the Charter School. ACS also documents the efforts made to achieve racial and ethnic balance in accordance with the charter petition.

## **ELEMENT 8: ADMISSION REQUIREMENTS**

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

### **DOCUMENTATION OF ADMISSIONS AND ENROLLMENT PROCESSES**

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## **ADMISSIONS REQUIREMENTS**

ACS is an open enrollment, tuition-free public school with no specific requirements for admission (e.g., minimum grade point average, test scores, discipline records, etc.) other than minimum age requirements as dictated by federal and state laws. Enrollment to the school is open to any resident of the State of California.

Admission eligibility is not determined by the place of residence of a pupil, except as otherwise required by law.

ACS enrolls all pupils who wish to attend to the extent that space allows. CA Ed. Code § 47605(d)(2)(A).

ACS is fully committed to serving all students who wish to attend, regardless of socio-economic status, race/ethnicity, academic achievement, special education needs or other “risk factors.” If the number of students who wish to attend the school exceeds the openings available, entrance shall be determined by single random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements., including AB 699 and all other requirements.

## **STUDENT RECRUITMENT**

ACS actively recruits students that reside within a five-mile radius of the school and represent a socio-economically and ethnically diverse student population, including students with special needs. Refer to Element 7 for student recruitment efforts. Our outreach efforts attempt to attain a racial and ethnic balance that is reflective of the District by concentrating our efforts in the Charter School’s surrounding neighborhood; current enrollment is reflective of the local population in the neighborhood, as detailed in Element 1.

## **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. Students who are currently enrolled need not enter the lottery for continued enrollment.

### **Preferences**

In the event at a public random drawing is necessary to determine admission to ACS, the Charter School utilizes admission preferences in order of priority:

1. Siblings of admitted students
2. Children of teachers and staff not to exceed 10% of total enrollment
3. Residents of the District

No other admissions preferences is given.

### **Procedures**

ACS uses the following procedures for any admission lottery. Procedures and timelines are communicated to the parents via electronic mails and posted on the website.

- Only applications received prior to the deadline are included in the public random drawing. The deadline is publicized on the school website, and on the electronic lottery application.
- The ACS staff member who collects the lottery applications time stamps them as received.
- The lottery is held on a Saturday, during the school year, at one of the ACS facilities.
- All prospective applicants are notified of the date and the time of the lottery. This information is included on the website as well as the lottery application.
- Applicants are drawn publicly at random. During the same public random drawing, once enrollment is reached, the remaining names continue to be drawn and are placed on a waiting list in the order drawn. The on-line randomizing system determines the applicants that will be admitted to the Charter School based on the available seats. The remainder of the applicants are placed on the waitlist according to the order of which they are drawn.
- If vacancies occur during the school year, the vacancies are filled according to the waiting list.
- All families are notified via email and online posting of the results on the school website. The notification indicates whether the child was accepted or waitlisted, and if waitlisted, the number of the seat the child occupies on the waiting list. Within one weeks following the lottery, students who are offered spots are notified via email and are asked by the Office Staff to complete an Enrollment Packet within two weeks to secure their spot. School staff are available to assist families in completing this paperwork if needed. Students who are on the wait list are notified of their status via email and posting on the school website.
- Those who apply after the lottery deadline are added to the end of the lottery waitlist in the order they are received. Openings that occur during the school year are filled according to the wait list order determined during the lottery drawing. When an offer occurs during the school year, families are contacted by the Office Staff in the order of the wait list and are given 48 hours to decide whether or not to verbally accept a space at the school. In the event that no such wait list exists where the space is available, the space is made available on a first come, first served basis to the next interested family at the appropriate grade level.
- The waitlist for the current school year remains active until the end of the school year and does not “roll over”; applicants must reapply for the lottery annually if the school is unable to offer them admission for the current year.
- All lottery related records are kept on file.

## **ELEMENT 9: ANNUAL FINANCIAL AUDITS**

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

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

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

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

## **ANNUAL AUDIT PROCEDURES**

Each fiscal year an independent auditor conducts an audit of the financial affairs of ACS verify the accuracy of the school’s financial statements, attendance and enrollment accounting practices, and internal controls.

### **Procedures:**

- The Governing Board appoints an Audit Committee by January 1 of each year.
- The Audit Committee members are from the school community and may include persons who are not of the Board, but may not include any the staff of the organization, including the Principal. In addition, any person with expenditure authorization or recording

responsibilities within the organization may not serve on the committee.

- The Governing Board is responsible for contracting with an audit firm from the State Controller's list of approved charter school auditors by March 1 of each year, unless the existing contract is a multi-year contract.
- The Audit Committee is responsible for reviewing the results of the annual audit and developing a corrective action plan to address all relevant weaknesses (if any) noted by the auditor. The action plan resolves any deficiencies, findings, material weaknesses, or audit exceptions within a reasonable period.
- The Governing Board reviews and approve the audit no later than December 15.

The Principal and Operations and Compliance Manager are responsible for working with the Auditor throughout the process and for submitting the audit to all reporting agencies no later than December 15.

## **ELEMENT 10: STUDENT SUSPENSION AND EXPULSION PROCEDURES**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s



**Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School's administrator will convene a Link Determination meeting to ask the following two questions:**

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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

### **OUTCOME DATA**

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

## **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## **SCHOOL CLIMATE AND STUDENT DISCIPLINE SYSTEM**

Students learn best in an environment where there are clear expectations about behavior, and when the culture of the school values and respects all stakeholders.

In order to maintain a positive learning environment, ACS has developed a comprehensive set of student discipline policies through the work of a committee that includes interested parents, guardians, students, and staff. The ACS student discipline policy and procedures for suspension and expulsion include positive behavioral interventions. These policies are distributed in the school's student handbook and describe the school's expectations regarding mutual respect, safety, personal responsibility, work habits, attendance, violence, and substance abuse. Each

family receives a copy of these policies and is required to verify that they have reviewed them with their children at the time of enrollment or at the beginning of the school year.

The discipline policy is not discriminatory or arbitrary; during summer professional development days as well as monthly staff meetings, all staff receive extensive professional development during on ACS's policies and procedures for discipline. The process follows general principles of due process. At Ararat Charter School, the Governing Board and or the Discipline Committee is charged with ensuring that students recommended for expulsion are afforded a fair and impartial hearing and all due process rights. Challenges or objections to suspensions and opportunity transfers may be addressed directly with the Governing Board. Students who are recommended for expulsion have a right to an expulsion hearing and to address the Governing Board before the Board makes the final decision to expel. Students sign agreements related to their understanding of and responsibility to the standards set forth in the discipline policy within the handbook. Students who do not live up to their responsibilities and who violate the school rules may expect some consequences for their behavior, such as:

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

In addition to a positive schoolwide behavior system, through our Multi-Tiered System of Supports (MTSS) program, aligned with LAUSD's Discipline Foundation Policy and School Climate Bill of Rights, ACS's Student Support and Progress Team (SST) utilizes a number of behavioral interventions to promote the types of behaviors that will allow our students to be successful at ACS and throughout secondary school, college, and beyond and to make every effort to keep students in class. The SSPT leads efforts to support individual students' needs and provide differentiated behavioral support for students who need it. This includes identifying the students who are in the most need of behavioral support (based on classroom behavior data and teacher input) and implementing behavior monitoring and coordinated behavior plans, including target goals, behavior trackers, and frequent communication with parents. Incidents are recorded in the Charter School's student information system and are reviewed periodically by the school's discipline committee.

For extreme cases, the Charter School takes a problem-solving approach, developing contracts with students and families which include reinforcements for success and consequences for continuing problems. Additionally, the Charter School employs a well-qualified full-time Resource Specialist to support our students' social-emotional needs and advise our staff on how best to meet our students' social-emotional needs as well.

There are a variety of other alternatives to suspension that are also used on a case-by-case basis, such as:

- Alternative programming, such as student schedule changes
- Appropriate in-school alternatives in which students receive academic tutoring and behavior coaching to help them learn skills for more positive behaviors moving forward
- Mini-courses/modules on topics related to social-emotional behavior to provide opportunities for self-reflection on behavior
- Parent meetings to confer and develop appropriate behavior interventions to support the student and inform different decision-making in the future
- Targeted support for students with attendance-related concerns

The Charter School explores additional partnerships that both support students' behavior needs in Charter School and create positive self-identities within students.

No pupil shall be involuntarily removed by the charter school for any reason unless the parent or guardian of the pupil has been provided written notice of intent to remove the pupil no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal.

If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include suspensions.

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

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

The Charter School shall comply with all applicable requirements of the Safe Place to Learn Act, Education Code section 234 *et seq.* ACS's policy on bullying prohibits discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified in the definition of hate crimes. The Charter School's process for receiving and investigating complaints includes complaints of discrimination, harassment, intimidation, and bullying based on actual or perceived characteristics, as specified, and a requirement that Charter School personnel who witness such acts take immediate steps to intervene when safe to do so, a timeline to investigate and resolve complaints, and an appeal process. The school investigates all incidents with fidelity and gather evidence before any decision is made.

### **IN-SCHOOL SUSPENSION**

In-school suspensions are given as an alternative to out of school suspensions and are held in the Principal's office.

A student may be assigned to in-school suspension, at the discretion of the Principal or his/her designee, for actions that violate the Charter School's code of conduct or the enumerated offenses for suspension and expulsion set forth below, if the student poses no danger or threat to the Charter School campus, students and/or staff. Students assigned to in-school suspension are supervised by the Principal or his/her designee, and serve their in-school suspension at a supervised suspension classroom.

Students receive written assignments and tests during the duration of their in-school suspension to ensure they receive continued instruction. Students with disabilities continue to be provided with all supports and services as described in their IEP. During in-school suspensions, teachers provide the students with assignments to complete by the end of the school day. If the student has questions about the assignments, the teachers provide support. During the day of the suspension, the students' teachers address behaviors that may have contributed to the students' in-school suspension. In addition to completing assigned work, the student is required to complete a reflection addressing why the behavior occurred and what can be done in the future to ensure that the offense is not repeated.

The school holds a conference with the student and parent prior to issuing the in-school suspension. The notification is made by the principal or designee via phone and written notice is issued once it is determined that a suspension is warranted, outlining the reason and duration of the in-school suspension.

In-school suspensions is no more than five (5) consecutive days per incident, and no more than ten (10) days in one school year. For suspensions of fewer than 10 days, if the pupil denies the charges, the Charter School provides an explanation of the evidence that supports the charges and an opportunity for the pupil to present his or her side of the story. The Principal makes the decision about whether the student shall be suspended.

To ensure the safety of all students, staff, and visitors to ACS, students who violate Education Code Sections 48900.3 (caused, attempted to cause, threatened to cause, or participated in an act of hate violence), 48900.4 (engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel), or 48900.7 (made terrorist threats against school officials or school property, or both) are precluded from in-school suspensions.

### **GROUND FOR IN-SCHOOL SUSPENSION, OUT-OF-SCHOOL SUSPENSION AND EXPULSION**

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

A single suspension may not be issued for maximum of 5 consecutive school days. The total number of days for which a student, including students with a 504 Plan, may be suspended from

school maximum of 20 days. Students with an IEP can be suspended for maximum of 10 school days in any school year.

**ANNOTATED EXCERPTS FROM THE CURRENT CALIFORNIA EDUCATION  
CODE § 48900. GROUNDS FOR SUSPENSION OR EXPULSION**

A pupil shall not be suspended from Charter School or recommended for expulsion, unless the Principal of the Charter School determines that the pupil has committed an act as defined pursuant to any of subdivisions (a) to (r), inclusive:

- 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 a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated Charter 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, a 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 a 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 either sold, delivered, or otherwise furnished to a 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 Charter School property or private property.
- g) Stolen or attempted to steal Charter School property or private property.
- h) Possessed or used tobacco, or 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 drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- k) [Removed per Assembly Bill No. 420]
- l) Knowingly received stolen Charter School property or private property.
- m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

- o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a Charter 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. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil, or Charter School personnel.
- s) A pupil shall not be suspended or expelled for any of the acts enumerated in this section, unless that act is related to Charter School activity or Charter School attendance occurring within a Charter School under the jurisdiction of the superintendent of the Charter School district or principal or occurring within any other Charter School district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to Charter School activity or attendance that occur at any time, including, but not limited to, any of the following:
  - (1) While on Charter School grounds.
  - (2) While going to or coming from school.
  - (3) During the lunch period whether on or off the campus.
  - (4) During, or while going to or coming from, a Charter School sponsored activity.
- t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).
- u) As used in this section, "school property" includes, but is not limited to, electronic files and databases.
- v) A superintendent of the Charter School district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.
- w) It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from Charter School activities.

### **Grades 4-12**

48900.2 – Committed sexual harassment.

48900.3 – Caused, attempted to cause, threatened to cause, or participated in an act of hate violence.

48900.4 – Engaged in harassment, threats, or intimidation directed against Charter School personnel or pupils.

48900.7 – Made terroristic threats against Charter School officials, Charter School property or both.

The following Categories shall define the degree of Principal discretion in suspended students and recommending expulsion:

### **Category I**

The Principal shall immediately suspend and recommend expulsion when the following occur at the Charter School site or at a Charter School activity off campus, or any of the following reasons (E.C. 48915.1[c]) for grades 4-12:

1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 488900[n]). E.C. 488915(c)(4); 48900(c)
5. Possession of an explosive E.C. 48915(c)(5); 48900(b)

### **Category II**

The Principal has limited discretion student offences listed below. The Principal must recommend expulsion when any of the following occur at Charter School or at a Charter School activity off campus unless the principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
2. Assault or battery upon any Charter School employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

### **Category III**

The remaining offenses include the following student offenses that require limited principal discretion. The Principal may recommend expulsion when any of the following occur at any time, including, but not limited to, while on Charter School grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.

1. Caused or attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)



2. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
4. Caused or attempted to cause damage to Charter School or private property. E.C. 48900(f); 48915(e)
5. Stole or attempted to steal Charter School or private property. E.C. 48900(g); 48915(e)
6. Possessed or used tobacco. E.C. 48900(h); 48915(e)
7. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
9. [Removed per Assembly Bill No. 420]
10. Knowingly received stolen Charter School or private property. E.C. 48900(l); 48915(e)
11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or Charter School district personnel. E.C. 48900.4; 48915(e)
13. Committed sexual harassment. E.C. 48900.2; 48915(e)
14. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3; 48915(e)
15. Made terrorist threats against Charter School officials or Charter School property, or both. E.C. 48900.7; 48915(e)
16. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
17. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
18. Any behavior listed in Category I or II that is related to Charter School activity or Charter School attendance but that did not occur on campus or at a Charter School activity off campus. E.C. 48915(b)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)
20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or Charter School personnel. E.C. 48900(r); 48915 (e)

### **OUT-OF-SCHOOL SUSPENSION**

A student may receive an out-of-school suspension if it is determined by the principal or the designee that the student's presence would be a danger to others at school and their removal from school is necessary. Students who have been suspended may not appear on campus nor attend any Charter School functions (before school, during school, or after school, including in the evening) while suspended, except to take state assessments.

## **SUSPENSION PROCEDURES**

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

### **Conference**

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

The conference may be omitted if the Principal or designee determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or school personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with school administration. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

### **Notice to Parents/Guardians**

At the time of suspension, the Principal or Assistant Principal shall make a reasonable effort to contact the parent/guardian by telephone or in person. When a student is suspended, the parent/guardian shall be notified in writing by the Principal or Assistant Principal of the suspension and the date of return following suspension. The written notice shall be in the native language of the pupil or the pupil’s parent or guardian or, if the pupil is a foster child or youth or a homeless child or youth, the pupil’s educational rights holder. This notice shall state the specific offense(s) committed by the student. In addition, the notice also states the date and time when the student may return to school. If the Principal or Assistant Principal request that the parent/guardian confer regarding matters pertinent to the suspension, the notice shall request that the parent/guardian respond to such requests without delay.

### **Length of Suspension**

The length of suspension for students shall not exceed a period of 5 consecutive days unless an expulsion is recommended. If a student is recommended for a period of suspension exceeding 5 consecutive days, a second conference will be scheduled between the parent/guardian and the Principal to discuss the progress of the suspension upon the completion of the 10th day of suspension. The total number of days for which a pupil may be suspended from school shall not exceed a total of 20 school days in any school year, or more than 10 days for a student with an

IEP, unless a pupil enrolls in or is transferred to another regular school, in which case the total number of schooldays for which the pupil may be suspended shall not exceed 30 days in any school year. During suspensions, teachers provide the students with assignments to complete by the end of the duration of the suspension. If the student has questions about the assignments, the teacher provides support. Parents and Guardians may challenge or object to suspensions and opportunity transfers may be addressed directly with the Governing Board.

## **EXPULSION PROCEDURES**

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

When the Principal determines that a student has committed an offense(s) that warrants an expulsion, the Principal completes the appropriate misconduct report and provides a copy to a neutral and impartial Discipline Review Panel appointed by the Board. The Panel consists of at least 3 objective and unbiased who are certificated and neither a teacher of the student nor a member of the Charter School Governing Board. Panel may otherwise include any combination of staff and teachers or administrators. The Panel is presided over by a designated neutral hearing chairperson. The Panel may recommend expulsion of any student found to have committed an expellable offense, and the Principal makes the final determination. The decision to expel a pupil shall be based on the finding of one or both of the following (Education Code section 48915(b)):

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

### **Expulsion Hearing**

Students recommended for expulsion are entitled to a hearing to determine whether or not the student should be expelled. The hearing will be held within 30 days from the date of the expulsion recommendation, after the Principal determines that an act subject to expulsion has occurred. The hearing will be presided over by the Discipline Review Panel as described above. A Facts and Findings document that includes dates, times, incidences, people present, and an objective anecdotal record of the events is prepared by the Principal to summarize the evidence adduced at the hearing.

The Principal prepares a written notice of the hearing in the parent/guardian's native language, which is emailed and mailed, within 48 hours of the expulsion recommendation, and it will be forwarded to the student and the student's parents at least 10 calendar days before the date of the hearing. This notice will include:

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 and/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.
9. The availability of reasonable accommodations and/or language support.

The hearing shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the parent/guardian makes a written request for a public hearing in open session three days prior to the date of the scheduled hearing.

After the expulsion hearing, the Discipline Review Panel then makes a written report within two (2) school days to the Principal, the student, and his/her parent/guardian, summarizing the grounds for expulsion and the evidence presented at the hearing. The report will include the Panel's recommendation to the Principal as to whether or not to expel the student and if so, for what period of time. Students can be expelled for a time that is not to exceed one year if they have met the requirements for reinstatement. If this Panel recommends against expulsion, then the student will be immediately reinstated and permitted to return to an instructional program. If this Panel recommends the pupil for expulsion, the Board makes a final decision on whether or not to accept the recommendation for expulsion and/or any other recommendations by the Panel.

A student and his/her parent/guardian may appeal an expulsion decision by the Panel to the Charter School's Governing Board, consistent with the appeal procedures described below.

### **Expulsion Appeal Procedures**

The expelled student and his/her parent/guardian has the right to appeal the Panel's decision to expel the student to the ACS governing board within five (5) school days of notification of the Panel's decision. The parent/guardian must submit an appeal request in writing to the governing board, along with any additional evidence that the parent/guardian wishes to submit to the governing board. ACS's Governing Board reviews and vote on the appeal request within ten (10) school days of receipt of the request for appeal. The Governing Board's final decision shall be delivered within three (3) days of the decision, by the most expedient means of communication identified by the parent/guardian or student at the hearing (telephone, e-mail, etc.) and shall also be delivered, in writing, by certified mail. The Governing Board's decision is final.

For students who are suspended pending expulsion, independent study ~~will~~ is offered to provide an educational program to the student during this time to ensure the student has classroom work and regular contact with a certificated teacher. For students who do not voluntarily agree to this option, the Charter School provides the student with classroom material and current assignments to be completed at home during the length of the suspension.

ACS also provides post-expulsion support to facilitate access to education for expelled students by providing homework packets from student's teachers to be picked up by the parent or guardian on a daily basis until the parent or guardian contacts the LAUSD Student Discipline and Expulsion Unit.

Expulsion causes the student to be terminated from enrollment at ACS for the entire term of the expulsion. The school also provides support by informing the parent/guardian and student that they must call the LAUSD Student Discipline and Expulsion Unit, provide the number to the LAUSD Student Discipline and Expulsion Unit, and allow the parent/guardian and student to use the school's telephone to make that phone call. The school provides the families of the student who have been expelled with a directory of local resident schools.

ACS will provide post-expulsion support to facilitate access to education for expelled students by providing homework packets from all the student's teachers to be picked up by the parent or guardian on a daily basis until the parent or guardian contacts the LAUSD Student Discipline and Expulsion Unit.

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days' notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the 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 Discipline Review Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

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

### **Record of Hearing**

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

### **Presentation of Evidence**

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

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

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

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

### **Written Notice to Expel**

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

1. Notice of the specific offense(s) committed by the student
2. Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School.
3. Notice of any appeal rights/procedures
4. Information about alternative placement options

The Principal shall send a copy of the written notice of the decision to expel to the education office for the student's district of residence and to the authorizer. This notice shall include the following:

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

### **Reinstatement and Readmission**

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

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

### **Rehabilitation Plans**

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

### **Expelled Pupils/Alternative Education**

The school will help provide the parent necessary information and a list of placement options. Pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence.



## **ELEMENT 11: EMPLOYEE RETIREMENT SYSTEMS**

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

**Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.**

**If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.**

**If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.**

ACS makes 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 contracts with a back-office services provider for ACSs, to handle payroll and accounting services. The Treasurer of the Governing Board for the ACS is responsible for oversight and ensuring that all retirement payments are sent to the appropriate agency in a timely manner.

### **CERTIFICATED STAFF**

***STRS (State Teachers’ Retirement System):***

All full-time certificated employees participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage and ACS contributes the employer’s portion required by STRS. All withholding from certificated employees and ACS are forwarded to the STRS fund as required.

Employees accumulate service credit years in the same manner as all other of STRS or other similar retirement system.

ACS continues participating in the STRS program per CDS code for the duration of the Charter School.

The Operations and Compliance Manager is responsible for assuring that the appropriate arrangements for STRS are made.

### **CLASSIFIED STAFF**

All full-time classified employees will be of PERS or a similar retirement system such as social security. Employees and the Charter School contributes the required rate as designated by PERS or the appropriate agency.

Employees accumulate service credit years in the same manner as all other of PERS or the similar retirement system.

Social Security payments are also contributed for all qualifying PERS.

ACS continues participating in the PERS program per CDS code for the duration of the Charter School.

The Operations and Compliance Manager is responsible for assuring that the appropriate arrangements for PERS are made.

### **OTHER STAFF**

***PARS (Public Agency Retirement System):***

ACS participates in the Public Agency Retirement System (PARS) for non-STRS eligible part-time employees.

The Operations and Compliance Manager is responsible for assuring that the appropriate arrangements for PARS 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 of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.**

**A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.**

No student may be required to attend the Charter School.

### **ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES**

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## **ELEMENT 14: MANDATORY DISPUTE RESOLUTION**

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

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

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

**Director  
Charter Schools Division**

**Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> 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 fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.**
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.**
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.**
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.**

## **NON-PROPOSITION 39 DISPUTES**

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

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

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

**Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> 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 or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.**
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.**
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen**

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

- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.**



## **ELEMENT 15: CHARTER SCHOOL CLOSURE PROCEDURES**

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

- Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the Charter.
- Charter School failed to meet or pursue any of the pupil outcomes identified in the Charter.
- Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- Charter School violated any provision of law.

Prior to revocation, and in accordance with Education Code section 47607(d) and state regulations, the LAUSD Board of Education will notify Charter School in writing of the specific violation, and give Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution provisions set forth in this Charter.

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

## **DESIGNATION OF RESPONSIBLE PERSON(S) AND FUNDING OF CLOSURE**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

## **NOTIFICATION OF CLOSURE ACTION**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective

procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents/guardians of all students, and all majority age and emancipated minor students, may obtain copies of student records and transcripts, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

## **RECORDS RETENTION AND TRANSFER**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.

9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **FINANCIAL CLOSE-OUT**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed Charter School with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

### **DISPOSITION OF LIABILITIES AND ASSETS**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

**Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:**

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.**
- b. Make final federal tax payments (employee taxes, etc.)**
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).**

**This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.**

#### **SCHOOL CLOSURE AGENT**

In the event of the closure of ACS, the school's closure agent will be ACS' Principal.

## **ADDITIONAL PROVISIONS**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

### **DISTRICT-OWNED FACILITIES**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and



maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

The use agreements provided by the District for District facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

- **Use:** Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- **Furnishings and Equipment:** The District shall retain ownership of any furnishings and equipment, including technology, ("F&E") that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- **Leasing; Licensing:** Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- **Programs, Services, and Activities Outside Instructional Program; Third Party Vendors**
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term "instructional program" is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on "average daily attendance" and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- **Minimum Payments or Charges to be Paid to District Arising from the Facilities:**

- (i) **Pro Rata Share:** The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) **Taxes; Assessments:** Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall not have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

#### **NON-DISTRICT-OWNED FACILITIES**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material

revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **INSURANCE REQUIREMENTS**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. **Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles**

as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

#### **EVIDENCE OF INSURANCE**

Charter School shall furnish to the District's Division of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28<sup>th</sup> Floor, Los Angeles CA 90017 within 30 calendar days of all new policies, inception, renewals or changes, certificates, or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

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

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

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

#### **HOLD HARMLESS/INDEMNIFICATION PROVISION**

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

#### **FISCAL MATTERS**

##### **District Oversight Costs**

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

oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **CASH RESERVES**

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

### **Third Party Contracts**

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

### **Special Education Revenue Adjustment/Payment for Services**

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

### **Student Body Funds**

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

### **Audit and Inspection of Records**

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

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

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

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

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

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

#### **Fiscal Policies and Procedures**

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

#### **Apportionment Eligibility for Students Over 19 Years of Age**

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

#### **Local Control and Accountability Plan**

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