



CHARTER RENEWAL PETITION

Submitted to the Los Angeles Unified School District

Submitted March 2012

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Charter School #937

Initial Charter Term Expires: June 30, 2012

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AFFIRMATIONS AND ASSURANCES

Center for Advanced Learning (“CAL” or the “Charter School”) will follow any and all federal, state, and local laws and regulations that apply to the Charter School, including but not limited to:

- The Charter School shall be nonsectarian in its programs, admission policies, employment practices and all other operations. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not charge tuition. [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.
- [Ref. Education Code Section 47605(d)(1)]
- The Charter School shall admit all students who wish to attend the Charter School, and who submit a timely application; unless the Charter School receives a greater number of applications than there are spaces for students, in which case each application will be given equal chance of admission through a public random drawing process. Except as required by Education Code Section 47605(d)(2), admission to the Charter School shall not be determined according to the place of residence of the student or his or her parents within the State. Preference in the public random drawing shall be given as required by Education Code Section 47605(d)(2)(B). In the event of a drawing, the chartering authority shall make reasonable efforts to accommodate the growth of the Charter School in accordance with Education Code Section 47605(d)(2)(C). [Ref. Education Code Section 47605(d)(2)(A)-(B)]
- The Charter School shall not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- The Charter School shall not require any child to attend the charter school nor any employee to work at the charter school.
- In accordance with Education Code Section 47605(d)(3), if a pupil is expelled or leaves the charter school without graduation or completing the school year for any reason, the charter school shall notify the superintendent of the school district of the pupil’s last known address within 30 days, and shall, upon request, provide that school district with a copy of the cumulative record of the pupil, including a transcript of grades or report card, and health information. [Ref. California Education Code Section 47605(d)(3)]
- The Charter School shall meet all statewide standards and conduct the student assessments required, pursuant to Education Code Section 60605, and any other statewide standards au-

thorized in statute, or student assessments applicable to students in non-charter public schools. [Ref. Education Code Section 47605(c)(1)]

- The Charter School shall be deemed the exclusive public school employer of the employees of Center for Advanced Learning for purposes of the Educational Employment Relations Act. [Ref. Education Code Section 47605(b)(5)(O)]
- The 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 in Education Improvement Act of 2004.
- The Charter School shall meet all requirements for employment set forth in applicable provisions of law, including, but not limited to credentials, as necessary. [Ref. Title 5 California Code of Regulations Section 11967.5.1(f)(5)(C)]
- The Charter School shall ensure that teachers in the Charter School hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in other public schools are required to hold. As allowed by statute, flexibility will be given to noncore, noncollege preparatory teachers. [Ref. California Education Code Section 47605(l)]
- The Charter School shall at all times maintain all necessary and appropriate insurance coverage as specified in this petition under Element 6.
- The Charter School shall, for each fiscal year, offer at a minimum, the number of minutes of instruction per grade level as required by Education Code Section 47612.5(a)(1)(A)-(D).
- The Charter School shall maintain accurate and contemporaneous written records that document all pupil attendance and make these records available for audit and inspection. [Ref. California Education Code Section 47612.5(a)]
- The Charter School shall, on a regular basis, consult with its parents and teachers regarding the Charter School's education programs. [Ref. California Education Code Section 47605(c)]
- The Charter School shall comply with any jurisdictional limitations to locations of its facilities. [Ref. California Education Code Section 47605-47605.1]
- The Charter School shall comply with all laws establishing the minimum and maximum age for public school enrollment. [Ref. California Education Code Section 47612(b), 47610]
- The Charter School shall comply with all applicable portions of the No Child Left Behind Act.
- The Charter School shall comply with the Public Records Act.

- The Charter School shall comply with the Family Educational Rights and Privacy Act.
- The Charter School shall comply with the Ralph M. Brown Act.
- The Charter School shall meet or exceed the legally required minimum of school days.[Ref. Title 5 California Code of Regulations Section 11960]

Date

INTRODUCTION AND ACCOMPLISHMENTS

PREFERENCE FOR THIS PETITION

Center for Advanced Learning submits this renewal petition to the Los Angeles Unified School District (“LAUSD” or the “District”) as its sponsoring district and is requesting charter renewal for a period of five years from July 1, 2012 to June 30, 2017. As under Education Code Section 47605(h), “In reviewing petitions for the establishment of charter schools within the school district, the governing board of the school district shall give preference to petitions that demonstrate the capability to provide comprehensive learning experiences to pupils identified by the petitioner or petitioners as academically low achieving pursuant to the standards established by the State Department of Education under Section 54032, as it read prior to July 19, 2006.”

Because CAL serves students who are academically low-achieving, this charter petition is entitled to preference in the review and approval process.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Center for Advanced Learning meets the vision and mission of the Los Angeles District Charter School Policy priority in granting charters.

- Center for Advanced Learning will assist in relieving overcrowding of the remaining year round schools in the King-Central community.
- Center for Advanced Learning will continue to serve in communities where schools have historically low academic performance as measured by the Academic Performance Index (API).

ACCOMPLISHMENTS FROM THE FIRST CHARTER TERM

CAL’S Success: Local and Statewide

- In CAL’s first two years of existence, the faculty and students were successful in raising its API (Academic Performance Index) from a 2008 baseline score of 654 to 738 in 2009. This represents an increase of 84 points, which is considered an excellent effort by any measure.
- In 2010, CAL’s students and faculty were successful yet again in achieving an API score of 768, a 30-point increase from the previous year.
- During a District Validation Review conducted on March 1, 2010 by Los Angeles Unified School District’s Division of Special Education, CAL was deemed fully compliant in all areas.
- CAL was named a California Business for Education Excellence Honor Roll School for 2010. The name is given each year to schools that exhibit outstanding success in raising student achievement.

- CAL students achieve another milestone in 2011. **They achieve an API score that puts them above the Statewide Performance Target of 800 API and score 820.** Providing merit to the educational philosophy that given the right circumstances, all students are capable of learning. Attached as Appendix A, please find a chart comparing CAL's performance to two local traditional public schools.
- In 2010, CAL's statewide rank was 4 and its **similar schools rank was 8.**
- CAL has consistently made AYP (Adequate Yearly Progress) since its baseline year of 2008-09.
- By focusing on school culture and effective Human Resource management, CAL has been able to maintain a teacher and staff retention rate of 84%.
- CAL has strong community partnerships with the California Science Center, LAPD Newton Division, Fresh & Easy Foods and A Place Called Home, and works collaboratively with these organizations to provide support to our students and their families.

ELEMENT 1: EDUCATIONAL PROGRAM

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

The address of the Charter School is 4016 South Central Avenue, Los Angeles, CA 90011.

The phone number of the Charter School is (323) 232-0245.

The contact person for the Charter School is Nadar Ali II.

The term of this charter shall be from July 1, 2012 to June 30, 2017.

The grade configuration is K-5.

The number of students in the first year of the renewal term will be approximately 296.

The grade level(s) of the students the first year of the renewal term will be K-5.

The scheduled opening date of the Charter School’s second term is August 14, 2012.

The admission requirements include: California state residency is the only requirement for enrollment and the Charter School will admit all pupils who wish to attend Center for Advanced Learning subject only to capacity.

The operational capacity will be 360 students.

The instructional calendar will be 175 days on a traditional school calendar.

The bell schedule for the Charter School will be:

Sample Master Bell Schedule

Regular Day Schedule

Kindergarten - 5th grades 8:00 am to 3:00 pm

7:15 am - 7:45 am	Breakfast <i>Campus Assistants supervise students in Breakfast area</i>	
7:15 am - 7:50 am	Administrators supervise student’s arrival (walkers, carpools and bus riders)	
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>	
8:00 am - 8:30 am	Warm-Up Activities <i>Students perform Warm-Up activities in the Core Subject Areas</i>	
8:30 am - 9:30 am	English Language Arts (All Grades)	
9:30 am - 9:45 am	Recess (Grades K-1) <i>CA’s supervise recess</i>	ELA (Grades 2-5)
9:50 am - 10:05 am	Recess (Grades 2-3) <i>CA’s supervise recess</i>	ELA (Grades K-1 and 4-5)
10:10 am - 10:25 am	Recess (Grades 4-5) <i>CA’s supervise recess</i>	ELA (Grades K-1 and 2-3)

10:30 am - 11:15 am	English Language Development (All Grades)
11:15 am - 12:00 pm	Lunch (Grades K-1)
11:15 am - 12:15 pm	Math (Grades 4-5)
11:15 am - 11:45 am	Math (Grades 2-3)
11:50 am - 12:35 pm	Lunch (Grades 2-3)
12:10 pm - 1:10 pm	Math (Grades K-1)
12:20 pm - 1:05 pm	Lunch (Grades 4-5)
12:40 pm - 1:15 pm	Math (Grades 2-3) <i>cont'd</i>
1:10 pm - 2:55 pm	Social Studies, Science, Art, P.E./Health (P.E. is offered for 20-30 minutes once a week during this time block.)
3:00 pm	Dismissal
3:15 pm - 6:00 pm	After School Program

Sample Master Bell Schedule

Minimum Day (Friday) Schedule

Kindergarten - 5th 8:00 am to 12:35 pm

7:15 am - 7:45 am	Breakfast <i>Campus assistants supervise students in breakfast area</i>	
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpoolers and bus riders)	
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>	
8:00 am - 8:30 am	Warm-Up Activities <i>Students perform Warm-Up activities in the Core Subject Areas</i>	
8:30 am - 9:30 am	English Language Arts	
9:30 am - 9:45 am	Recess (Grades K-1) <i>CA's supervise recess</i>	ELA (Grades 2-5)
9:50 am - 10:05 am	Recess (Grades 2-3) <i>CA's supervise recess</i>	ELA (Grades K-1 and 4-5)
10:10 am - 10:25 am	Recess (Grades 4-5) <i>CA's supervise recess</i>	ELA (Grade 3)
10:10 am - 11:20 am	Math Games, Assessments, Science (Grades 2-3)	
11:05 am - 11:45 pm	Lunch (Grades K-1)	Science (Grades 4-5) <i>11:05 am – 11:50 pm</i>
11:25 am - 12:05 pm	Lunch (Grades 2-3)	Science (Grades K-1) <i>11:45 am – 12:30 pm</i>
11:50 am - 12:30 pm	Lunch (Grades 4-5)	Science (Grades 2-3) <i>cont'd</i> <i>12:05 pm – 12:30 pm</i>
12:30 pm - 12:35 pm	Dismissal	
12:35 pm - 4:30 pm	After School Program	

If space is available, traveling students will have the option to attend.

GOALS AND OBJECTIVES OF CENTER FOR ADVANCED LEARNING EDUCATIONAL PROGRAM

Mission

Center for Advanced Learning provides a safe, innovative and challenging environment of continuous improvement for our students and community.

(Adopted August 2007)

Vision

Center for Advanced Learning will be a school of high-performing, highly educated, self-motivated learners showing a sense of personal responsibility and respect for all human beings. Because of the value-driven CAL experience, our students will be able to discover for themselves what contributes to personal success and will make good choices in their own lives.

We will accomplish this by making CAL students our consistent priority and by providing a dynamic and culturally rich learning environment responsive to the needs of our diverse student population. CAL will be a world-class model in the application of the Baldrige Education Criteria for Performance Excellence and innovative curriculum that promote high student achievement.

IDENTIFICATION OF THOSE WHOM THE SCHOOL IS EDUCATING (TARGET STUDENT POPULATION)

Center for Advanced Learning intends to serve students from around the greater Los Angeles area with a focus on South Central Los Angeles. Center for Advanced Learning will reflect the ethnic, cultural, and economic diversity of LAUSD. CAL will reach out to South Los Angeles where the majority of the youth enrolled in Center for Advanced Learning will reside.

The overwhelming majority of students within LAUSD come from underserved communities and the sobering statistics about the children and adults of South Los Angeles suggest a compelling need for new educational options. Analysis of South Central Los Angeles' zip code 90011 (within which CAL resides) statistics reveal high ratios of:

- *Low-income families.* With 101,446 total households, 61,882 households (or 61%) have an income of less than \$30,000 per year. Thirty-five percent (35%) of residents are considered to be living below the national poverty level.
- *Families with Limited or no English.* Of 128,679 residents of this community, 80% – or 102,943 – speak Spanish at home (30% very well, 20% well, 24% not well, 26% not at all)
- *Families with minimal formal education.* Of the population of 128,679, 75% – or 96,509 – residents of this South Los Angeles community have less than a high school education.
- *Unemployment.* 39,139 of the population of South Los Angeles are unemployed – a 16% unemployment rate.

Over the past 4 years, the 90011 zip code has undergone a vast transformation. Once a quite diverse minority-dominated community in which, 33% or 80,856 were Black, 65% or 158,569 were Hispanic, and 2% were White, Asian, American Indian or Pacific Islander, the landscape has changed. His-

panics now make-up 86% of the population with Blacks at 13% and Whites, Asians, American Indians or Pacific Islanders make-up the other 1%.

The table below describes our student population in terms of ethnicity over the past four years, showing the student body CAL has built and the focus it has on serving the community in which it resides:

School Year	% Latino	% Afr-Am	%Asian	% Fil/PI	% White	NA
2010-2011	83	16	0	1	0	0
2009-2010	86	13	0	1	0	0
2008-2009	82	18	0	0	0	0
2007-2008	78	22	0	0	0	0

In September 2007 Center for Advanced Learning entered into a five-year lease that is due to expire in August 2012. The landlord has agreed to an additional 5-year term once this term expires. The nearest traditional public school is Wadsworth Avenue Elementary, which is located across the street. Wadsworth was a year-round school during the 2010-2011 school year and had the following demographics and performance (as of 2010-2011):

Enrollment	Free and Reduced Lunch	Title I	English Learners	African American (not of Hispanic origin)	Hispanic or Latino
974	100%	Yes	62%	7%	92%

Wadsworth’s 2010 API Statewide Rank was 1; its Similar Schools Rank was 1.

Fifty-four percent (54%) of Wadsworth’s parents were not high school graduates and 33% more had high school degrees but no college-level education.

Center for Advanced Learning’s 2010-11 demographics, when contrasted with Wadsworth’s show a similar population served.

Enrollment	Free and Reduced Lunch	Title I	English Learners	African American (not of Hispanic origin)	Hispanic or Latino
267	97%	Yes	60%	16%	83%

CAL’s 2010 Statewide Ranking was 4; its Similar Schools Rank was 8.

DEMOGRAPHIC INFORMATION FOR PROSEPECTIVE SITE
(Surrounding Schools Data)

LAUSD SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Subgroup Growth Targets?	API score	API State Ranking	Similar Schools Rank	% Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	% of EL Students	% Major Ethnicity #1	% Major Ethnicity #2	%Major Ethnicity #3
Wadsworth Elementary	974	N	Y	Y	Y	703	1	1	100	8	62	92	7	1
Harmony Elementary	755	N	Y	Y	Y	720	1	3	100	12	52	94	5	1
Ricardo Lizarraga Elementary	739	N	N	Y	Y	754	2	7	100	11	56	94	6	N/A
Nevin Elementary	777	Y	Y	Y	Y	717	1	3	100	9	56	95	4	1
Ascot Elementary	1054	N	N	Y	Y	759	2	6	100	8	55	94	6	N/A
CHARTER SCHOOLS	# of Students	Multi-Track School?	Program Improvement?	Met Schoolwide Growth Target?	Met all Sub-group Growth Targets?	API Score	API State Ranking	Similar Schools Rank	%Students Eligible for Free/ Reduced Lunch	% of Special Ed. Students	%of EL Students	%Major Ethnicity #1	%Major Ethnicity #2	%Major Ethnicity #3
Celerity Dyad	398	N	N	Y	Y	884	7	10	100	5	55	92	8	N/A
Synergy Academy	155	N	N	Y	Y	887	9	10	86	7	35	89	11	N/A

Center for Advanced Learning will continue to serve students in grades K-5: generally, students between the ages of 5 and 12. The Charter School will begin its second term with approximately 312 students in grades K-5 and anticipates reaching its capacity during the tenth year, as indicated on the chart below. Kindergarten through third grade class sizes will be up to twenty-nine students; fourth and fifth grade class average class sizes will be 32 students. CAL’s projected enrollment for the renewal term is as follows:

Year	Grade levels	Classes	# of Students
2012-13	K-5	12 (2 per grade level K-5)	312
2013-14	K-5	12 (2 per grade level K-5)	324
2014-15	K-5	12 (2 per grade level K-5)	336
2015-16	K-5	12 (2 per grade level K-5)	348
2016-17	K-5	12 (2 per grade level K-5)	360 (Capacity)

DESCRIPTION OF WHAT IT MEANS TO BE AN EDUCATED PERSON IN THE 21ST CENTURY

The Secretary’s Commission on Achieving Necessary Skills report (“SCANS”), developed by the U.S. Department of Labor in 1991, outlines the skills necessary for today’s youth to acquire in order to participate in the modern workplace. The report breaks down the skills into “foundation skills” and “competencies.” The former include communication skills, thinking and reasoning skills, and personal qualities such as responsibility, self-esteem, competencies, information gathering and processing skills, and the ability to find, organize and deploy resources. Center for Advanced Learning agrees in large part with this report’s conclusions and believes that educated people in the 21st century must possess many of these skills in order to reach their potential and be productive members of society.

Underlying the report is the realization that, even more than at the end of the 20th century, information and communication will be the hallmarks of the ever changing and ever shrinking 21st century world. To function effectively in the environment and in the 21st century workplace, an educated person will need to know how to:

- Acquire, manage, critically analyze and use information in many mediums;
- Communicate effectively using spoken words, written text, symbols (mathematical and graphical);
- Think creatively and logically to make decisions;
- Use continuous improvement systems and practices in problem solving, strategic planning, and process management;
- Adapt to change and work within a multi-cultural society.

An educated person in the 21st century will also need a solid foundation of knowledge in math, science, history, and language arts to provide a context to understand and interpret new information and problems and to communicate with others. To build on this foundation and adapt to a changing world, an educated person will need to:

- Have a passion for learning how to learn and for asking questions and getting information.
- Be self-motivated and driven to learn throughout his or her life.

- Have extensive computer skills. As information and communication migrate to digital media, the computer in its many forms will continue to grow in importance.

HOW LEARNING BEST OCCURS: EDUCATIONAL PHILOSOPHY AND PRACTICES

In his book, *“A Different Kind of Classroom: Teaching with Dimensions of Learning”*, Robert Marzano asserts that, “learning involves the interaction of five types of thinking” or, what he calls the five “Dimensions of Learning.” Using the five dimensions as metaphors for how the mind works during learning, Marzano attempts to give educators an alternate frame of reference from which to view their classroom instruction. Marzano’s five Dimensions of Learning are as follows:

DIMENSION 1: POSITIVE ATTITUDES AND PERCEPTIONS ABOUT LEARNING

Attitudes and perceptions color our every experience. They are the filter through which all learning occurs. Some attitudes affect learning in a positive way and others make learning very difficult.

DIMENSION 2: THINKING INVOLVED IN ACQUIRING AND INTEGRATING KNOWLEDGE

Some non-educators think that learning is a process of passively receiving information. More pointedly, they view knowledge as an objective entity that learners must somehow assimilate into their minds. From this perspective, teaching is a process of dispensing information. The teacher moves from student to student, filling each mind with the facts of the lesson. When a well-taught lesson is completed, all students have the same knowledge and understanding of the content.

DIMENSION 3: THINKING INVOLVED IN EXTENDING AND REFINING KNOWLEDGE

Knowledge doesn't remain static, even when we learn it to the point of automaticity. If we continue the learning process, we extend and refine what we know. This dimension of learning, like the others, has some distinguishing characteristics.

DIMENSION 4: THINKING INVOLVED IN USING KNOWLEDGE MEANINGFULLY

We acquire knowledge or develop a skill so that we can use that knowledge or skill. The type of thinking required to use knowledge is related to the type of thinking necessary to extend and refine knowledge (Dimension 3).

DIMENSION 5: PRODUCTIVE HABITS OF MIND

Our mental habits influence everything we do. Poor habits of mind usually lead to poor learning, regardless of our level of skill or ability. Even skilled learners can be ineffective if they haven't developed powerful habits of mind.

HOW THE OBJECTIVE OF ENABLING PUPILS TO BECOME SELF-MOTIVATED, COMPETENT, LIFE-LONG LEARNERS WILL BE MET BY THE SCHOOL

Center for Advanced Learning will implement the Baldrige Core Values and Criteria to meet the objective of enabling pupils to become self-motivated, competent, life-long learners. As a charter

school, responsible for all aspects of organizational effectiveness, including finances, stakeholder satisfaction, operational management, and student learning, the criteria provide a framework for accomplishing these tasks while focusing on enabling students to be motivated and successful learners.

Center for Advanced Learning’s educational program has been designed around the Malcolm Baldrige National Quality Award Core Values and Criteria. Schools and districts throughout the nation have implemented the Baldrige Philosophy as part of their educational program, with successful results. While it is difficult to find schools with identical student populations to use as a comparison to Center for Advanced Learning, subgroup data that is aggregated by State Departments of Education provides relevant student performance data to support that the Malcolm Baldrige National Quality Criteria for Performance Excellence provides a framework that has helped schools raise student achievement levels with similar populations to the one that Center for Advanced Learning is serving. Overall the data presented below shows that implementing the Baldrige Criteria has helped schools to improve student performance data. Evidence also supports the success of implementing the Baldrige Criteria with Economically Disadvantaged, Hispanic and African American students who are the target population for Center for Advanced Learning.

BALDRIGE CORE VALUES AND CONCEPTS

As cited in the 2011-2012 *Education Criteria for Performance Excellence*, see <http://www.quality.nist.gov/index.html>, using the Education Criteria for Performance Excellence results in: “delivery of ever-improving value to students, contributing to education quality and organizational stability;” “improvement of overall organizational effectiveness and capabilities;” and most importantly, “organizational and personal learning.”

The preceding narrative outlines how the Baldrige Core Values and Concepts, as well as the Criteria, influences the educational environment at Center for Advanced Learning. Specific descriptions of each concept are provided in Appendix B, along with an explanation about how the concept is applied in the daily activities of the charter school. The Core Values and Concepts as well as the descriptions can be located at <http://www.quality.nist.gov/index.html>. Examples of how the Core Values and Criteria are implemented at Center for Advanced Learning are based on best practices modeled after Emerson Parkside Academy Charter School in Long Beach (www.lbusd.k12.ca.us/emerson/index1.html), and from the Montgomery County Public Schools in Rockville, Maryland (www.montgomeryschools.md.org), in conjunction with the educational philosophy, curriculum and program design compiled by Center for Advanced Learning.

Montgomery County Public Schools

Montgomery County Public Schools in Rockville, Maryland have implemented Baldrige strategies throughout the district. In 2006, the year of our original petition, we used Montgomery County’s data to demonstrate their performance as a result of using Baldrige. Recent district performance data found on the State of Maryland Report Card (<http://www.mdreportcard.org>) are shown below:

MSA Results for Mathematics (numbers represent percent of students at advanced and proficient levels).

Grade Level	Subgroup	2006	2011
Grade 3	African American	69.6	78.7
	Hispanic	73.2	82.4
Grade 4	African American	72.3	82.5

	Hispanic	77.8	84.7
Grade 5	African American	62.7	74.5
	Hispanic	69.3	78.0

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups, at all three grade levels increased in performance each year, demonstrating continuous improvement.

MSA Results for Reading (numbers represent percent of students at advanced and proficient levels).

Grade Level	Subgroup	2006	2011
Grade 3	African American	66.5	81.0
	Hispanic	69.5	83.4
Grade 4	African American	76.7	84.5
	Hispanic	77.6	86.8
Grade 5	African American	70.6	89.1
	Hispanic	69.2	90.9

The state of Maryland does not provide results for the low socioeconomic subgroup. Both subgroups at all three grade levels increased in performance each year, demonstrating continuous improvement.

Emerson Parkside Academy Charter School

Emerson Parkside Academy Charter School, in Long Beach, California began implementing the Baldrige Criteria in 2001. District performance data found on the California Department of Education website (<http://dq.cde.ca.gov>) are shown below:

Overall API Scores:

2006	2007	2008	2009	2010
807	823	833	869	852

Emerson's API scores have increased consistently over the last 5 years with the exception of 2010. The school became an 800 school one year prior to the target date of 2006-07 that was established as part of the school's vision. These results show the effects of continuous improvement strategies at a schoolwide level.

Center for Advanced Learning

In our original petition submitted in 2007, we projected that our scores would improve at a modest rate. We used an average of the API scores of the surrounding district schools to determine a 2007-08 baseline score of 626. We believe that by using the *Baldrige Education Criteria for Performance Excellence*, our students have experienced continuous improvement over the last four years. CAL has met and exceeded its original projections as shown in the chart below:

Indicators	2007	2008	2009	2010	2011
Projected API	B	626	636	658	681

Score					
Actual API Base Score	B	654	738	768	820
Statewide Rank	B	1	3	4	N/A
Similar Schools Rank	B	4	6	8	N/A

It has always been the Mission and Vision of Center for Advanced Learning to become a positive asset to the educational and sociological landscape of South Los Angeles. Our use of Baldrige has enabled us to provide a structure for students to become more resourceful and self-sufficient.

CST Results for Reading (numbers represent percentage of students at advanced and proficient levels).

Grade Level	Subgroup	2008	2011
Grade 2	African American	25.0	66.6
	Hispanic	27.5	64.7
Grade 3	African American	25.0	12.5
	Hispanic	18.2	42.9
Grade 4	African American	50.0	66.7
	Hispanic	50.0	61.5
Grade 5	African American	80.0	60.0
	Hispanic	38.9	46.9

CST Results for Math (numbers represent percentage of students at advanced and proficient levels).

Grade Level	Subgroup	2007	2011
Grade 2	African American	20.0	33.3
	Hispanic	65.5	58.8
Grade 3	African American	N/A	12.5
	Hispanic	40.9	54.3
Grade 4	African American	40.0	100.0
	Hispanic	44.5	74.4
Grade 5	African American	40.0	60.0
	Hispanic	44.5	75.0

While we obviously have further work to do to ensure that our students are performing at Proficient and Advanced level on the CST's. Our API scores have generally met or exceeded the scores of the District schools our students would have otherwise attended. We believe that the Baldrige quality principles, processes, tools and framework will help to build the kind thinking processes throughout our school that Marzano feels are the foundation for the occurrence of learning in students.

TEACHING METHODOLOGIES

Research suggests that one of the most important factors in student academic success involves teachers' high expectations. Center for Advanced Learning teachers and staff are committed to this concept and have designed CAL's standards-based curriculum to encourage students to meet their educational goals and exceed minimal requirements.

Center for Advanced Learning’s Classroom Learning System (“CLS”) instructional delivery focuses on ensuring teachers use a variety of instructional strategies and assessments in working with students. Center for Advanced Learning teachers will utilize a variety of strategies for the delivery of instruction implementing frameworks and standards, including:

- Explicit phonics instruction in reading.
- Problem solving in mathematics.
- Diverse prompts for multiple writing tasks.
- Multidisciplinary project-based learning.
- Direct instruction.
- Instruction differentiation.
- Collaborative group work.

The teacher selects the instructional strategy most likely to enable the students to achieve their academic goals.

Center for Advanced Learning classes provide all students opportunities for learning and on-going personal development. Instruction emphasizes a cooperative framework with teacher-student interactions, as well as student-peer interactions. Interactive patterns of small group work will enable contributions from larger numbers of students within our core classes.

Students are trained to use Baldrige quality tools for problem solving. Planning and process management is modeled and utilized by teachers and students across the curriculum. Quality tools are integrated into curricular areas as well as classroom management and goal setting. This helps students utilize tools independently by teaching the purpose of each tool and modeling a variety of uses. Application of Baldrige quality tools in problem solving situations is the main goal.

The CLS instructional delivery focuses on students as active learners. Through collaborative, student-centered curriculum development by teams of teachers within Center for Advanced Learning, core content, such as the Strategic Design for Student Achievement (SDSA), will be consistently delivered. Some of the ways curriculum is delivered within the classroom include:

- Students are taught to use self-questioning and think-aloud techniques.
- Students are supported in learning how to work cooperatively in group projects.
- Teachers promote individual creativity through creative research projects.
- Teachers manage student-controlled peer interaction within a cooperative framework.
- Teachers assist students in reflecting on their own academic success and challenges.
- Teachers utilize several motivational strategies within the classroom (rewards/praise, intrinsic motivation).
- Distances between teacher-student interactions are reduced; peer tutoring is encouraged.
- Students are engaged in curricular conversations and critical thinking skills is promoted.

Center for Advanced Learning utilizes additional teaching methods that overlap learning styles and contribute to the needs of all our students. These include giving students experience with problems before giving them the tools to solve them, balancing concrete with conceptual information, liberally using graphic representations and demonstrations, and showing students how concepts are connected within and between subjects and to everyday life experiences they encounter.

The development of rubrics is another method our teachers utilize to clarify their expectations for themselves and students. This method addresses the following:

- What do we want students to know and be able to do with instruction?
- How well do we want students to know instructional information and related processes; what do we want them to do with the instructional information?
- How will teachers know when the students master the instruction and how well they master it?

Center for Advanced Learning teachers divide performance standards into different component and complexity levels based on student ability levels. In sum, the complexity and rigor of the rubric is based on the experience and ability level of the students' and teachers' goals. The benefits include reflective practice among students and instructors within the classes.

Varying instructional strategies promote student interest within the classroom, such as creating stimulating and successful questioning techniques. Some of these include cognitive, speculative, affective, and management questions addressed to the students within the classroom. Lastly, opportunities for students to receive continual feedback from their teachers leads to more successful and efficient learning in our classrooms.

Center for Advanced Learning believes that collaborative teamwork is essential and should be an integral part of the educational process. Teachers, students, administrators, and parents can ensure the continued progress of our children. Success in our environment lies not at the end of the road, but in having made the educational journey, step by step.

CURRICULUM AND INSTRUCTIONAL PROGRAM

The curriculum is presently guided by the California State Content Standards specifying what students must master each academic year. Additionally, Center for Advanced Learning is fully committed to the complete and successful implementation of the Common Core State Standards by 2014.

Center for Advanced Learning offers a curriculum that is aligned with the academic performance and content standards of the California State Board of Education and supplemented by proven research-based curriculum models. Where appropriate and practical, the curriculum will be project-based. These elements will ensure that Center for Advanced Learning offers a highly focused curriculum for all students coupled with a creative, stimulating, learning environment.

Our curriculum gives children the opportunity to become natural learners. We believe that growth is developmental and CAL fully supports its students at different developmental levels socially and emotionally. We understand that children learn best when they are engaged in activities and studies of interest to them. In addition to meeting California state-mandated curriculum standards, Center for Advanced Learning provides students with the opportunity to experience other cultures, and understand the challenges that they face in a global society.

The Charter School encourages students to use problem-solving and critical-thinking skills not only in the classroom but in social engagements as well. The school fosters a learning community in which students experience respect for their sustained efforts as well as their immediate successes.

As mentioned earlier, the curriculum is developmentally appropriate, as it is based on a developmental model that holds that children have identifiable stages of development and their education must

be appropriate to the specific stages of development, and it is aligned with the California state curriculum framework. The Charter School has specific standards-based curriculum for each grade level. The curriculum outcome standard of the Charter School is that all students function at or above grade level in areas of reading, language arts, mathematics, science and social studies.

The core curriculum consists of reading/language arts, mathematics, science, and social studies. In addition, students are taught physical education, visual-performing arts and technology.

The curriculum is designed to allow each child the opportunity to communicate and to develop an interest in culturally diverse literature and other reading materials. Emphasis is on acquiring basic skills using sequential learning standards. Through the utilization of cooperative and flexible learning strategies, participation in small group activities will promote positive social development, responsibility, and academic interaction.

Innovative teaching plans provide activities to build visual, auditory, and kinesthetic skills for students who learn best through seeing, hearing and movement. These activities employ one or more modalities to build sound-symbol association skills and provide lively and engaging ways to capitalize on children's individual intellectual strengths and learning styles.

The Visual and Performing Arts learning standards form a bridge for students at Center for Advanced Learning to achieve excellence. The arts program supports and extend learning experiences for students in basic literacy and advance skills in Language Arts, Math, Science, and History-Social Science. The arts program engages students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and team work to deliver student-produced products. Center for Advanced Learning recognizes the arts program as an essential learning dimension to excellent teaching and learning.

PROCESS BY WHICH CURRICULUM, MATERIALS AND INSTRUCTIONAL ACTIVITIES ARE SELECTED

The books utilized for each course, course material, and instructional activities at Center for Advanced Learning were chosen through a collaborative effort between the school Principal, curriculum development team, and the teachers. Center for Advanced Learning's curriculum development team provides a list of recommended textbooks and teaching strategies for different courses at Center for Advanced Learning. The Principal and teachers determine which textbooks and strategies from that recommended list are most relevant for their students. To encourage innovation, and emphasis on technology, teachers have the flexibility to use books or strategies that are not on Center for Advanced Learning recommended list as long as they achieve the required results.

CORE ACADEMIC COURSE DESCRIPTIONS: SCOPE AND SEQUENCE

The core academic courses at CAL are those in Reading and Language Arts; Mathematics; Science; and Social Science. Below please find a description for each core subject. A complete Scope and Sequence for all core academic areas is attached as Appendix C.

Reading and Language Arts

Center for Advanced Learning delivers a language arts curriculum that is based upon certain core instructional concepts, that is covered systematically and explicitly, consistent with current research-based approaches to the teaching of reading and language arts. CAL will develop and deliver a lan-

guage arts curriculum that is systematic and carefully articulated, and establishes specific, continuing standards leading to competence and alignment with the California English-Language Arts Content Standards.

CAL develops proficiency in reading and language arts by adhering to the goals and key components of effective language arts instruction such as:

- Developing lifelong readers and writers early in students' lives, giving them a unique balance of competence, motivation, accessibility, and experiences with print;
- Providing a strong literature, language, and comprehension program that includes a balance of oral and written language;
- Implementing an organized, explicit skills program that includes phonemic awareness, phonics, and decoding skills to address the needs of the emergent reader;
- Administering ongoing diagnosis that informs teaching and assessment that ensures accountability, and;
- Ensuring a powerful early intervention program that provides individual tutoring for students at risk of failure in reading.

All elements of the California English/Language Arts Content Standards (California Department of Education, 1997) will be implemented at each grade level. Center for Advanced Learning will use *SRA Imagine It* for its English/Language Arts curriculum.

Math

CAL 's teaching methodologies emphasizes the importance of a balanced mathematics curriculum. It stresses the critical interrelationships among computational and procedural proficiency, problem-solving ability, and conceptual understanding of all aspects of mathematics. Student progress is assessed frequently toward the achievement of the mathematics standards and instruction is adjusted as needed. Utilizing the natural progression of the five strands set forth by the state (i.e. Number Sense; Algebra and Functions; Measurement and Geometry; Statistics, Data Analysis, and Probability; and Mathematical Reasoning), teachers provide the learning in each instructional year that lays the necessary groundwork for success in subsequent grades; create and maintain a classroom environment that fosters a genuine understanding and confidence in all students that through hard work and sustained effort, they can achieve or exceed the mathematics standards.

The goals for student achievement align with those set forth in the Mathematics Framework for California Students:

- Develop fluency in basic computational and procedural skills, an understanding of mathematical concepts, and the ability to use mathematical reasoning to solve mathematical problems, including recognizing and solving routine problems readily and finding ways to reach a solution or goal when no routine path is apparent;
- Communicate precisely about quantities, logical relationships, and unknown values through the use of signs, symbols, models, graphs, and mathematical terms;

- Develop logical thinking in order to analyze evidence and build arguments to support or refute hypotheses;
- Make connections among mathematical ideas and between mathematics and other disciplines;
- Apply mathematics to everyday life and develop an interest in pursuing advanced studies in mathematics mathematically related career choices;
- Develop an appreciation for the beauty and power of mathematics.

Students receive a balanced instructional program so that they will become proficient in basic computational and procedural skills, develop conceptual understanding, and become adept at problem solving. Students practice basic computational and procedural skills sufficiently and use them frequently enough to commit them to memory. They also develop a conceptual understanding of each domain so that they know not only how to apply skills but also when to apply them and why they are being applied. This enables them to apply their knowledge to new situations and problems and to recognize when they have made procedural errors.

A progression of learning experiences fostering academic rigor is used to help students learn the necessary skills, understand and master the concepts of mathematics and connect them to real world experiences. A variety of strategies to enhance learning and ensure that all students have the opportunity to learn including brainstorming and discussion, games, manipulatives, project-based and problem-based instruction, technology and visuals, is used. To guide students in developing and maintaining a positive classroom culture, different types of groupings are experienced, such as, flexible, ability/aptitude and cooperative.

A variety of formative and summative assessments are used to give every student the opportunity to demonstrate their progress. As teachers and students reflect on the expectations set forth in the California state standards, they are able to monitor progress frequently to determine what is or is not working, allowing for immediate corrective action, as needed.

CAL uses Scott Foresman- Addison Wesley Envision Math California Edition as an adopted text. The five strands of mathematics addressed on each grade level are:

- Number Sense **(NS)**;
- Algebra and Functions **(AF)**;
- Measurement and Geometry **(MG)**;
- Statistics, Data Analysis, and Probability **(SDAP)**; and
- Mathematical Reasoning **(MR)**.

Science

Center for Advanced Learning Science Program will provide children with the opportunity to investigate the natural world, learn about interesting, relevant, and exciting science ideas, and link science to mathematics, writing, technology, and all other aspects of the elementary curriculum. It will nurture a lifelong fascination with the natural world in our students.

The Science Program is based on the following principles of scientific literacy:

- All children can investigate and learn science concepts and can experience literacy.

- Children must develop knowledge of and the ability to use the tools and processes of scientific inquiry.
- Children experience success in science when they develop age-appropriate knowledge and understanding of the life, earth , and physical sciences and when they learn the history and nature of science.
- While engaged in the study of science, children should have the opportunity to build success in other curricular areas.
- Science content should be presented to children in an interesting, comprehensible, and easily organized format.
- Children’s competence in the concepts and processes of science should be assessed through a variety of tools that are consistent, authentic, and fair.

The California Science Content Standards outline what students should know and should be able to do in science. The content is organized into four strands:

- Life Science **(LS)**;
- Earth Science **(ES)**;
- Physical Science **(PS)**;
- Investigation and Experiments **(I&E)**.

CAL uses the California Edition of FOSS (Full Option Science System) as an all inclusive modular science curriculum. Instruction incorporates the California Science Standards with each lesson involving hands-on investigation. A variety of formative and summative assessments are used to identify where students are on their learning continuum at regular intervals so that feedback can be conveyed to students (and their parents) on how to improve students’ learning. The scope and sequence for all core courses are included in the Appendix C of this document.

Social Sciences

The goals of the California History/Social Science Framework fall into three broad categories:

- (1) Knowledge and Cultural Understanding;
- (2) Democratic Understanding and Civic Values and
- (3) Skills Attainment and Social Participation.

Inherent in Center for Advanced Learning’s Baldrige design is a highly collaborative environment for staff, teachers, students and parents. This design promotes cross-grade level articulation and planning which lends itself well to carrying out the interrelated focus of the above framework goals.

The communities in which our students live and that surround our schools are a rich resource and have vast and colorful histories that our students will become aware of. Students will begin to discover the connections to and the relationships between our community and the larger societies. Our students and parents come to us with rich background experiences that will be tapped into and recorded.

Students at Center for Advanced Learning will acquire core knowledge in history and social science while they develop critical thinking skills, such as chronological and spatial thinking, research, evidence, point of view and historical interpretation, to study the past and its relationship to the present. Students will also learn to distinguish the important from the unimportant, to recognize vital

connections between the present and the past, and to appreciate universal historical themes and dilemmas.

In addition to community participation and student-led community projects, students will use biographies, original documents, diaries, letters, legends, speeches, and other narrative artifacts from our past (found in archives, museums, historical sites and libraries) to understand historical events by revealing the ideas, values, fears, and dreams of the people associated with them.

Center for Advanced Learning uses History-Social Science for California by Scott Foresman as its adopted text. Through the mastery of the standards, students will know the facts and understand common and complex themes throughout history, making connections among their own lives, the lives of the people who came before them, and the lives of those to come after.

Visual and Performing Arts

Center for Advanced Learning offers a noncore visual and performing arts program that is aligned with the national and state learning standards. These standards recommend that students should:

- Be able to communicate in four arts disciplines – music, visual arts, dance, and theatre.
- Be able to communicate proficiently in at least one art form.
- Be able to present basic analyses of works of art.
- Have an informed acquaintance with exemplary works of art from a variety of world cultures and historical periods.
- Be able to relate various types of arts knowledge and skills across the arts disciplines.

Center for Advanced Learning visual/performing arts program supports and extends the learning experiences for students in basic literacy and advanced skills in language arts, math, science, and history-social science. The arts program engages students in meaningful activities and lesson sessions involving analytical and creative thinking and helps them practice discipline and team work to deliver student produced products. Center for Advanced Learning recognizes the “arts” program as an essential learning dimension to excellent teaching and learning. The arts program celebrates cultural diversity in dance, painting, music forms, and theory from a global perspective.

Each year, students at Center for Advanced Learning participate in a culminating project aimed at connecting the visual/performing arts and the history/social science programs. This project allows students to demonstrate mastery of content standards through a performance assessment model (electronic portfolios, video yearbooks etc.)

CENTER FOR ADVANCED LEARNING TEXT LIST

The following table indicates the textbooks that Center for Advanced Learning intends to use.

Text Name	Publisher
Math	
Mathematics	Scott Foresman-Addison Wesley EnVision Math
History	
Social Studies	Scott Foresman-Addison Wesley
Science	
FOSS	Delta Education
Language Arts	
Open Court Imagine It	SRA

TEACHER RECRUITMENT

CAL will continue its practice of advertising its openings at local university training programs that specialize in producing NCLB-qualified teachers, including California State Universities at Dominguez Hills, Los Angeles, and Northridge; Pepperdine, Loyola Marymount, and Claremont Graduate Universities; and Mount St. Mary's College. It will also continue to advertise on EdJoin and CCSA's placement service.

In order to ensure that candidates are NCLB-qualified, CAL's teacher application package includes an "NCLB Teacher Requirements: Certificate of Compliance" form that applicants must complete. In addition, the Human Resources Department completes an "NCLB Teacher Requirements Form" and verifies the critical elements in it (credential, degrees, and examination results). In order to qualify for interviews, candidates must be verified as NCLB-qualified and document SDAIE training and CLAD credentials in order to deal with the high proportion of targeted students learning English.

Applicants are scored on a variety of measures, including demonstrated student achievement with CAL's target student population. Bilingual teachers qualify for additional points on the scoring rubric. Qualifying candidates scoring above a set score are invited for interviews with the Leadership Team, where further scoring will be completed. Candidates must express unconditional support and commitment to CAL's mission and Baldrige-based program in the interviews. Top scorers are asked to teach demonstration classes for observation by the Leadership Team members. These observations will also be scored. Top scoring candidates are sent invitations to join the CAL faculty at the end of the process and, if they accept the invitations, are provided with an orientation and given employment agreements to complete.

PROFESSIONAL DEVELOPMENT: AN ONGOING PROCESS

Professional development is a critical component of transforming theory into sound instructional practices that meet the needs of all students. Reflective practice occurs in an environment where there is collaboration, use of meaningful data, and thoughtful discussion regarding instruction.

Center for Advanced Learning encourages educators to be teacher-researchers, utilizing their knowledge base to collect and analyze student data, study and reflect upon student response to teaching, formulate questions regarding curricula and instruction, report to peers, and adapt new lessons to meet the needs of the students we serve.

At Center for Advanced Learning, professional development opportunities provide teachers time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals. A week-long staff development session before the start of each school year provides staff with the opportunity to plan a coherent and coordinated course of study together that reflects the rigorous California content standards and has high expectations for student learning. Session topics include the Baldrige Award in Education, Center for Advanced Learning Classroom Learning System, employing quality tools in the classroom, and utilizing technology in the classroom. This staff development results in teachers becoming competent users of technology, experts in the use of quality tools and the Classroom Learning System, and becoming skilled in classroom management.

Teachers and other school staff visit other high quality charter schools and schools using best practices as part of professional development.

Every Friday, school will have a shortened schedule; students will leave at lunch, leaving two hours for professional development in the afternoon.

Some of the topics include:

- Baldrige in the Classroom training.
- Baldrige Leadership training.
- California Content Standards-based effective lesson planning.
- Monitoring student mastery of the California Content Standards and adjusting instruction to maximize student mastery.
- Classroom management.
- Sensitivity to students' affective domains.
- Differentiated instruction.
- Grading and assessment.
- Mainstreaming special needs students.
- Writing across the curriculum.
- Utilizing technology.
- The Internet and supplementary resources.

Center for Advanced Learning budget includes a significant line item for outside quality consultants (\$15,000) as well as \$1,000/teacher for professional development coaching (\$12,000 total).

Center for Advanced Learning will require that all certificated employees prepare their own individual professional development plans and will assist them in their endeavors to meet their professional development plan objectives. The school will provide certificated employees expected content for the Individual Professional Development Plan. At a minimum, the plan should address individual needs to improve practice and balance those needs with the needs of the students and the school. The plan should include: Goals, Objectives, Relevance, Steps/Strategies, a time frame for each step, evaluation of steps and documentation. All plans are developed with and monitored by a mentor teacher employed by the school. The mentor teacher meets with the principal on a weekly basis to discuss plan development and progress.

ATTENDANCE REQUIREMENTS INCLUDING LENGTH OF SCHOOL DAY AND YEAR

Center for Advanced Learning complies with Education Code Section 47612.5 in regard to the required number of minutes of instruction. Students must meet the state requirement for attendance. Alternative interventions are considered for truancy, for example: having a parent conference; detention; or restriction from participating in school activities such as sports, field trips, etc.

INSTRUCTIONAL CALENDAR

Center for Advanced Learning operates at least 175 student days and an additional 10 professional development days for its teachers. As illustrated in the chart below, CAL meets and exceeds the required number of minutes of instruction as set forth in Education Code 47612.5.

Instructional Minutes

	Kinder	Grades 1-3	Grades 4-5
Required Minutes	36,000	50,400	54,000
Regular Days			
<i>Total Daily Minutes</i>			
Daily Start Time	8:00	8:00	8:00
Daily End Time	3:00	3:00	3:00
Subtotal Minutes	420	420	420
<i>Non-Instructional Minutes</i>			
Recess	15	15	15
Lunch	45	45	45
Subtotal Non-Instructional Minutes	60	60	60
Subtotal Minutes Per Regular Day	360	360	360
Regular Days Per Year	138	138	138
Subtotal Annual Minutes on Reg Days	49,680	49,680	49,680
Minimum Days (Every Friday)			
<i>Total Daily Minutes</i>			
Daily Start Time	8:00	8:00	8:00
Daily End Time	12:35	12:35	12:35
Subtotal Minutes	275	275	275
<i>Non-Instructional Minutes</i>			
Recess	15	15	15
Lunch	40	40	40
Subtotal Non-Instructional Minutes	55	55	55
Subtotal Minutes Per Minimum Day	220	220	220
Minimum Days Per Year	37	37	37
Subtotal Annual Minutes on Min Days	8,140	8,140	8,140
Total Annual Instructional Minutes	57,820	57,820	57,820
Amount Above (Below) Minimum	21,820	7,420	3,820

The proposed Instructional Calendar for 2012-2013 is attached as Appendix D.

CAL Bell Schedules

Center for Advanced Learning school day begins at 7:50 AM and ends at 3:00 PM except for Fridays, when the school day ends at 12:35 PM in order to leave two hours for professional development.

Sample Regular Day Master Schedule

Kindergarten - 5th Grades 8:00 am to 3:00 pm

7:15 am - 7:45 am	Breakfast <i>Campus Assistants supervise students in Breakfast area</i>	
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)	
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>	
8:00 am - 8:30 am	Warm-Up Activities <i>Teachers perform Warm-Up activities in the core subjects</i>	
8:30 am - 9:30 am	English Language Arts (All Grades)	
9:30 am - 9:45 am	Recess (Grades K-1) <i>CA's supervise recess</i>	ELA (Grades 2-5)
9:50 am - 10:05 am	Recess (Grades 2-3) <i>CA's supervise recess</i>	ELA (Grades K-1 and 4-5)
10:10 am - 10:25 am	Recess (Grades 4-5) <i>CA's supervise recess</i>	ELA (Grades K-1 and 2-3)
10:30 am - 11:15 am	English Language Development (All Grades)	
11:15 am - 12:00 pm	Lunch (Grades K-1)	
11:15 am - 12:15 pm	Math (Grades 4-5)	
11:15 am - 11:45 am	Math (Grades 2-3)	
11:50 am - 12:35 pm	Lunch (Grades 2-3)	
12:10 pm - 1:10 pm	Math (Grades K-1)	
12:20 pm - 1:05 pm	Lunch (Grades 4-5)	
12:40 pm - 1:15 pm	Math (Grades 2-3) <i>cont'd</i>	
1:10 pm - 2:55 pm	Social Studies, Science, Art, P.E./Health P.E. is offered for 20-30 minutes once a week during this time block.	
3:00 pm	Dismissal	
3:15 pm - 6:00 pm	After School Program	

Sample Minimum Day (Friday) Master Schedule

Kindergarten - 5th 8:00 am to 12:35 pm

7:15 am - 7:45 am	Breakfast <i>Campus assistants supervise students in breakfast area</i>	
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)	
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>	
8:00 am - 8:30 am	Warm-Up Activities <i>Teachers perform Warm-Up activities in the core subjects</i>	
8:30 am - 9:30 am	English Language Arts	
9:30 am - 9:45 am	Recess (Grades K-1) <i>CA's supervise recess</i>	ELA (Grades 2-5)
9:50 am - 10:05 am	Recess (Grades 2-3)	ELA (Grades K-1 and 4-5)

	<i>CA's supervise recess</i>
10:10 am - 10:25 am	Recess (Grades 4-5) ELA (Grade 3) <i>CA's supervise recess</i>
10:10 am - 11:20 am	Math Games, Assessments, Science (Grades 2-3)
11:05 am - 11:45 pm	Lunch (Grades K-1) Science (Grades 4-5) <i>11:05 am – 11:50 pm</i>
11:25 am - 12:05 pm	Lunch (Grades 2-3) Science (Grades K-1) <i>11:45 am – 12:30 pm</i>
11:50 am - 12:30 pm	Lunch (Grades 4-5) Science (Grades 2-3) <i>cont'd</i> <i>12:05 pm – 12:30 pm</i>
12:30 pm - 12:35 pm	Dismissal
12:35 pm - 4:30 pm	After School Program

Below is the Master Bell Schedule separated into the respective grade-level clusters:

Regular Day Schedule
Kindergarten – 1st Grades 8:00 am to 3:00 pm

7:15 am - 7:45 am	Breakfast <i>Campus Assistants supervise students in Breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>
8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 9:30 am	English Language Arts
9:30 am - 9:45 am	Recess <i>CA's supervise recess</i>
9:50 am - 10:25 am	English Language Arts (cont'd)
10:30 am - 11:15 am	English Language Development
11:15 am - 12:00 pm	Lunch
12:05 pm - 1:10 pm	Math
1:10 pm - 2:55 pm	Social Studies, Science, Art, P.E./Health P.E. is offered for 20-30 minutes once a week during this time block.
3:00 pm	Dismissal
3:15 pm - 6:00 pm	After School Program

Minimum Day (Friday) Schedule
Kindergarten – 1st Grades 8:00 am to 12:35pm

7:15 am - 7:45 am	Breakfast <i>Campus assistants supervise students in breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)

7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>
8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 9:30 am	English Language Arts
9:30 am - 9:45 am	Recess <i>CA's supervise recess</i>
9:50 am - 10:25 am	English Language Arts (cont'd)
10:25 am - 11:20 am	Math Games, Assessments
11:05 am - 11:45 pm	Lunch
11:45 am - 12:30 pm	Science
12:30 pm - 12:35 pm	Dismissal
12:35 pm - 4:30 pm	After School Program

Regular Day Schedule
2nd - 3rd Grades 8:00 am to 3:00 pm

7:15 am - 7:45 am	Breakfast <i>Campus Assistants supervise students in Breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>
8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 9:45 am	English Language Arts
9:50 am - 10:05 am	Recess <i>CA's supervise recess</i>
10:10 am - 10:25 am	English Language Arts (cont'd)
10:30 am - 11:15 am	English Language Development
11:15 am - 11:45 am	Math
11:50 am - 12:35 pm	Lunch
12:40 pm - 1:15 pm	Math <i>cont'd</i>
1:15 pm - 2:55 pm	Social Studies, Science, Art, P.E./Health
3:00 pm	Dismissal
3:15 pm - 6:00 pm	After School Program

Minimum Day (Friday) Schedule
2nd - 3rd Grades 8:00 am to 12:35 pm

7:15 am - 7:45 am	Breakfast <i>Campus assistants supervise students in breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)

7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>
8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 9:45 am	English Language Arts
9:50 am - 10:05 am	Recess <i>CA's supervise recess</i>
10:10 am - 11:20 am	Math Games, Assessments
11:25 am - 12:05 pm	Lunch
11:50 am - 12:30 pm	Science
12:30 pm - 12:35 pm	Dismissal
12:35 pm - 4:30 pm	After School Program

Regular Day Schedule
4th - 5th Grades 8:00 am to 3:00 pm

7:15 am - 7:45 am	Breakfast <i>Campus Assistants supervise students in Breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>
8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 10:05 am	English Language Arts
10:10 am - 10:25 am	Recess
10:30 am - 11:15 am	English Language Development
11:15 am - 12:15 pm	Math
12:20 pm - 1:05 pm	Lunch
1:10 pm - 2:55 pm	Social Studies, Science, Art, P.E./Health P.E. is offered for 20-30 minutes once a week during this time block.
3:00 pm	Dismissal
3:15 pm - 6:00 pm	After School Program

Minimum Day (Friday) Schedule
4th - 5th Grades 8:00 am to 12:35 pm

7:15 am - 7:45 am	Breakfast <i>Campus assistants supervise students in breakfast area</i>
7:15 am - 7:50 am	Administrators supervise student's arrival (walkers, carpools and bus riders)
7:50 am - 8:00 am	Students Line-Up for Class <i>Teachers meet students on yard, participate in flag salute and lead students to class</i>

8:00 am - 8:30 am	Opening <i>Students perform Warm-Up activities in the Core Subject Areas</i>
8:30 am - 10:05 am	English Language Arts
10:10 am - 10:25 am	Recess
10:30 am - 11:05 am	Math Games, Assessments
11:05 am - 11:50 pm	Science
11:50 am - 12:30 pm	Lunch
12:30 pm - 12:35 pm	Dismissal
12:35 pm - 4:30 pm	After School Program

Center for Advanced Learning’s attendance accounting system meets the requirements of LAUSD, LACOE, and CDE. A narrative of a typical day for a CAL student is attached as Appendix E. Attached as Appendix F, please find the CAL Student-Parent Handbook.

ACADEMIC SUPPORT

All students who do not complete their class work or struggle with it will be recommended to attend our after school program, where peer tutors from the Student Organization and older student tutors help them complete their work. The afterschool program is in direct coordination with the classroom teacher and is intended to serve as an extension of the school day.

In addition, Individualized Success Plans and Student Assessment Binders are tools for intervention and challenging students. Students routinely develop action plans to meet their ISPs.

SERVING ACADEMICALLY LOW ACHIEVING STUDENTS

Variation is expected within Center for Advanced Learning’s student community. Fundamental to Center for Advanced Learning’s approach to academically low achieving students are the Baldrige systems used in the classrooms. Academically low achieving students, as with all other students, will set learning goals, create action plans for meeting the goals, and track their learning progress in their data notebooks. This process has proven especially effective in supporting Special Education students and with low achieving students. Individual students do not want to be the ones holding back their class’ progress and routinely work hard to catch up.

After enrollment and 4 times annually, all students are assessed using Study Island and local benchmark assessments. Students academically at risk of falling behind are provided with targeted, structured, and systemic intervention to address areas of weaknesses. We attempt to address the needs of at risk students early: in kindergarten, first, and second grades, and early in their English language development.

Equal access for academically low achieving students is ensured through:

- Supplementary hourly instruction offered to students at risk of retention from 3:00 to 6:00 each day (the ASES program). The program is closely coordinated with the regular day certificated teacher. The afterschool program is conducted by program leaders and instructional aides, or other assistants, including community volunteers.
- Creating an environment responsive to different learners.

- Differentiating the curriculum to meet each learner's needs through such Baldrige supported strategies as: Cooperative Grouping, Setting Objectives and Providing Feedback, also Questioning, cues and Advance Organizers.
- Curriculum topics that are relevant to students' lives; students will be encouraged to make ideas personally meaningful.
- A continuous process of pedagogical reflection undertaken to find solutions to helping struggling students meet the most challenging standards. Formal and informal assessment of each learner's knowledge, understanding, and interest throughout each unit of instruction. Individual learner needs are frequently assessed using a variety of measures such as school designed tests and performance assignments, state-mandated standardized tests, Open Court Assessments, EnVision Math Assessments, teacher assignments, portfolios, Study Island etc. Students record their assessment results in their data notebooks and create action plans to meet their learning goals.

SERVING ACADEMICALLY HIGH-ACHIEVING STUDENTS

During the process of targeted and frequent assessment using Study Island, past and current STAR data and a variety of other local assessments, CAL identifies students who are achieving above grade level. To address the needs of students performing at the Proficient or above levels Center for Advanced Learning will focus on creating standard-based lesson plans and assessments, based on the individualized needs of these students within the content disciplines. Based on a differentiated instruction model, additional enrichment activities and resources will be utilized to serve these advanced students. They include, but are not limited to, Flexible Grouping, Concept-focused and principle-driven instruction, interest centers, use of computer programs and product criteria negotiated jointly by student and teacher. The goal is to plan and deliver lessons providing these students with adequate opportunities to learn and practice the necessary standards-based skills and knowledge at a higher level.

Steps to be taken in implementing the standards for proficient and advanced students will include:

- Selecting and analyzing the standards to be met.
- Designing assessments through which these students can demonstrate mastery of the standards and determining the required performance levels. These assessments will be administered 4 times annually in tandem with schoolwide benchmarks.
- Identifying what students must know and be able to do to perform well on the assessments.
- Planning and delivering lessons in ways that will provide all students with adequate opportunities to learn and practice the necessary skills or knowledge.
- Examining student work to plan further instruction or individual support, as needed and using variety of assessments to grade the work.

In addition, community services such as mental health, drug, and tobacco programs will be provided in conjunction with local community service organizations.

SERVING LOW SOCIO-ECONOMIC STATUS STUDENTS

Many of our founding members and parents have lived, worked or worshiped in the community, which we now serve for 30-40 years or more. This particular community was chosen because of its vast cultural identity and history of serving residents who have traditionally faced economic hardships. The schools in their community have also traditionally underserved the children and grandchildren of these residents and we hoped to reverse that trend. Ninety eight percent of our student

population are children of residents in this community. By way of annual parent surveys which track education and income levels, CAL maintains a good perspective on the needs of the community. Parents of students from low socio-economic backgrounds tend to lack the knowledge, experience and tools that are necessary in supporting their children within the traditional school system. Therefore, as one of many activities designed to improve the success rate of this very important subgroup, Center for Advanced Learning will, in accordance with the practices inherent in the Baldrige system, require, train and properly equip parents to become involved in their child's educational experience. Parents are trained through PIQUE (Parent Institute for Quality Education) to:

- Be aware of their child's goals and follow their progress
- Provide feedback to the Charter School
- Provide an environment at home that is conducive to their child learning and studying
- Communicate with the teacher on classroom issues
- Assist their child in goal setting and monitoring for progress

In addition to the above interventions, we also have an ongoing commitment from Los Angeles City Council's District 9 office to provide transportation and funds for discovery field trips for our students. Many of our students have limited exposure to the world outside of their immediate community. This generous offer helps to provide them with experiences that will broaden their scope and hopefully stimulate thought and academic expression in the area of science. Students go to the California Science Center. Aside from this commitment from District 9, CAL is prepared to maintain its responsibility of providing these field trip experiences to our student population.

We anticipate that the majority of our students will come to us from low socio-economic backgrounds. Therefore, we believe that the structure we put in place, using the Baldrige system will complement our efforts in successfully educating these students.

In addition, Center for Advanced Learning will have Special Education and English Learner programs to help assist students; both programs are described below, as well as how proficient and advanced students are kept engaged.

SERVING ENGLISH LEARNERS

Overview

Center for Advanced Learning will meet all applicable legal requirements for English Learners ("EL") as they pertain to annual notification to parents, student identification, placement, program options, EL and core content instruction, teacher qualifications and training, re-classification to fluent English proficient status, monitoring and evaluating program effectiveness, and standardized testing requirements. The Charter School will implement policies to assure proper placement, evaluation, and communication regarding ELs and the rights of students and parents.

Home Language Survey

The Charter School will administer the home language survey upon a student's initial enrollment into the Charter School (on enrollment forms).

CELDT Testing

All students who indicate that their home language is other than English will be CELDT tested within thirty days of initial enrollment¹ and at least annually thereafter between July 1 and October 31st until re-designated as fluent English proficient.

The Charter School will notify all parents of its responsibility for CELDT testing and of CELDT results within thirty days of receiving results from the publisher. The CELDT shall be used to fulfill the requirements under the No Child Left Behind Act for annual English proficiency testing.

Reclassification Procedures

Reclassification procedures utilize multiple criteria in determining whether to classify a pupil as proficient in English including, but not limited to, all of the following:

- Assessment of language proficiency using an objective assessment instrument including, but not limited to, achievement of an overall level of 4-5 on - the California English Language Development Test or CELDT.
- Participation of the pupil's classroom teachers and any other certificated staff with direct responsibility for teaching or placement decisions of the pupil to evaluate the pupil's curriculum mastery.
- Parental consultation, achieved through notice to parents or guardians of the language reclassification and placement including a description of the reclassification process and the parents opportunity to participate, and encouragement of the participation of parents or guardians in the reclassification procedure including seeking their opinion and consultation during the reclassification process.
- Achievement of a score of Basic , Proficient or Advanced on the California Standards Test (CST).
- Comparison of the pupil's performance in basic skills against an empirically established range of performance and basic skills based upon the performance of English proficient pupils of the same age that demonstrate to others that the pupil is sufficiently proficient in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English.
- The Student Oral Language Observation Matrix will be used by teachers to measure progress regarding comprehension, fluency, vocabulary, pronunciation, and grammar usage. At benchmark on 3 consecutive ELA Periodic assessments (Imagine It).
- Comparison of basic skills to those of English-speaking peers demonstrated by a score of Proficient or Advanced on the English language Arts section of the California Standards Test.

¹ The thirty-day requirement applies to students who are entering a California public school for the first time or for students who have not yet been CELDT tested. All other students who have indicated a home language other than English will continue with annual CELDT testing based upon the date last tested at the prior school of enrollment.

Strategies for English Learner Instruction and Intervention

At the beginning of the academic year, students are heterogeneously mixed in their classes and at the quarter mark teachers will meet to discuss student progress. The classes will be structured immersion.

Volunteer parents, aides and teachers lend first language support. English Learners more fluent in English are paired with less fluent students and assist them.

Teachers are trained in Specially Designed Academic Instruction in English (“SDAIE”) and English Language Development (“ELD”) techniques during professional development. To support student achievement, other models may be considered, such as building an additional class into the schedule for support in English, after school intervention programs, and summer school.

Lessons are front-loaded for English Learner students who place at Level 2 or below in small groups using English Learning Development (“ELD”) strategies. The Open Court Imagine It curriculum includes support for front-loading. The teacher will do the front-loading while other students are working on independent activities. Front-loading strategies may include:

- Previewing in the home language.
- Visual aids.
- Graphic organizers.
- Vocabulary previews. The teacher or an aide will explain new or difficult vocabulary.

The Charter School’s Avenues curriculum offers English Learners a language-rich environment. Avenues uses grade-level content as the vehicle for language development. The unique combination of grade-level content plus multi-level teaching strategies gives all students access to the core curriculum. Multi-level strategies engage students in roles for cooperative groups for authentic communication activities. The strategy of Language Acquisition indicates the progress of students in their language development towards native-like fluency in English. Each student’s progress moves at his or her own pace through the pathways of pre-production, early production, speech emergence, and intermediate and advanced fluency. The instructional path follows a three-part Language Builder plan: prior knowledge and vocabulary; language through literature; and language through content. Student success will be measured by on-going authentic assessment utilizing performance rubrics and results from Hampton-Brown Avenues e-Assessments, which provide near immediate feedback and are administered 4 times annually.

SERVING STUDENTS WITH DISABILITIES

Overview

A copy of the CAL Section 504 Board Policy, Administrative Regulations, and Student Rights is attached as Appendix G.

Special Education

LAUSD-Specific Language

Special Education Program

All charter schools must adhere to all terms and conditions of the Chanda Smith Modified Consent Decree (MCD) and any other court orders and/or consent decrees imposed upon the LAUSD as they pertain to special education. Charter schools must ensure that no student otherwise eligible to enroll in their charter school will be denied enrollment due to a disability or to the charter school's inability to provide necessary services. Policies and procedures are in place to ensure the recruitment, enrollment and retention of students with disabilities at charter schools.

Prior to Los Angeles Unified School District ("LAUSD" or "District") Governing Board approval, Center for Advanced Learning will execute a Memorandum of Understanding ("MOU") by and between LAUSD and Center for Advanced Learning regarding the provision and funding of special education services consistent with the requirements of the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education.

SELPA Reorganization

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code § 56195.1(a) and intends to continue operating as a single-District SELPA as in the current structure but will now create two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). The Charter-operated schools will not have a LEA status but will function in a similar role in that each charter school will be responsible for all special education issues including services, placement, due process, related services, special education classes, and special education supports. Charter schools may apply for membership in the Charter-operated Program section of the SELPA. These schools will receive support from a Special Education Director for the Charter-operated Programs.

Compliance with Child Find Activities for Conversion Schools

District-authorized conversion charter schools must conduct Child Find activities for students residing in its pre-charter attendance areas (including private school students), so that students who have or are suspected of having a disability and needing special education and related services are appropriately identified and, if necessary, referred for evaluation in accordance with state and federal law. Conversion charter schools must distribute the District's brochure, "Are you Puzzled by Your Child's Special Needs," prominently display the Parent Resource Network poster and use other District materials to address the search and serve requirement of the law, (e.g., "The IEP and You").

***Modified Consent Decree Requirements**

ALL CHARTER SCHOOLS CHARTERED BY 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 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 EIGHTEEN STATISTICALLY MEASUREABLE OUTCOMES AND FACILITIES OBLIGATIONS THAT THE DISTRICT HAS TO ACHIEVE TO DISENGAGE FROM THE MCD AND FEDERAL COURT OVERSIGHT. ALL CHARTER SCHOOLS ARE REQUIRED TO USE THE DISTRICT’S SPECIAL EDUCATION POLICIES AND PROCEDURES MANUAL AND WELLIGENT, THE DISTRICT-WIDE WEB-BASED SOFTWARE SYSTEM USED FOR ONLINE INDIVIDUALIZED EDUCATION PROGRAMS (“IEPS”) AND TRACKING OF RELATED SERVICES PROVIDED TO STUDENTS DURING THE COURSE OF THEIR EDUCATION.

AS PART OF FULFILLING THE DISTRICT’S OBLIGATIONS UNDER THE MODIFIED CONSENT DECREE, DATA REQUESTS FROM CHARTER SCHOOLS THAT ARE NOT CONNECTED TO THE DISTRICT’S CURRENT STUDENT INFORMATION SYSTEMS (“SIS”) ARE MADE ON A REGULAR BASIS. THE REQUESTED DATA MUST BE SUBMITTED IN THE OFFICE OF THE INDEPENDENT MONITOR’S REQUIRED FORMAT AND ARE AS FOLLOWS:

- # The Independent Charter School Suspension/Expulsion Report, due monthly throughout the school year.
- # Paper SESAC Report and Welligent Student Listing Verification, due monthly throughout the school year.
- # CBEDS, which is due at the end of October of Each School Year.
- # All Students Enrolled December 1 of Each School Year, due at the end of December every school year.
- # Graduation Status of 12th Grade Students Enrolled on December 1, due at the end of June every school year.

THE DISTRICT IS CURRENTLY IN THE PROCESS OF DEVELOPING AN INTEGRATED STUDENT INFORMATION SYSTEM (“ISIS”) AS REQUIRED BY THE MCD. ALTHOUGH MOST CHARTER SCHOOLS ARE NOT CURRENTLY UTILIZING THE DISTRICT’S CURRENT SIS, THE MCD REQUIRES ALL CHARTER SCHOOLS TO IMPLEMENT THE USE OF ISIS ONCE IT IS DEVELOPED.

ELEMENT 2: STUDENT OUTCOMES

Governing Law: 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. Education Code Section 47605(b)(5)(B).

EXTENT TO WHICH ALL PUPILS DEMONSTRATE THAT THEY HAVE ATTAINED SKILLS, KNOWLEDGE AND ATTITUDES SPECIFIED AS GOALS

In order for our students to be able to achieve in their chosen higher education or employment path upon graduation from high school, Center for Advanced Learning holds high standards for their academic achievement.

Student outcomes measure the skills and processes mastered and the concepts learned from the content of the school curriculum that is presently aligned to the California State Content Standards in Physical Education and the core academic areas of language arts, math, social studies, science and visual and performing arts. However, Center for Advanced Learning is fully committed to the complete and successful implementation of the Common Core State Standards by 2014.

Exit outcomes address the goals for all students in our target population. These groups include: students who are currently achieving below grade level, students who live in low socio-economic conditions, regular education, English Learners, special education, and gifted.

The curricular exit outcomes and performance goals and outcomes below are expected to be achieved in each year of CAL's five-year term of renewal.

ACADEMIC PERFORMANCE INDEX

The nearest traditional public elementary school (Wadsworth) had an API base score of 668 in 2010; a statewide API rank of 1 and a similar schools rank of 1 in 2010; and is on a 4-track calendar (indicating overcrowding). Center for Advanced Learning had an API base score of 768 in 2010 (2011 growth score of 820), 100 points higher than Wadsworth, with a statewide rank of 4 and a similar schools rank of 8 in 2010. Center for Advanced Learning set a 5-year goal of 705 API, which it exceeded significantly.

According to the California Department of Education, the Base API serves as the baseline for comparisons with the Growth API. The Growth API, released in August, is calculated in exactly the same fashion and with the same indicators as the prior year Base API but is calculated from test results of the following year. The Growth API determines whether schools met their API growth targets. The CDE further explains the API Growth Target as five percent of the difference between the Base API and 800. The minimum growth target is five points until the school or subgroup API approaches 800. Schools at or above the 800-point mark must remain above that threshold.

Center for Advanced Learning's 2011 Growth API scores for each of its numerically significant subgroups are as follows:

- API of 831 – a gain of fifty one points for Hispanic or Latino
- API of 753 – a gain of eighty six points for Black or African American
- API of 816 – a gain of forty five points for Socioeconomically Disadvantaged

- API of 800 – a gain of forty two points for English Learners

As we have plenty of room left for improvement within our subgroups, Center for Advanced Learning will continue to sustain subsequent gains in the future by providing support, intervention and focused instruction where needed within these groups. As a school, we will strive to maintain an aggregate API score of 800 or better throughout our period of renewal. However, we project the following API scores within our subgroups over the next 5 years:

- API of 850 – a gain of nineteen points for Hispanic or Latino
- API of 780 – a gain of twenty seven points for Black or African American
- API of 840 – a gain of twenty four points for Socioeconomically Disadvantaged
- API of 820 – a gain of twenty points for English Learners

CALIFORNIA STANDARDS TEST (CST)

A study of Wadsworth Elementary School’s 2010 CST English Language Arts data for Grades 2-5 shows the following:

- 25% of students achieved at the Proficient or Advanced level
- 34% achieved at the Basic level
- 26% achieved at the Below Basic level
- 15% achieved at the Far Below Basic level

In reviewing the above test data for Wadsworth Elementary, Center for Advanced Learning projects for the first year of our renewal, ELA scores of:

- at least 85% of students will achieve at the Basic level or higher
- at least a 5% growth in achievement each year over the next four years

A study of Wadsworth Elementary School’s 2010 CST Math data for Grades 2-5 shows the following:

- 37% of students achieved at the Proficient or Advanced level
- 24% achieved at the Basic level
- 30% achieved at the Below Basic level
- 9% achieved at the Far Below Basic level

In reviewing the above test data for Wadsworth Elementary, Center for Advanced Learning projects for the first year of our renewal, Math scores of:

- at least 87% of students will achieve at the Basic level or higher
- at least a 5% growth in achievement each year over the next four years

CURRICULAR EXIT OUTCOMES

Curricular Focus	Measurable Outcomes	Goals
English	Demonstrate literacy in reading, writing, speak-	<ul style="list-style-type: none"> • The percentage of students I

Language Arts	<p>ing and listening by:</p> <ul style="list-style-type: none"> • constructing meaning from a variety of texts using comprehension strategies, prior knowledge and personal experience; • initiate reading opportunities and read independently for 30 minutes or longer; • write with fluency in a variety of genres for a variety of audiences, i.e. Reflective journal, persuasive essay, report, science observation, personal letter, business letter, creative story, poem; • apply the writing process and conventions of writing; • use speaking skills to present information, narrative, and response to literature; • apply presentation strategies effectively. 	<ul style="list-style-type: none"> • In order to maintain sufficient growth. • achieving at the proficient and advanced level on the CST will increase by 5% each year. • The school will meet or exceed NCLB requirements for AYP.
English Language Development	<ul style="list-style-type: none"> • Demonstrate verbal and written proficiency in English within 3 consecutive years of enrollment at Center for Advanced Learning. • Re-designate from EL status to English proficient status within 3 consecutive years of enrollment at Center for Advanced Learning. 	<ul style="list-style-type: none"> • Percentage of students re-designated will increase by 5% each year. • Increase one ELD level per year.
Mathematics	Demonstrate fluency in mathematics concepts, mathematical reasoning, and basic computational skills as well as communicate and apply these skills in various settings.	<ul style="list-style-type: none"> • In order to maintain sufficient growth. • The percentage of students achieving at the proficient and advanced level on the CST will increase at an average of 6.5% each year. • The school will meet or exceed NCLB requirements for AYP.
Science	Demonstrate proficiency of the content standards in physical, life, and earth sciences, investigation and experimentation.	In order to maintain sufficient growth. The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
History/Social Science	Demonstrate proficiency of the content standards in history, geography, economics, government and society as well as intellectual, reasoning, reflection and research skills.	The percentage of students achieving at the proficient and advanced level on the CST will increase by 5% each year.
Visual and Performing Arts	<p>Connect the arts with all other content areas. Talk about, evaluate, and describe the arts, using specific criteria. Demonstrate an understanding of how culture and the arts interact. Demonstrate ability to read, write, and perform in each of the arts disciplines. Demonstrate expression through movement and spatial awareness.</p>	All continuously enrolled students will participate fully in the Visual and Performing Arts programs.

	Demonstrate a sense of self-confidence and knowledge of their place in history and society.	
Physical Education	Become physically educated, physically fit, and be able to enjoy a variety of physical activities. Demonstrate a commitment to lifelong health and physical well-being. Develop self-improvement, participation, and cooperation skills.	90% of students continuously enrolled will participate successfully in the Fitnessgram test.

CAL Progress

Our most recent ELA CST Percent Proficient Trend Analysis Report is shown in the table below. As illustrated, Center for Advanced Learning's students have progressed at an overall rate greater than projected in our original charter petition:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2007-08	21	18	33	21	7	B
2008-09	12	11	42	29	6	+8%
2009-10	7	10	38	31	14	+10%
2010-11	3	12	32	34	19	+8%

Below, you will find CAL's ELA projections for percent proficient through the cessation of our renewal term:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2011-12	3.	15.	23.	38.	21.	+6.5%
2012-13	2.	13.	19.	43.	23.	+6.5%
2013-14	2.	10.	15.	47.	26.	+6.5%
2014-15	2.	7.	14.	51.	26.	+6.5%
2015-16	0.	7.	7.	55.	31.	+6.5%
2016-17	0.	1.	7.	59.	33.	+6.5%

In the past few years, Center for Advanced Learning has had measured progress in the reclassification of English Learner students, as indicated in the chart below:

Year	% of Reclassified Fluent-English-Proficient Students	Percentage Increase
2008	4%	B
2009	6%	+1%
2010	17%	+11%

Our most recent Math CST Percent Proficient Trend Analysis Report is shown in the table below. As illustrated, Center for Advanced Learning’s students have progressed at an overall rate greater than projected in our original petition:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2007-08	6	29	29	23	13	B
2008-09	0	22	31	37	10	+11%
2009-10	3	13	28	35	21	+9%
2010-11	1	12	23	31	33	+8%

Below, you will find CAL’s Math projections for percent proficient through the cessation of our renewal term:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2011-12	1.	12	17	34	36	+6.5%
2012-13	3.	8	12	37	40	+6.5%
2013-14	1.	6	9	40	44	+6.5%
2014-15	2.	4	4	44	46	+6.5%
2015-16	1.	1	1	48	49	+6.5%
2016-17	0.	0	0	51	49	+3%

Our most recent Science CST Percent Proficient Trend Analysis Report is shown in the table below. As illustrated, despite some initial challenges, Center for Advanced Learning’s 5th grade students are back on track to achieve our AMOs at an acceptable rate:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2008-09	5	13	35	43	4	B
2009-10	11	13	39	34	3	-11%
2010-11	7	4	29	33	27	+23%

Below, you will find CAL’s Science projections for percent proficient through the cessation of our renewal term:

Year	% Far Below Basic	% Below Basic	% Basic	% Proficient	% Advanced	Increase in Proficient and Advanced
2011-12	7	4	29	33	27	6.5%
2012-13	7	1	26	36	30	6.5%
2013-14	5	0	22	38	35	6.5%

2014-15	0	3	17	45	35	6.5%
2015-16	2	0	12	47	39	6.5%
2016-17	0	2	12	47	39	6.5%

PERFORMANCE GOALS AND OUTCOMES

Center for Advanced Learning will continue to track and analyze the following factors that influence academic achievement and growth.

Factor	Measurable Expected Outcome
Student Conduct	<ul style="list-style-type: none"> Average daily attendance rate of at least 94%. Tardiness continually decreases each year by 5%. Suspensions/expulsions decrease each year by 5%. Mediation referrals decrease each year by 5%.
Parental Involvement	<ul style="list-style-type: none"> 70% of parents attend ongoing parent-teacher conferences. Parent attendance at special programs, festivals and forums will increase annually.
Professional Development	80% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year.
Teacher Performance	<ul style="list-style-type: none"> Knowledge of curriculum. Competence in pedagogy. Professional attitude. Effective teaching strategies.
Financial Solvency	No deficit in the operation budget after the first two years.
Baldrige Criteria	<ul style="list-style-type: none"> 90% of students will be able to chart and articulate their progress using their Data Portfolios.
Students Achieving At Proficient And Advanced Levels	<ul style="list-style-type: none"> by the end of the renewal term, 93% of students will achieve at the proficient or Advanced Level (see above projections).

DELINIATION OF WHEN AND HOW PUPIL OUTCOMES WILL BE ASSESSED

Students are first assessed (using Scott Foresman Mathematics, CELDT, Study Island and Johns Assessment of Reading Comprehension assessments and a writing prompt) upon matriculation. They then take weekly Study Island assessments to monitor student progress. Additionally, four benchmark assessments are given annually to further monitor progress and assist in targeted instruction. At the end of the school year, they will take CST assessments.

IDENTIFICATION OF WHO WILL BE ACCOUNTABLE FOR STUDENT PROGRESS

Ultimately, students are responsible for their own progress. All students are required to maintain data portfolios containing their achievement and progress graphs for all core subjects. Student acceptance of responsibility is Center for Advanced Learning's core value (see Element 1).

In addition, teachers are responsible for student progress, and their annual evaluation will include an examination of the student outcomes of their classes as measured by standardized tests.

The Principal is also held accountable for student progress and the Principal's evaluation includes a significant student outcomes component based on assessment results.

The Charter School intends to rely heavily on value-added measurements of teacher and administrator performance; the task of the teachers and administrators is build on whatever academic background the student enters with. Value-added measurements target the improvement the student demonstrates during the period the student is in contact with the teacher and school.

Our minimum days are held each Friday. This is the time set aside for horizontal and vertical articulation within the PLC's. It is at this time when teachers and grade level teams set goals with action plans and evidence. Discussion and goal setting will occur at the beginning of the year with review at the end of the year. This reflection and monitoring will be a part of staff members' evaluations. This will tie into value-added measures and standardized tests results. While students are responsible for their own learning, they need a strong model from teachers of how to set goals and collect and analyze data. The teachers will be familiar with this process and live by it in order to model it for the students.

ELEMENT 3: MEASURING PUPIL PROGRESS

Governing Law: The method by which pupil progress in meeting those pupil outcomes is to be measured. Education Code Section 47605(b)(5)(C).

ASSESSMENT METHOD AND FREQUENCY

Center for Advanced Learning presently uses the California Content Standards to align the curriculum, assess and monitor student progress; design systematic support and intervention programs; and encourage parent investment and community involvement. Additionally, Center for Advanced Learning is fully committed to the complete and successful implementation of the Common Core State Standards by 2014.

Center for Advanced Learning employs many local assessments to monitor student progress on a weekly basis. This includes assessment tools provided within the core curricular texts. Additionally, our students maintain their progress toward standards mastery through weekly “pretests” on Study Island. The results from these assessments are made almost immediately available for the teacher and principal to review. To provide us with an advance indication of CST performance, benchmark assessments are administered four times annually. These results are collected and disaggregated with the use of Data Director.

Methods for assessing student progress at CAL will include California standardized tests (i.e., STAR testing protocol, CST); text based pre- and post-assessments (i.e., Open Court, EnVision Math); the CELDT each year for all students who qualify as EL; four yearly standards-based Benchmark performance assessments provided by Action Learning Systems; unit level standards-based benchmark performance assessments (administered every 40 days; formal and informal classroom assessments (tests, projects, worksheets, presentations, personal communication, surveys, anecdotal records); and portfolio evaluations.

CAL teachers administer weekly grade-level formative assessments in math and language arts adapted from the formative assessments included in the EnVision Math and Open Court curricula. Students will track their own learning progress by recording the results of the formative assessments in their own Data Notebooks. Classes will track classroom progress by posting graphs summarizing class-wide assessment results.

Weekly, each grade level team will meet with the Principal for one-half hour to analyze classroom data. Grade level teams will assemble monthly Data Notebooks showing their classes’ progress on a variety of measurements, including formative assessments, class enthusiasm for learning, attendance, and other items. The Principal will review these Data Notebooks with the grade level teams.

CAL will use the Baldrige’s Plan-Do-Study-Act (“PDSA”) process (Shewhart Cycle) to review classroom academic results on a biweekly basis and school-wide on a monthly basis to continuously improve its education program. This process includes the following cycle: develop a **Plan** for improving quality at a process; execute the plan (**Do**); evaluate feedback to confirm or to adjust the plan (**Study**); and make the plan permanent or study the adjustments (**Act**).

Meeting API growth targets will be one of the primary goals in the school-wide Plan portion of this PDSA process. The formative assessments will be linked to the State standards and CST testing items so that performance on year-end CSTs can be predicted. The biweekly classroom and monthly school-wide reviews and analysis of the data (the “study” portion of the PDSA cycle) will lead to “Act”: adjustments to learning made on the basis of the data to ensure that API targets are met.

Parents will be involved in student progress through monthly learning progress reports sent home with students, incorporation of parent help in student's action plans, and participation in biannual Student Led Conferences.

CAL will continue to participate in California's standardized testing program.

MANAGEMENT BY FACT

Center for Advanced Learning relies on the measurement and analysis of performance to manage its operations. These measurements are derived from the Charter School's needs strategic objectives and will provide critical data and information about key processes and results.

Several types of data and information are used for CAL's performance management. Performance measurement focuses on student learning and features a comprehensive and integrated fact-based system—one that includes input data, environmental data, performance data, comparative/competitive data, data on faculty and staff, cost data, and operational performance measurements.

Measurement areas include students' backgrounds, learning styles, aspirations, academic strengths and weaknesses, educational progress, classroom and program learning, satisfaction with instruction and services, extracurricular activities, and success in later grades. Examples of data segmentation that will be employed include segmentation by student learning results, student demographics, and faculty and staff groups.

Analysis refers to extracting larger meaning from data and information to support evaluation, decision-making, and improvement. At Center for Advanced Learning, analysis entails using data to determine trends, projections, and cause and effect that might not otherwise be evident. Analysis supports a variety of purposes, such as planning, reviewing the school's overall performance, improving operations, change management, and comparing Center for Advanced Learning's performance with comparable organizations or with "best practices" benchmarks.

A major consideration in Center for Advanced Learning performance improvement and change management involves the selection and use of performance measures and indicators. The measures and indicators Center for Advanced Learning employs represent factors that lead to improved student, operational, financial, and ethical performance. This comprehensive set of measures and indicators tied to student, stakeholder, and organizational performance requirements represent a clear basis for aligning all processes with Center for Advanced Learning's goals. Through the analysis of data from its tracking processes, Center for Advanced Learning's measures and indicators themselves will be evaluated and changed to better support Center for Advanced Learning's goals.

Proficiency levels maximize teacher efficiency and student learning. Learning assessments will determine whether proficiency has been achieved and identify opportunities for intervention. Diverse assessments are used at the various grade levels.

The Instructional Accountability System ("IAS") will start in Kindergarten. This system-wide computer-scored test covering multiple subject areas will be closely aligned to Center for Advanced Learning's curriculum and is a part of the Classroom Learning System.

Comprehensive Mastery Tests or Benchmarks are administered in language arts and math quarterly and prior to STAR Testing in grades K-5. These benchmark tests are loosely modeled on LAUSD's quarterly assessments.

Assessment reports provide measurements of knowledge acquired as well as identification of learning gaps. Staff review test results on Friday afternoons in a group setting. Teachers at each grade level review lesson plans and monitor expected learning outcomes with their colleagues at these meetings.

USE OF STANDARDIZED TEST SCORES IN MEASURING PUPIL PROGRESS; USE OF LONGITUDINAL, SURVEY AND OTHER DATA IN MEASURING PUPIL PROGRESS

CAL students are tested frequently using machine-scored tests developed and scored by CAL's ZOOM Team. Frequent testing allows the teacher to monitor students' performance and pinpoint gaps that need to be filled to secure a solid foundation on which to build further knowledge.

Testing trains students in sustained mental effort for long periods of time, a training that is essential for future success. Testing also reinforces knowledge and prepares students to face and tackle, successfully, difficult situations under pressure.

Teachers need only review the benchmark test results (administered every 40 days), which they can produce in a graphic format. These tests measure student outcomes to monitor progress, highlight student-learning deficiencies for teachers, and increase teachers' pedagogical efficiency (teachers can shift time away from test preparation and scoring to other activities).

Assessments are tied to ongoing teacher, classroom and grade level goals and action plans. The collaboration and monitoring of this information will allow for the sharing of resources and innovative solutions (Core Value "Managing for Innovation").

Teachers share data with students and classrooms work together to establish action plans. Data and action plans can also be shared with parents through class and school newsletters to involve them in the collaborative effort of continuous improvement.

Testing

The Charter School agrees to comply with and adhere to the State requirements for participation and administration of all state mandated tests. If the Charter School does not test (i.e., STAR, CELDT, CAHSEE) with the District, the 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 the Charter School.

INITIAL ASSESSMENTS

Analysis of assessment data at Center for Advanced Learning will be ongoing, beginning with an initial assessment and, if indicated, an examination of a student's cumulative record. New students are given several assessments in order to determine their proficiency levels in core subjects. These assessments include but are not limited to:

- Study Island which is a web-based assessment using rigorous academic content to determine standards mastery in English Language Arts, Math and Science.

An important goal of the initial assessment is to establish a baseline from which value-added student achievement may be measured.

ONGOING ASSESSMENTS

At Center for Advanced Learning, students will be assessed on their mastery of California State Standards in a variety of formats. These include the following:

- **Traditional Classroom Assessments:** Tests, Quizzes, essays, projects, exams on a regular basis.
- **Portfolios:** A selection of student work designed to demonstrate progress toward predetermined goals will demonstrate students' efforts, understanding, and mastery. These portfolios will be presented to parents at the biannual Student-Led Conferences.
- **Independent & Group Research Projects:** These authentic assessments will reflect understanding of units of study based on critical concepts and performance tasks.
- **State Required Tests.** All state required tests will be administered and closely analyzed (STAR, CST, etc.).
- **Other Standardized Tests** (Scott Foresman Math, CELDT, writing assessments, etc.) will be administered as required by authorities outside the Charter School or as determined by school policy.
- **Oral & Written Presentations:** Speeches, position papers, essays, etc.

Students are also measured in non-academic areas such as class attendance and discipline to ensure that they are following through with their enrollment agreement to be positive influences at Center for Advanced Learning. Center for Advanced Learning believes that students develop more quickly and fully when they are held accountable for both performance and conduct.

Teachers closely monitor student progress and students will be expected to demonstrate their mastery of locally developed competencies based on state standards as they progress through their courses of instruction. As one method of measuring pupil progress, assessments are conducted pursuant to 47605(c)(1), which requires Center for Advanced Learning to conduct state testing pursuant to Education Code Section 60605 and any other statewide assessments applicable to pupils in charter schools.

To ensure our educational programs serve the Charter School's guiding principles and vision, "process" data, both objective and subjective, will be utilized to help continually improve the learning environment. Analysis of student outcomes will be used to determine how and what we teach, and to develop improved teacher support and training. Additional data from locally developed assessments and surveys will be used to determine how well Center for Advanced Learning is achieving its goals and meeting the needs of its stakeholders. The data collected from these assessments and surveys will be utilized to refine our educational environment, design programs to inform stakeholders of the school's goals and pedagogic approach.

The types of assessment to be used to evaluate pupil progress will follow state guidelines and may include:

- Norm-referenced achievement tests, including but not limited to STAR.
- Performance-based assessments;

- Teacher evaluation based upon clearly specified criteria for scoring pupil work, including state standards-aligned tests and quizzes, critical thinking and problem solving assignments, and in-class participation;
- Certification, to be maintained in student portfolios, of mastery of locally developed, state standards-aligned competencies;
- The use of longitudinal/survey, and other data collected by Center for Advanced Learning to track pupil progress.

ACADEMIC PERFORMANCE INDEX (API)

The API is used to measure progress over time, and to compare the position of Center for Advanced Learning with that of other schools in the state. The API is also used to identify underperforming sub-groups and develop remediation strategies and programs, as appropriate.

As we have plenty of room left for improvement within our subgroups, Center for Advanced Learning will continue to sustain subsequent gains in the future by providing support, intervention and focused instruction where needed within these groups. As a school, we will strive to maintain an aggregate API score of 800 or better throughout our period of renewal. However, we project the following API scores within our subgroups over the next 5 years:

- API of 850 – a gain of nineteen points for Hispanic or Latino
- API of 780 – a gain of twenty seven points for Black or African American
- API of 840 – a gain of twenty four points for Socioeconomically Disadvantaged
- API of 820 – a gain of twenty points for English Learners

OTHER ASSESSMENTS

Students are measured in non-curriculum areas such as class attendance and discipline to ensure that they are performing against their commitments to be positive influences at school. For example, Center for Advanced Learning will actively track each student’s attendance numbers as well as the number of discipline actions against them (tardiness, detentions, suspensions, etc.). Non-curriculum areas are often overlooked at urban schools when it comes to assessment, but Center for Advanced Learning believes that students develop quicker when they are held accountable for both performance and conduct.

AVERAGE DAILY ATTENDANCE (ADA)

A crucial factor in determining the engagement and commitment of pupils to their programs of instruction is their attendance. As ADA is a factor in the measurement of the success of the school, and as pupils cannot participate in classroom activities when they are not present, the attendance of pupils will be closely monitored.

SPECIFIC STANDARDS WHICH STUDENTS MUST DEMONSTRATE PROFICIENCY IN AND/OR PROGRESS TOWARD AND TIME FRAMES

Specific proficiency standards and processes used to determine pupil achievement are addressed in Element 2 of this charter (see the table) and will be achieved in accordance with grade level time-frame state and national standards.

PROCESS SCHOOL WILL USE TO ENSURE THAT STUDENTS MEET THE STATEWIDE PERFORMANCE STANDARDS AND EVIDENCE OF IMPROVED PUPIL LEARNING

Staff has identified what students should know (California state content standards) and what they should be able to do (performance standards) in all learning areas at critical points in their education (see Element 2). Additionally, Center for Advanced Learning is fully committed to the complete and successful implementation of the Common Core State Standards by 2014. Steps in this process include: reviewing the school's mission, purpose, and expectations, reviewing state and district standards, developing exit outcomes and graduation standards, and listing specific academic outcomes that students will demonstrate in each subject area, grade, or skill level.

Linking standards to curriculum and assessment: Standards, curriculum, and assessment are aligned with each other, with state guidelines, and with the Charter School's educational goals. Professional development includes training in the use of data-driven decision making, and educators review the alignment of assessment and curriculum with the state content standards at least twice a year.

The staff will:

- Set baseline expectations for incoming students (e.g., information from previous assessments);
- Recommend additional support if needed;
- Administer all assessments, including school, district, and state-required testing (e.g., STAR, proficiency tests, CST);
- Develop evaluative comparisons with similar populations using disaggregated data;
- Set priorities for professional development;
- Assist with the allocation of resources.

HOW THE LAUSD BOARD OF EDUCATION AND THE CHARTER SCHOOL CAN MONITOR PROGRESS IN MEETING STUDENT OUTCOMES

Results on the standardized tests cited in this Element (STAR, CST, CELDT) will be reported in an Annual Report to the LAUSD Board of Education. The Board can monitor student progress in meeting student outcomes by reviewing this report.

Use and Reporting of Data

In addition, Center for Advanced Learning will compile and provide to the District an annual performance report. This report will, at a minimum, include the following data:

- Summary data showing student progress toward the goals and outcomes outlined in Element 2 using the assessment instruments and techniques listed in Element 3.
- A summary of major decisions and policies established by the organization's governing board during the year.
- An overview of the school's admissions practices during the year and data regarding the number of students enrolled, the number on waiting lists, and the numbers of students expelled and/or suspended.

Center for Advanced Learning shall promptly respond to all inquiries and requests for documents from the District and shall consult with the District regarding any inquiries. Furthermore, Center for

Advanced Learning will provide any financial information requested by the District and make its books available to the District during any business day upon request or within 24 hours. In addition all legally required financial reports will be submitted to LAUSD in the format required by LAUSD within timeframes specified by LAUSD each year.

ELEMENT 4: GOVERNANCE STRUCTURE

Governing Law: The governance structure of the school, including, but not limited to, the process to be followed to ensure parental involvement. Education Code Section 47605(b)(5)(D).

PUBLIC OPERATING PRINCIPLES

The Charter School will be a directly funded independent charter school and will be operated by Center for Advanced Learning, a California Nonprofit Public Benefit Corporation organized to operate one or more California public charter schools, pursuant to California law upon approval of this charter.

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

Attached, as Appendix H please find the Charter School Articles of Incorporation, Corporate By-laws, and Conflicts Code.

Center for Advanced Learning will comply with the Brown Act and Government Code Section 1090.

Center for Advanced Learning and/or its non-profit corporation will be solely responsible for the debts and obligations of the charter school.

PROCESS WHICH ENSURES STAFF, STUDENTS AND OTHER STAKEHOLDER INVOLVEMENT

At Center for Advanced Learning, students are workers – and parents are their business partners. Center for Advanced Learning staff believes that increased “business partner” involvement translates into increased student achievement. Business partners/parents will sign partnership contracts with students and Center for Advanced Learning pledging to:

- Set up conditions at home for students to study.
- Monitor the child’s Individualized Success Plan and Student Assessment Binder.
- Check homework every night.
- Volunteer a minimum of three hours of service per month, or equivalent, to the Charter School. Service opportunities will include, but not be limited to, assistance in classrooms, tutoring, translating, supervision, communications, facilitation, and clerical support.

Center for Advanced Learning will ensure additional staff, parent, and other stakeholder involvement through Site Council. The Site Council will provide input to the Charter Board through the site Principal on the operations of the Charter School, staff, teachers, and students. It will review and provide input on policies and procedures for expulsions, curriculum, fundraising, and governance ideas for increasing performance. The Site Council will include the elected president of the parent

association, a representative of the staff, an appointed student representative, the Principal and such other persons as may be necessary to accomplish its tasks.

There are numerous additional opportunities for students and parents to participate in the implementation and growth of the school and learn about leadership. Students will be encouraged to help design and assist in the administration of many school programs through the Student Organization, including the disciplinary process, student recruiting, and all-school meetings.

Teacher involvement will be ensured through the election of a teacher representative to the Site Council.

The Principal, staff and Board of Directors will continue to seek and secure community partnerships that will enhance the instructional program and support the vision and goals of Center for Advanced Learning.

METHODS BY WHICH THE SCHOOL CONSULTS WITH PARENTS AND TEACHERS REGARDING THE SCHOOL'S EDUCATIONAL PROGRAMS

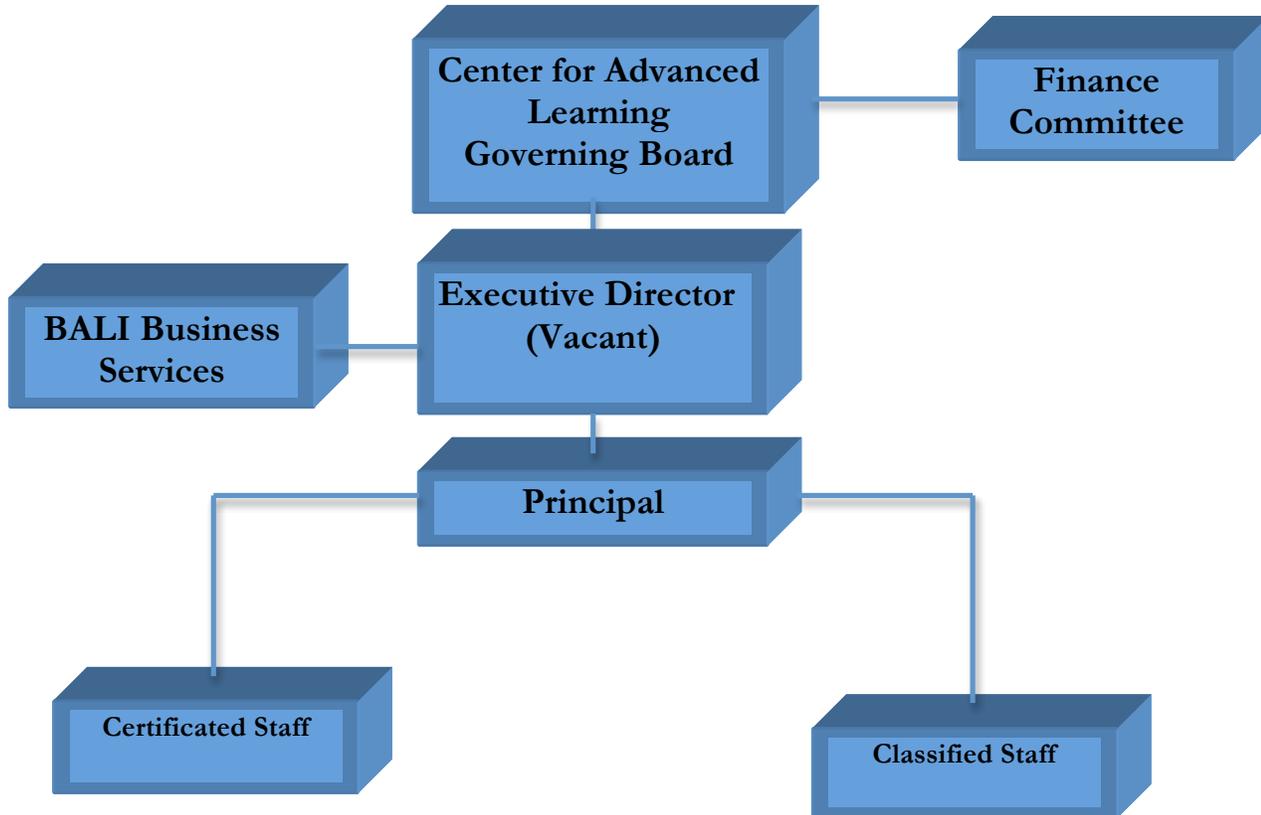
As part of the process of creating a small learning community where everyone has a sense of ownership and purpose, Center for Advanced Learning Board of Directors has been formed of parents, community members, and other stakeholders. Parent and teacher involvement will be ensured in the following manner.

- The Site Council (see above) will meet monthly at the school to discuss school issues and policies.
- Student-led conferences will be held at least biannually in order to facilitate communication among their business partners (parents), teachers, administration, and students; track the progress of the students; and develop any necessary interventions.
- Parent/guardians will be encouraged to form committees that will plan events and fundraisers, review curriculum and policies, or get involved in other areas of interest consistent with the vision, mission, and policies of the school.

Center for Advanced Learning staff will maintain open lines of communication at all times with parents. Beyond meeting with staff at student-led conferences, parents will be advised that teachers will be available for additional conferences as needed.

DECISION-MAKING PROCESS AND ORGANIZATIONAL CHART

ORGANIZATIONAL CHART



DECISION-MAKING PROCESS

Center for Advanced Learning is a 501(c)(3) non-profit public benefit California Corporation. Its independent Board of Directors governs it. Ultimate responsibility for the governance of the Charter School rests with the Board of Directors, which hires the Principal to implement its decisions. The Board is the ultimate governing body and is responsible for major strategic and policy decisions related to the Charter School. It also monitors the Charter School's financial stability. Its responsibilities are detailed in the Governance section below.

The Principal is responsible for the daily administrative operation of the Charter School and is accountable to the Board. The Principal:

- Sets general school policies.
- Ensures operation of the Charter School in accordance with the charter and the law.

GOVERNANCE

Center for Advanced Learning will be governed by Center for Advanced Learning Charter School Board of Directors. The Board will retain a Principal to run the day-to-day operations of the school. Center for Advanced Learning Charter School Board will have an odd number of members ranging from 7-15 members. Board members will be appointed to renewable staggered three-year terms. The terms of the initial Board of Directors were staggered as assigned by the Chair, with one-third (1/3) of the seats serving a five

(5) year term, one-third (1/3) seats serving three (3) year term and one-third (1/3) seats serving a two (2) year term.

The Board of Directors is composed of individuals of high moral character who are leaders in the Charter School's community and in the nation and who have evidenced sincere concern for the welfare of children and for the improvement of education. The members of the Board of Directors reflect the diversity of cultural, academic, and professional expertise that is essential for fulfilling the school's unique mission.

The selection process for new Board members will include review of candidates' curricula vitae, contact with their references, and a personal interview. All members must commit the necessary time and energy to ensure smooth operation of the Board.

Board members include the following individuals:

- Dr. Evangelina Ramirez Stockwell, a former Regional Superintendent in LAUSD.
- Ms. Pamela Prickett, a Researcher and Doctoral Candidate at the University of California at Los Angeles.
- Mr. Murad Rahman, Supervisor/Trainer for Los Angeles County Department of Adult Protective Services.
- Mr. Garth Newberry, a Visual Arts Instructor for Rialto High School, Rialto Unified School District.
- Mr. Alayyi Alim, an Algebra Teacher at Charles Drew Middle School, Los Angeles Unified School District.
- Mr. Frank Banales, Executive Director of Zona Seca, Inc. a Northern California Non-Profit Agency.

The Board will provide leadership for the project in the community; participate in school development activities and promote awareness of the Charter School's education programs among local families, civic and political leaders, and the media. The Board of Directors will have controlling legal power and responsibility for the Charter School. The composition of the board will reflect a balance of expertise and perspectives needed to achieve the mission of Center for Advanced Learning charter School. Specifically the Board will:

- Oversee the academic and social effectiveness of the school.
- Engage parents and the broader community in support of the school.
- Ensure compliance with applicable legal requirements.
- Approve the schools' mission and objectives.
- Review and will maintain bylaws, and establish policies and plans consistent with the mission.
- Be accountable for the financial well-being of the school, including capital assets, fundraising, and endowment.
- Maintain full and accurate records of its meetings, committees, and policies.
- Work to ensure that all of its members are actively involved in the work of the board and its committees.
- Develop itself through new trustee orientation, ongoing education, and leadership succession planning.

- Assure compliance with applicable laws and regulations and minimizes exposure to legal action.

FREQUENCY OF MEETINGS

Regular governing board meetings will be held bi-monthly unless otherwise needed.

LAUSD Specific Language

The Charter School and/or its non-profit corporation is a separate legal entity and will be solely responsible for the debts and obligations of the Charter School.

The Charter School will comply with the Brown Act.

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

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

Grievance Procedure for Parents and Students

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

Center for Advanced Learning will adopt and publish grievance procedures providing for prompt and equitable resolution of student and employee complaints alleging any action, which would be prohibited by Title IX, or Section 504.

Center for Advanced Learning will implement specific and continuing steps to notify applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and employment, and all unions or professional organizations holding collective bargaining or professional agreements with the recipient, that it does not discriminate on the basis of sex or mental or physical disability in the educational program or activity which it operates, and that it is required by Title IX and Section 504 not to discriminate in such a manner.

LAUSD Charter Policy

Center for Advanced Learning will comply with the District policy related to Charter Schools, as it may be changed from time to time after notice and reasonable opportunity for input from the Charter School Collaborative.

Responding to Inquiries

The Charter School shall promptly respond to all inquiries, including but not limited to, inquiries regarding financial records, from the District and shall consult with the District regarding any inquiries. The Charter School acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

Unit.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, the Charter School shall be expected to cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

Notifications

Notification is to be made to the Innovation and Charter Schools Division of any notices of workplace hazards, investigations by outside regulatory agencies, lawsuits, or other formal complaints, within one week of receipt of such notices by the Charter School.

Material Revisions

Material revisions to the charter must be approved by the CAL Board and submitted for approval by the District Board in accordance with Education Code Section 47607.

ELEMENT 5: EMPLOYEE QUALIFICATIONS

Governing Law: The qualifications to be met by individuals to be employed by the school. Education Code Section 47605(b)(5)(E).

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

All teachers shall hold a CTC certificate, permit, or other documents equivalent to that which a teacher in other public schools would be required to hold. Updated CDE and CTC interpretations of requirements will be monitored and followed.

PROCESS FOR STAFF SELECTION

The Board will select the Principal who will select all other staff. Deadlines for submitting applications will be established and publicly advertised. The Principal will be responsible for ensuring that effected members of the community have the opportunity to comment on candidates and, where appropriate, interview them. The Principal will make the final staff selections.

JOB QUALIFICATIONS FOR POSITIONS

All personnel will have objectives, knowledge, skills, and motivation and share a common belief system that supports the mission and goals of the Charter School.

All staff will be subject to background checks, conducted in a manner consistent with the law, prior to hiring.

EXECUTIVE DIRECTOR

The Executive Director (this position is not currently filled at CAL) is responsible for providing the operational and administrative leadership necessary to ensure the success of the school. Until this position is filled, the principal will discharge the duties of this office. He or she organizes, administers, and evaluates all instructional and non-instructional aspects of the school. The Executive Director is held accountable for the continuous improvement of the school.

The Executive Director will:

- Develop and manage the school budget.
- Supervise all non-instructional operations involving the management of the Charter School, including Charter School funds, District funds, payroll, purchases, inventories, and office operations.

- In collaboration with the principal recruit, select, and hire school staff, including school-based support staff.
- Supervise all instructional operations, including training, observation, and evaluation of instructional staff to ensure quality instruction and student achievement.
- Recommend, support, and monitor the instructional staff professional development program to improve student achievement and continuously improve instruction.
- Lead a school-wide process of staff analysis of student assessment data to plan improvements in the educational program.
- Support the development of a network of student support systems.
- Ensure that continuous improvement addresses the achievement of all students and is guided by student academic standards, school performance standards, and concrete data from school, state, and local assessments.
- Oversee compliance in testing, admissions, special education, and other instructional areas.
- Complete and publicly present an annual school progress report to Center for Advanced Learning Board of Directors, Los Angeles Unified School District, and the school community.
- Provide leadership to the Board of Directors and the school leadership team.
- Seek feedback on the progress of the Charter School.
- Serve as a spokesperson for the Charter School in the community and elsewhere.
- Issue reports to the Board of Directors and to any affiliated private entity on the progress of students in the school and on matters of school operations as requested.
- Administer the Charter School policies determined by Center for Advanced Learning Board of Directors and the applicable local, state, and federal regulations.
- Ensure compliance with federal, state and local regulations and policies.
- Establish and maintain a close working relationship with the Los Angeles Unified School District Innovation and Charter Schools Division and the CAL Board of Directors.

Qualifications:

- A bachelor's degree in education or business, a Clear California Multiple Subject Credential, and at least five years of education experience in addition to strong communication, managerial, and computer skills.

- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

PRINCIPAL

The Principal is responsible for onsite administration of the Charter School. In collaboration with the Executive Director, he or she will provide the instructional leadership necessary to ensure the academic success of Center for Advanced Learning's students. The Principal is also the Baldrige Program Leader and will be responsible for assisting the Executive Director in the continuous improvement of the school and its staff.

The Principal will:

- Build an effort-based school culture of high expectations for all students throughout the school community.
- Communicate the vision that supports the Charter School's goals and articulate the Charter School's values and model those values.
- Engage the active support of parents and community members in support of the education of the students in the Charter School.

In collaboration with the Executive Director, the Principal will:

- Create an effective team of people jointly responsible for attainment of school goals and committed to achieving excellence.
- Manage the student recruitment and enrollment process.
- Engage parents and community in planning and implementing programs, including community use of the school site.
- Manage and facilitate group planning and problem-solving sessions.
- Build on the strengths of staff and recognize improvement.
- Support and monitor the development of non-instructional staff and implementation of non-instructional program improvements.
- Ensure a safe and orderly environment.
- Direct the enforcement of Charter School policies and rules of student conduct, including decisions regarding the suspension or expulsion of students from the school.
- Provide leadership, direction, and support in the formulation, implementation, and annual adjustment of the Charter School's instructional program plans.
- Administer the academic policies determined by its Board of Directors and the applicable local, state, and federal regulations.
- Set standards for student achievement.
- Ensure the implementation of the high standards and research-based curricula in all classrooms of the Charter School.
- Provide instructional leadership in advancing proven teaching and learning practices.
- Supervise and evaluate instructional staff to ensure quality instruction and student achievement.
- Monitor (and ensure that teachers monitor) student growth and achievement.
- Deal with discipline issues, including entering discipline information in to student records.
- Train staff in elements of the Baldrige program.
- Develop a plan for achieving the Charter School's vision within the context of the Baldrige Criteria.
- Lead the Charter School's application process for progressively higher California Awards for performance Excellence and, ultimately, the Baldrige Award.

Qualifications:

- A bachelor's degree in education or its equivalent and at least five years of education experience in addition to strong communication, managerial, and computer skills.
- Knowledge of quality systems and experience in applying them in an educational setting.
- Experience implementing high academic standards and curricula in an educational setting, preferably in an urban setting.
- Capacity to build a school culture which mobilizes the efforts of students, staff, and parents to achieve the mission of all students achieving at high levels.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to facilitate groups to plan and make decisions.
- Capacity to build relationships that foster the development of staff.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Capacity to observe, evaluate and select effective teaching and teachers.
- Skill in oral and written communications.
- Ability to manage multiple tasks simultaneously while prioritizing projects and assignments.
- Experience working under time pressure and maintaining a positive work environment.

TEACHER

Reports to: Principal

Center for Advanced Learning will comply with the California Charter Schools Act with respect to teacher certification. All teachers will be required to hold appropriateAll certified teachers teaching core subjects, and uncertified teachers teaching non-core subjects, will comply with subject matter competency and all other requirements of the No Child Left Behind Act. Teachers will help develop and implement the curriculum. All teachers report to the Principal. All teacher certification will comply with California State and Federal Requirements including English learner authorization.

Objective: Significant student progress towards meeting the Charter School's academic standards.

Responsibilities:

- Design, implement, and monitor the learning experiences of each student and class.

- Work collaboratively with each other, students, parents, and community partners and communicate regularly with parents.
- Establish challenging goals or targets for improvement of individual and overall student academic performance. These goals will be a combination of absolute measures and measures of progress.
- Analyze data from assessments of student work in their teams to determine which teaching strategies need to be expanded and which need to be replaced by more effective ones.
- Other duties as assigned.

Knowledge and Skills:

- Experience implementing high academic standards and curricula in an educational setting.
- Capacity to teach in a school that mobilizes students to achieve at high levels.
- Knowledge of effective practices motivating students to adhere to high standards of conduct.
- Knowledge of urban children and their families, especially of those from the dominant cultural groups represented in the school's student population.
- Capacity to analyze data on student learning to identify needs for improvement in instruction.
- Skill in oral and written communications.
- Capacity to work as an effective team member.

OFFICE MANAGER

Reports to: Principal

Qualifications: Bachelor's degree from four-year college or university; or one to two years' related experience and/or training; or equivalent combination of education and experience.

Summary of responsibilities: Schedules appointments, gives information to callers, takes dictation, and otherwise relieves officials of clerical work and minor administrative and business detail by performing the following duties.

- Prepares and communicates reports.
- Reads and routes incoming mail. Locates and attaches appropriate file to correspondence to be answered by Charter School.
- Composes and types routine correspondence.
- Organizes and maintains file system, and files correspondence and other records.
- Answers and screens telephone calls, and arranges conference calls.
- Coordinates schedules and makes appointments.
- Greets scheduled visitors and conducts to appropriate area or person.
- Arranges and coordinates travel schedules and reservations.
- Conducts research, and compiles and types statistical reports.
- Coordinates and arranges meetings, prepares agendas, reserves and prepares facilities, and records and transcribes minutes of meetings.
- Makes copies of correspondence or other printed materials.
- Prepares outgoing mail and correspondence, including e-mail and faxes.
- Orders and maintains supplies, and arranges for equipment maintenance.

Knowledge and Skills:

- Ability to read, analyze and interpret general education periodicals, professional journals, technical procedures, or governmental regulations.
- Additionally the ability to write reports, business correspondence, and procedure manuals.
- The verbal skills to effectively present information and respond to questions from groups of parents, students, teachers, Board members, supervisors, and the general public.
- Ability to independently solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists.
- Ability to interpret a variety of instructions furnished in written, oral, diagram, or schedule form.
- Word processing, Spreadsheets, Internet software, E-mail

REQUIREMENTS AND QUALIFICATIONS OF STAFF

All staff will be asked to submit health clearance and background clearance evidence during the application process. All Charter School staff will be required to undergo a criminal background check and fingerprinting through the Department of Justice prior to hiring.

Compliance with the Commission on Teacher Credentialing Requirements and No Child Left Behind

In accordance with Education Code Section 47605(l), Center for Advanced Learning will conform to the legal requirements that all charter school teachers shall hold a Commission on Teacher Credentialing (CTC) certificate, permit, or other document equivalent to that which a teacher in other public schools would be required to hold. The school will maintain current copies of all teacher credentials and/or proof of credential clearances. (since starting on January 1, 2006, the CTC no longer issues paper certificates of clearance, but instead it posts such information on its website). Appropriate record keeping of credentials held by teachers as well as other documentation will be monitored and maintained on file by the administrative designees. Credentials will be reviewed on an annual basis to ensure that teachers carry the necessary certifications, as required by law. Teachers' credential information will be readily available for inspection by the school's charter authorizer with the understanding that the charter authorizer agrees to uphold the confidentiality of the teachers' information in the same manner that the school is required to maintain the confidentiality of personnel records by law. Employees will be responsible for monitoring and updating the status of their own credentials. Employees will also be responsible for their own fees related to their credentials.

Center for Advanced Learning will comply with the provisions of the No Child Left Behind (NCLB) act as they apply to certificated personnel. All teachers will be highly qualified as defined by No Child Left Behind. Prior to employment, each employee must furnish proof of tuberculosis (TB) testing, as well as documents establishing legal employment status. The Principal and/or administrative designees will be responsible for monitoring and maintaining documentation of medical and criminal investigation clearances, as required by California and federal laws.

Recruitment of Staff

We will take a local and statewide approach towards recruiting our administrative and teaching staff. A major resource for recruitment will be the Teach For America Los Angeles office, which will be a funnel for mission aligned, like-minded teachers and school leaders.

We will recruit at all of the major colleges and universities in the area such as: UCLA, Loyola Marymount, USC, and the Cal State Universities. In addition, we will rely on word of mouth, advertising in the local papers, participation in annual charter schools job fairs, visits to private schools, and postings on websites such as EdJoin. Additionally we will subscribe to services that recruit for charter schools such as Carnie, Sandoe, & Associates or Teach California Charter.

Salaries and Benefits

Employee salaries are determined on an individual basis by the Center for Advanced Learning's Principal based on education, experience, knowledge, and skills. The Principal and Board of Directors will review the salaries and benefits annually to ensure that they are fair, reasonable, and within the school's budget.

Staff Performance and Evaluation

The Board of Directors will evaluate the Principal annually. The Board of Directors will use criteria for the performance evaluation based on the job description and will take into consideration formal and informal evaluations. It will also consider how well the school's goals have been met, self-evaluations, and/or the overall organizational and fiscal health of the school. The Principal will evaluate new teachers (teachers with three or less years of experience at Center for Advanced Learning) at least once a year. Teachers who have taught at the school for four or more years will be evaluated based on an evaluation system developed by the Principal.

Teachers' performance evaluation will be based on the job description and the California standards for the teaching profession and will take into consideration observations of teachers' instructional delivery, self-evaluation, and/or student outcomes. The Principal will also evaluate annually the non-certificated staff. Performance will be evaluated based on the non-certificated staff members' job descriptions, which will be included in the Employee Handbook. Staff evaluation criteria and procedures are subject to change as the school grows and changes.

IDENTIFICATION OF THE ROLES AND FUNCTIONS OF STAFF MEMBERS

The roles and functions of staff are detailed in the job descriptions above. Staff expectations are further delineated in Appendix I, Employment Handbook, and Appendix J, Employment Agreement.

ELEMENT 6: ENSURING HEALTH AND SAFETY

Governing Law: The procedures that the school will follow to ensure the health and safety of pupils and staff. These procedures shall include the requirement that each employee of the school furnish the school with a criminal record summary as described in Section 44237. Education Code Section 47605(b)(5)(F).

Legal Assurances

The health and safety of Center for Advanced Learning students and staff is a high priority for the school. We will comply with all health and safety regulations that apply to non-charter public schools, including those required by CAL/OSHA, the California Health and Safety Code, and the Environmental Protection Agency.

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

- Policies and procedures for responses to disasters and emergencies including fires and earthquakes;
- The role of staff as mandated child abuse reporters;
- Policies relating to blood-borne pathogens;
- Policies relating to the Charter School's drug-free, alcohol-free, and smoke-free environment;
- A policy requiring that instructional and administrative staff to receive training in emergency response, including first aid, first responder training or its equivalent;
- Compliance with all health and safety laws and regulations that apply to non-charter public schools, including those regarding auxiliary services (food services, transportation, custodial services, hazardous materials, etc.) and those required by Center for Advanced Learning, OSHA, the California Health and Safety Code, and EPA;
- Policies relating to the administration of prescription drugs and other medicines; and
- A policy establishing Center for Advanced Learning as a drug, alcohol, and tobacco free workplace.
- All faculty members will be required to attend an annual blood borne pathogen presentation.
- Among the many health and safety laws that need to be followed is the Healthy Schools Act – California Education Code Section 17608, which details pest management requirements for schools.

Fingerprinting and TB Test

Prior to employment and within thirty (30) days of hiring, each employee will submit to a criminal background check as required by Education Code §44237 and 45125.1. Center for Advanced Learning will adhere to California laws including fingerprinting and prohibitions regarding the employment of persons who have been convicted of a violent or serious felony. Fingerprint clearance for new employees will be acquired through submitting the employee's fingerprints to the California Department of Justice. Employees may be fingerprinted at any local police station or at a site where "Live Scan" is utilized.

No employee will be permitted to commence employment at Center for Advanced Learning until that employee has been cleared by the Department of Justice. This will ensure that employees with prior criminal histories do not commence employment with Center for Advanced Learning. Center for Advanced Learning will require Tuberculosis testing for faculty and staff as described in Education Code 49406. Additionally, no

person shall be employed by Center for Advanced Learning unless the employee has submitted proof of an examination that the employee is free of active Mantoux Tuberculosis (TB) within sixty (60) days prior to employment. This examination shall consist of an X-ray of the lungs or an approved intradermal tuberculin test, which if positive, shall be followed by an X-ray of the lungs.

The Principal of the Charter School shall monitor compliance with this policy and report to the Charter School Board of Directors on a quarterly basis. The Board President shall monitor the fingerprinting and background clearance of the Principal. Volunteers who will volunteer outside of the direct supervision of a credentialed employee shall be fingerprinted and receive background clearance prior to volunteering without the direct supervision of a credentialed employee.

Immunizations

Center for Advanced Learning will require all enrolling students to provide documentation of immunizations for polio, diphtheria, tetanus, measles, mumps, rubella, and Hepatitis B as described in California's Department of Health Services Document IMM-231. The immunization requirements of pupils as a condition of enrollment will be applied to the same extent that it would be applied if the pupils attended a non-charter public school.

Vision, Hearing, and Scoliosis Screening

Students will be screened for vision, hearing, and scoliosis to the extent as would be required if the pupils attended a non-charter public school. The Charter School will adhere to Education Code Section 49450, et seq., as applicable to the grade levels served by the school.

Copies of all Health and Safety policies are attached as Appendix K.

HOW THE SCHOOL WILL ENSURE THAT ITS FACILITIES ARE SAFE

Center for Advanced Learning will obtain property insurance coverage for the site. The site will comply with Uniform Building Codes, federal American with Disabilities Act (ADA) access requirements, and any other applicable fire, health, and structural safety requirements. An appropriate safety plan has already been developed. Center for Advanced Learning has active safety plans on file. Center for Advanced Learning will hire its own contractors and the appropriate resources necessary in order to perform the maintenance and operations functions required at its facility. For additional school safety, Center for Advanced Learning will engage full time security guards.

Center for Advanced Learning is housed in facilities that have received Fire Marshal approval.

Center for Advanced Learning has prepared a School Safety Plan, which is included in Appendix L.

Insurance Requirements

No coverage shall be provided to the Charter School by the District under any of the District's self-insured programs or commercial insurance policies. The 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] to protect the Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be the Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners 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 insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Office of Risk Management for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect the Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if the Charter School does not operate a student bus service. If the Charter School provides student bus services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Fidelity Bond coverage shall be maintained by the Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment or other assets. Minimum amount of coverage shall be \$50,000 per occurrence, with no self-insured retention.
5. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
6. Sexual Molestation and Abuse coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
7. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
8. Excess/umbrella insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

*Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies. *The policy shall be endorsed to name the Los Angeles Unified School District and 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 the Charter School's insurance shall be primary despite any conflicting provisions in the Charter School's policy.*

Evidence of Insurance

The Charter School shall furnish to the District's Office of Risk Management and Insurance Services located at 333 S. Beaudry Ave, 28th Floor, Los Angeles CA 90017 within 30 days of all new policies inceptions, renewals or changes, certificates or such insurance signed by authorized representatives of the insurance carrier. Certificates shall be endorsed as follows:

"The insurance afforded by this policy shall not be suspended, cancelled, reduced in coverage or limits or non-renewed except after thirty (30) days prior written notice by certified mail, return receipt requested, has been given to the District."

Facsimile or reproduced signatures may be acceptable upon review by the Office of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies. Should the Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to school, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of the Charter School.

Hold Harmless/Indemnification Provision

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

The Charter School will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the school. The Charter School will ensure that staff has been trained in health, safety, and emergency procedures and will maintain a calendar and conduct emergency response drills for students and staff.

The Charter School, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

Charter School shall require all employees of the Charter School, and all volunteers who will be performing services that are not under the direct supervision of a Charter School employee, and any onsite vendors having unsupervised contact with students to submit to criminal background checks and fingerprinting. The Charter School will maintain on file and available for inspection evidence that the Charter School has performed criminal background checks for all employees and documentation that vendors have conducted required criminal background checks for their employees prior to any unsupervised contact with students. The Charter School shall also ensure that it receives subsequent arrest notifications from the Department of Justice to ensure the ongoing safety of its students.

HOW THE SCHOOL WILL ENSURE THAT ITS AUXILIARY SERVICES ARE SAFE (FOOD SERVICES, TRANSPORTATION, CUSTODIAL SERVICES, HAZARDOUS MATERIALS)

The Center for Advanced Learning will contract with a bonded third party to provide food service.

The school will maintain a list of locally stored hazardous materials and will prepare a safety plan with the assistance of a consultant specializing in writing these plans (see Appendix L: School Safety Plan). The school will also request periodic safety inspections from its insurer. See also Appendix M: Maintenance and Operations Plan. The school will comply with AHERA regulations.

ELEMENT 7: ACHIEVING RACIAL AND ETHNIC BALANCE

Governing Law: 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 district to which the charter petition is submitted. Education Code Section 47605(b)(5)(G).

As the mission of Center for Advanced Learning is to contribute to the improvement of the community in which it resides, the first step to that end would be to ensure that our student body is representative of the community. For this reason, CAL is committed to achieving a student population that is ethnically, racially and socio-economically reflective of Los Angeles' population. Admission to CAL is based on a lottery system, therefore our efforts to achieve a diverse student population will focus on the ability to recruit and retain students reflective of our community's diversity. To ensure an applicant pool that matches the representative population, CAL will take the following steps:

- Distribution of marketing, application, and enrollment materials in English and Spanish
- Discussions and distribution of application materials to Los Angeles area preschools and other areas where diverse student families may be reached
- Presentations and flyer distribution at community meetings/events, such as the South Los Angeles Neighborhood Council, Chamber of Commerce, Elementary School outreach, Neighborhood Watch meetings, etc.
- Presentations and flyer distribution at community organizations who work with families, such as the Crenshaw/28th Street YMCA, the Boys and Girls Club of East Los Angeles, Hands for Hope, the Vernon Library, and community churches
- Presentations and flyer distribution at adult classes, such as those held at the local public libraries, park and recreation centers, etc.
- Information booths and flyer distribution at community events, community centers, local businesses, libraries, social service agencies, faith-based organizations, housing projects, apartment complexes, grocery stores, and shopping centers
- Open Houses and informational meetings at Center for Advanced Learning
- Outreach to local television, radio, and print media reporters
- Advertisements in local newspapers (El Clasificado, La Opinión and The LA Sentinal)
- Advertisements in local organization newsletters
- Advertisements on local radio stations

Targeted Community

Our plan includes aggressive community outreach, in both English and Spanish, that will provide an educational alternative for any interested families in Los Angeles, with a particular emphasis on families residing in the historically underserved neighborhood of South Central Los Angeles.

While we are committed to serving any child who wishes to attend Center for Advanced Learning, the majority of our recruitment efforts will focus on attracting families living within the boundaries of South Central Los Angeles. We plan to work in the community and closely with community organizations to continue to build support for the school and maintain successful enrollment.

Outreach Languages

In addition to promotional materials in both English and Spanish, Center for Advanced Learning will provide translation services for in-person interaction requiring translation.

Achieving Racial and Ethnic Balance

Center for Advanced Learning will keep on file documentation of the efforts made to achieve racial and ethnic balance and the results achieved, as well as an accurate accounting of the ethnic and racial balance of students enrolled in the school.

As described in our community description (located in Element One) and recruitment plan (located in Element Seven), Center for Advanced Learning seeks to serve the families of Los Angeles, with a particular emphasis on reaching out to and recruiting in the underserved Community of South Central Los Angeles. The local public school population has a high Hispanic demographic, as well as a high socio-economically disadvantaged population. Center for Advanced Learning anticipates that our students will continue to reflect similar socioeconomic statistics for sometime to come.

No admission test will be required for enrollment. After enrollment, tests may be administered to determine the appropriate course placement for students entering after the Kindergarten.

As stated in our mission and vision, Center for Advanced Learning will seek to offer continuous improvement by offering all students, regardless of background, and excellent public education. As such, Center for Advanced Learning is committed to maintain a racial and ethnic balance of its students that is reflective of the general population residing within the Los Angeles Unified School District’s territorial jurisdiction.

In order to accomplish this, Center for Advanced Learning will conduct the following recruitment efforts, outreach programs, and activities:

- Maintain student demographic data to ensure accurate accounting of racial and ethnic balance of students enrolled in the school.
- Develop and distribute flyers or brochures, applications, and other recruitment materials that reflect the diversity of the community and that are in English and Spanish (the languages of the families in the surrounding neighborhood).
- Use various distribution channels to enable public relations efforts to reach a wide audience, including community presentations, flyers, the school website, and/or sending out press releases to the local media.
- Visit local elementary schools that will serve as feeders to Center for Advanced Learning.

Since Center for Advanced Learning plans to remain located in or near South Central Los Angeles and its intentions are to recruit and work with educationally disadvantaged students, outreach efforts will be targeted at the geographic area. This will ensure that Center for Advanced Learning’s racial and ethnic balance is reflective of the District schools nearby since only this population will receive the outreach materials and information about the school.

The charter school will maintain an accurate accounting of ethnic and racial balance of students enrolled in the school. It will also keep on file documentation on the efforts the school made to achieve racial and ethnic balance.

Los Angeles Unified School District Ethnicities for the year 2009-10

African American not Hispanic	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	White not Hispanic
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69,143 (10.2%)	2,695 (0.4%)	40,266 (5.9%)	1,279 (0.2%)	497,583 (73.4%)	64,204 (9.5%)
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Court-ordered Integration

The 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 Office of Student Integration Services (collectively the “Court-ordered Integration Program”). The Court-ordered Integration Program applies to all schools within or chartered through LAUSD. The School will provide a written plan in the charter petition and upon further request by the District outlining how it would achieve and maintain the LAUSD’s ethnic goal of 70:30 or 30:70 ratio.

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

No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and the Charter School are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The Charter School agrees to discuss with the District the possibility of accepting for enrollment District students participating in the District’s NCLB-PSC program. The parties agree to memorialize separately any agreed-to number of NCLB-PSC placements of District students at the school.

As required under NCLB, all NCLB-PSC students attending the Charter School shall have the right to continue attending the Charter School until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to the Charter School shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

Center for Advanced Learning will ensure that all of its NCLB-PSC students are treated in the same manner as other students attending the Charter School. NCLB-PSC students are and will be eligible for all applicable instructional and extra-curricular activities at the Charter School. Center for Advanced Learning will make reasonable efforts to invite and encourage the participation of the parents of NCLBPSCstudents in the activities and meetings at the Charter School.

Determination of student eligibility for this NCLB-PSC option, including the grade level of eligibility,

will be made solely by the District, based on the District’s NCLB-PSC process, guidelines, policies and the requirements of NCLB. In the event demand for places at Center for Advanced Learning under the NCLB-PSC program increases in subsequent years, [charter school] agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, the Charter School has agreed to meet all of the programmatic, fiscal and other regulatory requirements of the No Child Left Behind Act of 2001 (NCLB) and other applicable federal grant programs. The Charter School understands that it is a local educational agency (LEA) for purposes of federal compliance and reporting purposes. The Charter School agrees that it will keep and make available to the District any documentation necessary to demonstrate compliance with the requirements of NCLB and other applicable federal programs, including, but not limited to, documentation related to funding, required parental notifications, appropriate credentialing of teaching and paraprofessional staff, the implementation of Public School Choice and Supplemental Educational Services, where applicable, or any other mandated federal program requirement. The mandated requirements of NCLB, Title I, Part A include, but are not limited to, the following:

- Notify parents at the beginning of each school year of their “right to know” the professional qualifications of their child’s classroom teacher including a timely notice to each individual parent that the parent’s child has been assigned, or taught for four or more consecutive weeks by, a teacher who is not highly qualified
- Develop jointly with, and distribute to, parents of participating children, a school-parent compact
- Hold an annual Title I meeting for parents of participating Title I students
- Develop jointly with, agree on with, and distribute to, parents of participating children a written parent involvement policy
- Submit biannual Consolidated Application to California Department of Education (CDE) requesting federal funds
- Complete and submit Local Education Agency (LEA) Plan to CDE
- Complete reform planning process with stakeholders and submit to CDE all appropriate documents for Title I schoolwide status, if applicable; otherwise, identify and maintain roster of eligible students for the Title I Targeted Assistance School Program
- Maintain inventory of equipment purchased with categorical funds, where applicable
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

The Charter School also understands that as part of its oversight of the school, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSION REQUIREMENTS

Governing Law: Admission requirements, if applicable. Education Code Section 47605(b)(5)(H).

Center for Advanced Learning will admit all students who wish to attend the Charter School as specified in Education Code § 47605(d)(2)(A). If the number of students who wish to attend the Charter School exceeds capacity, enrollment shall be determined by a random public drawing. CAL shall only admit students who reside in California.

Prospective students in the attendance area of Wadsworth Elementary School, where CAL's recruitment efforts are focused are overwhelmingly low achieving and economically disadvantaged. Efforts to recruit from this pool are prima facie evidence of efforts to recruit low-achieving and economically disadvantaged students.

Students and their parent(s)/guardian(s) must complete an application, which is available in the Charter School's office and submit it directly to Center for Advanced Learning. Upon admission to CAL, parents and students are required to sign an agreement that they will abide by school policies on academics, attendance, and conduct. These "Family Agreements" are kept on file in the main office.

The Charter School will annually designate an application deadline, which shall signify the close of the open enrollment period, and only applications received prior to the deadline will be included in the public random drawing. Public notice will be posted at the Charter School site regarding a date, time, and location of the public drawing once the deadline date has passed. Unless it is determined in advance that the school site would be inadequate, the lottery will be held at the school. This information is also included on our Lottery Application. Lottery applications will also include the date, time, and location of the drawing, as will the Charter School's web site. The rules to be followed during the process of the lottery will be communicated through a letter to those invited.

Summary of the Center for Advanced Learning Application Process

The CAL Application process includes:

1. Open Enrollment Period (January 2 through February 28th at 5:00 p.m.)
 - a. Recruitment/Informational Meetings
 - b. Completion of (Intent to Enroll Form)
2. Random Public Drawing (Second Saturday after March 1st at 6:00 p.m.)
 - a. Lottery (if necessary)
 - b. Notification of families
3. Paperwork (within two weeks of lottery)
 - a. Acceptance letter signed and mailed to school by parent/guardian
 - b. Completion of all necessary paperwork, including but not limited to:
 1. Proof of age
 2. Immunization records
 3. Home language survey
 4. Emergency medical information
4. Orientation (May-August)
 - a. Parent attendance at school orientation
 - b. Student attendance at school orientation
 - c. Parent and student signature of school Contract for Excellence

California state residency is the only requirement for enrollment, and Center for Advanced Learning will admit all pupils who wish to attend the Charter School, subject only to capacity. If the number of pupils who wish to attend CAL exceeds capacity, attendance, except for existing pupils of the Charter School, shall be determined by a public random drawing. In the event of such a drawing, preference in admissions will be granted in the following order:

- Children of employees of Center for Advanced Learning
- Siblings of students enrolled at Center for Advanced Learning
- Students who reside in the Los Angeles Unified School District
- Students who reside in the Los Angeles Metropolitan Area but outside of the District
- All other students

Center for Advanced Learning uses a computerized lottery program to maintain, organize and tag applicants for preference in the lottery. To ensure fairness, names will be uploaded publicly and chosen at random by the computer. A designee of Center for Advanced Learning's Board of Directors will be present at the drawing and will verify whether the lottery procedures were fairly executed. The Board designee will observe the loading of the list of students into the computer, and monitor the principal as each grade level is uploaded and announced. Once capacity is reached at the random drawing, the remaining names will continue to be drawn and will be placed on a computerized waiting list in the order drawn. If vacancies occur during the school year, the vacancies will be filled according to the waiting list.

Waiting List

The computer program immediately establishes the waiting list and priority ranking from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year.

The waiting list will be established from the applications that do not receive admission and shall be used to fill enrollment vacancies that occur during the year. If a position opens during the school year, the family at the top of the wait list will be contacted by telephone, by the school office to offer their student admission. Should the family decline the seat or fail to respond within 48 hours, the next family on the list will be contacted until the open position is filled. The family is required to leave a working contact number with the office.

The Charter School will maintain on file the verification of the fairness of the lottery process, the ordered list of lottery winners, and the ordered wait list. It will also maintain records of efforts to reach parents or guardians of students on the wait list who are notified when positions are available and documentation of parent and guardian responses, including time stamps.

It is the policy of Center for Advanced Learning to be unbiased in its programs, curriculum, admission policies, employment practices, and all other operations. The Charter School shall not discriminate against any student on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code.

McKinney-Vento Homeless Assistance Act

The Charter School will adhere to the provisions of the McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth has equal access to the same free, appropriate public education as provided to other children and youths.

The Charter School will include specific information in their outreach materials, websites, at community meetings, open forums, and regional center meetings notifying parents that the school is open to enroll and provide services for all students, which shall include a District standard contact number to access additional information regarding enrollment. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ELEMENT 9: FINANCIAL AUDITS

Governing Law: 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. Education Code Section 47605(b)(5)(I).

Assurance

An annual independent financial audit of the books and records of the Charter School will be conducted as required by Education Code Sections 47605(b)(5)(I) and 47605(m). The books and records of the Charter School will be kept in accordance with generally accepted accounting principles, and as required by applicable law and the audit will employ generally accepted accounting procedures.

Annual Audit

Adequate cash flow for Center for Advanced Learning will be ensured by maintaining a funds balance (reserve) of its expenditures as required by section 15543, Title 5 of the California Code of Regulations. The Principal (and/or Office Manager when applicable) in conjunction with a back office service provider will regularly prepare financial reports, including balance sheets and cash flow statements, that the Board of Directors will review during their board meetings. The Principal (and/or Office Manager when applicable) in conjunction with a back office service provider will file and maintain financial documents and supporting documentation such as receipts, invoices, and credit card statements in a uniform and orderly fashion for easy accessibility by the auditor(s). The above-mentioned plans and systems will be used to provide information for an annual, independent, financial audit. On an annual basis, the Board of Directors will be responsible for contracting services with an independent Certified Public Accountant who has been certified by the State of California Controller's Office on its list of education auditors with education finance experience to audit the school's financial statements in accordance with GAAP and in accordance with the provisions within the California Code of Regulations governing audits of charter schools as published in the State Controller's Guide. The Board of Directors and Principal will be responsible for overseeing the independent audit.

Any audit exceptions or deficiencies will be resolved prior to the end of the subsequent fiscal year in consultation with the auditing agency and members of the school's administration and/or Board Members, and will be resolved to the satisfaction of the Los Angeles Unified School District. The Board of Directors will furnish the final audit results to the Los Angeles Unified School District Innovation and Charter Schools Division, the Los Angeles County Superintendent of Schools, the California Department of Education, and the State Controller's Office no later than December 15th.

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

Center for Advanced Learning will submit its annual audit to the State Controller, COE, CDE and LAUSD by December 15th.

District Oversight Costs

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

Balance Reserves

Additionally, the charter will at all times maintain a funds balance (reserve) of its expenditures as required by section 15450, Title 5 of the California Code of Regulations.

Special Education Revenue Adjustment/Payment for Services

In the event that the 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 the Charter School, the Charter School authorizes the District to deduct any and all of the in lieu property taxes that the Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. The Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to the Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, the Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

Audit and Inspection of Records

Charter School agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their 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 it, among other things, monitors the fiscal condition of the Charter School.
- The District is authorized to revoke this Charter for, among other reasons, the failure of the Charter School to meet generally accepted accounting principles or if it 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,
- The Charter School's debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- The Charter School's enrollment process,

- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

The 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.

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

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

Provisional Budget - Due spring prior to operating fiscal year

Final Budget - Due July of the budget fiscal year

First Interim - Due November of operating fiscal year

Second Interim - Due February of operating fiscal year

Unaudited Actuals - Due July following the end of the fiscal year

Audited Actuals - Due November following the end of the fiscal year

Classification Report - Due monthly the Monday after close of the last day of the school month

Statistical Report - Due monthly the Friday after the last day of the school month. In addition:

P1 - Due first week of January

P2 - Due first week of April

Bell Schedule - Due Annually by November

Other reports as request by the District.

ELEMENT 10: SUSPENSION AND EXPULSION

Governing Law: The procedures by which pupils can be suspended or expelled. Education Code Section 47605(b)(5)(f).

PROCEDURE FOR INVOLVING PARENTS, STUDENTS, AND STAFF IN DESIGNING AND IMPLEMENTING THE DISCIPLINE POLICY

The Site Council, which includes administration, parents, and staff, will review the discipline policy annually and recommend changes, as needed. The Board of Directors will have the final decision on any changes to the discipline policy.

All students have a right to learn while attending a safe school. As such, discipline is a necessary part of school life and good discipline is based on an agreement between the school and parents about what is expected of our children.

Center for Advanced Learning will develop, implement and regularly review a discipline policy that attempts to:

- Promote self-discipline and proper regard for authority among students,
- Encourage good behavior and respect for others,
- Ensure students' standards of behavior are acceptable,
- Regulate student conduct.

Students and parents can expect consistent enforcement of the discipline policy and fair administration of consequences for failure to follow the acceptable expected behaviors.

The discipline policy will be reviewed with parents and students upon the students' admission to Center for Advanced Learning. Parents and students will acknowledge their understanding of, agreement with, and responsibility to standards set forth in the discipline policy. The discipline policy will determine student responsibilities, unacceptable behavior, and the consequences for non-compliance.

Student Suspension and Expulsion Policy

This Pupil Suspension and Expulsion Policy has been established in order to promote learning and protect the safety and well being of all students at the Charter School. In creating this policy, the Charter School has reviewed Education Code Section 48900 *et seq.* which describes the non-charter schools' list of offenses and procedures to establish its list of offenses and procedures for suspensions and expulsions. The language that follows closely mirrors the language of Education Code Section 48900 *et seq.* The Charter School is committed to annual review of policies and procedures surrounding suspensions and expulsions and, as necessary, modification of the lists of offenses for which students are subject to suspension or expulsion.

Staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will clearly describe discipline expectations, and it will be printed and distributed as part of the Student/Parent Handbook which is sent to each student at the beginning of the school year.

Discipline includes but is not limited to advising and counseling students, conferring with parents/guardians, detention during and after school hours, use of alternative educational environments, suspension and expulsion. Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed during the period of suspension or expulsion.

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.

Center for Advanced Learning shall provide due process for all students, including adequate notice to parents/guardians and students regarding the grounds for suspension and expulsion and their due process rights regarding suspension and expulsion, including rights to appeal.

Center for Advanced Learning shall ensure that its policies and procedures regarding suspension and expulsion will be periodically reviewed, and modified as necessary, including, for example, any modification of the lists of offenses for which students are subject to suspension or expulsion.

Center for Advanced Learning shall ensure the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

Charter Schools will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. Charter Schools will also ensure staff is knowledgeable about and complies with the district's Discipline Foundation Policy. If the student receives or is eligible for special education, the Charter School shall identify and provide special education programs and services at the appropriate interim educational placement, pending the completion of the expulsion process, to be coordinated with the LASUD Support Unit, Division of Special Education.

Center for Advanced Learning shall utilize alternatives to suspension and expulsion with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
- a copy of the cumulative record
- transcript of grades or report card
- health information
- documentation of the expulsion proceeding, including specific facts supporting the expulsion
- student's current educational placement
- copy of parental notice expulsion
- copy of documentation of expulsion 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; and
- if the Student is eligible for Special Education, the Charter School must

provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened 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 the Charter School's failure to implement 504 Plan?

Outcome Data

Charter School shall maintain all data involving 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 the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission.

The 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, the Charter School's governing board shall readmit the pupil; unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an Individualized Education Program ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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 504?

Gun Free Schools Act

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

A. Grounds for Suspension and Expulsion of Students

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

B. Suspension Offenses

Per the Education Code § 48900, a student may be suspended or recommended for expulsion if the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his/her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.

- m) Possessed an imitation firearm, i.e.: 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 Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the 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 section, "hazing" does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating

an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) 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 of the Education Code , directed specifically toward a pupil or school personnel.
- w) 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, 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 (1).

A decision to expel shall be based on a finding of one or both of the following:

1. Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
2. 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.

The Principal shall have the authority to override the two considerations above in the following cases as they are violations that require mandatory expulsion recommendation

- Brandishing a knife at another person
- Unlawfully selling, a controlled substance listed in Chapter 2 of Division 10 of the health and Safety Code.
- Committing or attempting to commit a sexual assault or committing sexual battery as defined in subdivision (n) of Section 48900.
- Possession of an explosive

Students are subject to mandatory expulsion for any of the reasons as specified in the Education Code Section 48915(c) and the Federal Gun-Free Schools Act of 1994. It is a federal mandate that a school expel, for a period of not less than one year (except on a case-by-case basis), any student who is determined to have brought a firearm to school.

C. Suspension Procedure

Suspensions shall be initiated according to the following procedures:

- a) Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or the Principal's designee 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.

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

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

b) Notice to Parents/Guardians

At the time of suspension, the Principal or designee shall make a reasonable effort to contact the parent/guardian by telephone or in person. Whenever a student is suspended, the parent/guardian shall be notified in writing of the suspension and the date of return following suspension. This notice shall state the specific offense committed by the student. In addition, the notice will also state the date and time when the student may return to school. If school officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

c) Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension.

Upon a recommendation of Expulsion by the Principal or Principal’s designee, the pupil and the pupil’s guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. This determination will be made by the Principal or designee upon either of the following determinations: 1) the pupil’s presence will be disruptive to the education process; or 2) the pupil poses a threat or danger to others. Upon either determination, the pupil’s suspension will be extended pending the results of an expulsion hearing.

The length of suspension for students may not exceed a period of 5 continuous days unless an administrative recommendation had been made and agreed to by the students parent/guardian. If a student is recommended for a period of suspension exceeding 5 continuous days, a second conference will be scheduled between the parent /guardian to discuss the progress of the suspension upon the completion of the 10th day of suspension. Arrangements shall be made to provide the student with classroom material and current assignments to be completed at home during the length of the suspension. A student may be suspend form school for not more than 20 school days in any school

year however, this restriction on the number of days of suspension does not apply when the suspension is extended pending an expulsion.

D. Expellable Offenses

1. Per the Education Code § 48900, a student may be suspended or recommended for expulsion if the student:

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force of violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, sold or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property.
- g) Stole or attempted to steal school property or private property.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code 11014.5.
- k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, other school officials, or other school personnel engaged in the performance of their duties.
- l) Knowingly received stolen school property or private property.
- m) Possessed an imitation firearm, i.e.: 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 Penal code 261, 266c, 286, 288, 288a or 289, or committed a sexual battery as defined in Penal Code 243.4.
- o) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- 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 the purposes of this subdivision, “hazing” means a method of initiation or preinitiation 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 section, “hazing” does not include athletic events or school-sanctioned events.
- r) Made terrorist threats against school officials and/or school property. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, or the personal property of the person threatened or his or her immediate family.
- s) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Caused, attempted to cause, threaten to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- u) Intentionally harassed, threatened or intimidated a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading student rights by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- v) 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 of the Education Code , directed specifically toward a pupil or school personnel.
- w) 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, 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

2. Non -Discretionary Expellable Offenses: Students must be expelled for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- 1. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the students had obtained written permission to possess the item from a certificated school employee, with the Principal or designee's concurrence.

If it is determined by the Governing Board that a student has brought a fire arm or destructive device, as defined in Section 921 of Title 18 of the United States Code, on to campus or to have possessed a firearm or dangerous device on campus, the student shall be expelled for one year, pursuant to the Federal Gun Free Schools Act of 1994.

The term "firearm" means (A) any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive; (B) the frame or receiver of any such weapon; (C) any firearm muffler or firearm silencer; or (D) any destructive device. Such term does not include an antique firearm.

The term "destructive device" means (A) any explosive, incendiary, or poison gas, including but not limited to: (i) bomb, (ii) grenade, (iii) rocket having a propellant charge of more than four ounces, (iv) missile having an explosive or incendiary charge of more than one-quarter ounce, (v) mine, or (vi) device similar to any of the devices described in the preceding clauses.

Gun Free Schools Act

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

E. Authority to Expel

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

F. Expulsion Procedures

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

In the event an administrative panel hears the case, it will make a recommendation to the Board for a final decision whether to expel. The hearing shall be held in closed session unless the pupil makes a written request for a public hearing three (3) days prior to the hearing.

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

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

G. Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses

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

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five 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 person or panel conducting the hearing, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.

4. The person conducting the expulsion hearing may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.

5. The person conducting the expulsion hearing may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.

6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the person presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The person conducting the hearing may permit any one of the support persons for the complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be 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 courtroom during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are no alternative procedures to avoid the threatened harm. The alternative procedures may include videotaped depositions or contemporaneous examination in another place communicated to the hearing room by means of closed-circuit television.

10. Evidence of specific instances of a complaining witness' prior sexual conduct is presumed inadmissible and shall not be heard absent a determination by the person conducting the hearing that extraordinary circumstances exist requiring the evidence

be heard. Before such a determination regarding extraordinary circumstance can be made, the witness shall be provided notice and an opportunity to present opposition to the introduction of the evidence. In the hearing on the admissibility of the evidence, the complaining witness shall be entitled to be represented by a parent, legal counsel, or other support person. Reputation or opinion evidence regarding the sexual behavior of the complaining witness is not admissible for any purpose.

H. 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.

I. Presentation of Evidence

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

Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay and sworn declarations may be admitted as testimony from witnesses of whom the Board of Directors, administrative panel or designee 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 expelled 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.

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

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

J. Written Notice to Expel

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

1. Notice of the specific offense 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 Center for Advanced Learning.
3. Reinstatement Eligibility Review Date
4. A copy of the student's rehabilitation plan
5. The type of educational placement during the period of expulsion
6. Notice of appeal rights/procedures.

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

This notice shall include the following:

- a. The student's name
- b. The specific expellable offense committed by the student

At the conclusion of the expulsion hearing, in accordance with Education Code section 48918, the school will provide the parent with a notice of decision. Additionally, in accordance with Education Code Section 47605(d)(3), upon expulsion of any student, Center for Advanced Learning shall notify the superintendent of the school district of the pupil's last known address within thirty (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.

The Board of Directors' decision to expel shall be final.

If a student is expelled from the Charter School, the Charter School shall forward student records upon request of the receiving school district in a timely fashion. Charter School shall also submit an expulsion packet to the Innovation and Charter Schools Division immediately or as soon as practically possible, containing:

- pupil's last known address
 - a copy of the cumulative record
 - transcript of grades or report card
 - health information
 - documentation of the expulsion proceeding, including specific facts supporting the expulsion
 - student's current educational placement
 - copy of parental notice expulsion
 - copy of documentation of expulsion 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, the Charter School must provide documentation related to expulsion pursuant to IDEA including conducting a manifestation determination IEP prior to expulsion. If the student is eligible for Section 504 Accommodations, the Charter School must provide evidence that it convened a Link Determination meeting to address two questions: A) Was the misconduct caused by, or directly and substantially related to the students disability: B) Was the misconduct a direct result of the Charter's failure to implement 504 Plan

K. Right to Appeal

If a pupil is expelled from the Charter School, the pupil or the pupil's parent or guardian may, within 30 calendar days following the decision of the governing board to expel file a written appeal to the school's governing Board of Directors, which shall hold a hearing within 20 days and render its decisions. If appealed, the Board shall appoint an impartial appeals panel ("Panel"), consisting of at least three (3) certificated individuals, all of whom shall have served on an administrative panel or board which has considered expulsion decisions previously. No member of the Panel may have been involved in the current case, as a teacher of the student or as an administrator or board member who considered the original expulsion.

The Panel shall hold a hearing within twenty (20) schooldays following the filing of a formal request under this section. The Panel shall render a recommendation to the Board within three (3) schooldays of the hearing. The Panel's recommendation shall be forwarded to the Board, who can either adopt the recommendation of the Panel or direct that a new hearing be held. The decision of the Board shall be final.

The period within which an appeal is to be filed shall be determined from the date the Board votes to expel even if enforcement of the expulsion action is suspended and the pupil is placed on probation. A pupil who fails to appeal the original action of the Board within the prescribed time may not subsequently appeal a decision of the Board to revoke probation and impose the original order of expulsion.

The Board may adopt further rules and regulations establishing procedures for expulsion appeals conducted so long as they are consistent with this section. The adopted rules and regulations shall include, but need not be limited to, the requirements for filing a notice of appeal, the setting of a hearing date, the furnishing of notice to the pupil regarding the appeal, the furnishing of a copy of the expulsion hearing, procedures for the conduct of the hearing, and the preservation of the record of the appeal.

The pupil shall submit a written request for a copy of the written transcripts and supporting documents from the School simultaneously with the filing of the notice of appeal. The School shall provide the pupil with the transcriptions, supporting documents, and records within 10 schooldays following the pupil's written request, unless impracticable.

Closed session

The Panel shall hear an appeal of an expulsion order in closed session. During closed session, if the Appeals Panel admits any representative of the pupil or the School, the Panel shall, at the same time, admit representatives from the opposing party.

Evidence admissible at hearing

The Panel shall determine the appeal from a pupil expulsion upon the record of the hearing before the Board, together with such applicable documentation or regulations as may be ordered. No evidence other than that contained in the record of the proceedings of the Board may be heard.

Scope of review

The review by the Panel of the decision of the Board shall be limited to the following questions:

- (1) Whether the Board acted without or in excess of its jurisdiction.
- (2) Whether there was a fair hearing before the Board.
- (3) Whether there was a prejudicial abuse of discretion in the hearing.
- (4) Whether there is relevant and material evidence which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the Board.

A Panel may not recommend reversing the decision of the Board to expel a pupil based upon a finding of an abuse of discretion unless the Panel also determines that the abuse of discretion was prejudicial.

Decision of the Appeal Panel

The decision of the Panel shall be limited as follows:

- (a) If the Panel finds that relevant and material evidence exists which, in the exercise of reasonable diligence, could not have been produced or which was improperly excluded at the hearing before the governing board, it may recommend that the Board reconsider the matter and may in addition recommend the pupil reinstated pending the reconsideration.
- (b) In all other cases, the Panel shall enter a recommendation either affirming or reversing the decision of the Board. The recommendation of the Appeals Panel shall be forwarded to the Board, who shall consider the recommendation at the next meeting.

M. Expelled Pupils/Alternative Education

In the event of a decision to expel a student from Center for Advanced Learning, the school will work cooperatively with the district of residence, county, and/or private schools to assist with the appropriate educational placement of the student who has been expelled. Any incident of violent and/or serious student behavior shall be communicated to the district/school to which the student matriculates. If the decision is to “not expel” the student, the student will remain enrolled at the school.

Outcome Data

Center for Advanced Learning shall maintain all data involving placement, tracking, and monitoring of student suspensions, expulsions, and reinstatements, and make such outcome data readily available to the District upon request.

Interim Placement

If a student is recommended for expulsion, while awaiting the final determination of the Board of Directors, the student will be placed on Independent Study. Textbooks, class work and homework assignments will be compiled by the classroom teacher for all academic subjects while the student

and parents await the review process. Reviews will be conducted in a timely manner, and resolution will be reached within two weeks of the incident.

If the student is to be expelled, Center for Advanced Learning will notify the District in which the student resides. Students who are expelled may seek alternative education programs within the District or the county of residence.

Rehabilitation Plans

Pupils who are expelled from the Charter School shall be given a rehabilitation plan upon expulsion as developed by the 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. The rehabilitation plan should include a date not later than one year from the date of expulsion when the pupil may reapply to the Charter School for readmission.

Readmission

The 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, the Charter School's governing board shall readmit the pupil, unless the 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. The Charter School is responsible for reinstating the student upon the conclusion of the expulsion period.

Special Education Students

In the case of a student who has an Individualized Education Plan ("IEP"), or a student who has a 504 Plan, the Charter School will ensure that it follows the 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 the Charter School, an IEP team, including a District representative, will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District's Policies and Procedures Manual. Prior to recommending expulsion for a student with a 504 Plan, the 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 504?

ELEMENT 11: RETIREMENT SYSTEMS

Governing Law: 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. Education Code Section 47605(b)(5)(K).

STRS, PERS, AND SOCIAL SECURITY

Center for Advanced Learning teachers shall be a part of the State Teachers' Retirement System. Other employees shall be covered by Social Security. Center for Advanced Learning's Office Manager will be responsible for working with any applicable vendors (i.e., payroll companies, etc.), to ensure that the following retirement program data, paperwork, and payments are completed and submitted accordingly and that contributions are made on behalf of all eligible staff members. LACOE is the only agency who could report the contributions to both STRS and PERS. Center for Advanced Learning will either use LACOE's reporting system or a system compatible with LACOE.

ELEMENT 12: PUBLIC SCHOOL ATTENDANCE ALTERNATIVES

Governing Law: The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools. Education Code Section 47605(b)(5)(L).

No student may be required to attend the Charter School. Students who reside within the District who choose not to attend the Charter School may attend school within the District according to District policy or at another school district or school within the District through the District's intra and inter-district policies. Parents and guardians of each student enrolled in the Charter School will be informed on admissions forms that the students have no right to admission in a particular school of a local education agency as a consequence of enrollment in the Charter School, except to the extent that such a right is extended by the local education agency.

Pupils who choose not to attend the Charter School may choose to attend other public schools in their district of residence or pursue an interdistrict-transfer in accordance with existing enrollment and transfer policies of the District.

ELEMENT 13: EMPLOYEE RETURN RIGHTS

Governing Law: A description of the rights of any employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school. Education Code Section 47605(b)(5)(M).

Job applicants at Center for Advanced Learning will be considered through an open process, and if hired, will enter into a contractual agreement with the school. No person shall be required to work for the Charter School.

Leave and return rights for union-represented employees who accept employment with the Charter School will be administered in accordance with applicable collective bargaining agreements between the employee's union and the District and also in accordance with any applicable judicial rulings.

The following is the description of the rights of any employees of the school district upon leaving the employment of the school district to work at Center for Advanced Learning, and of the rights of return to the school district after employment at Center for Advanced Learning:

- A) Any rights upon leaving the employment of a local education agency to work at Center for Advanced Learning that the local education agency may specify.
- B) Any rights of return to employment in a local education agency after employment in the charter school as the local education agency may specify.
- C) Any other rights upon leaving employment to work at Center for Advanced Learning and any rights to return to a previous employer after working in the charter school that LAUSD determines to be reasonable and not in conflict with any provisions of law that apply to Center for Advanced Learning or to the employer from which the employee comes to the charter school or to which the employee returns from Center for Advanced Learning.
- D) A permanent LAUSD employee may opt to transfer to another position within LAUSD in accordance with LAUSD policies and procedures and collective bargaining agreements. Center for Advanced Learning employees on personal leave from LAUSD have the right to return to other positions in LAUSD after employment in the charter school subject to the conditions of the granted leave of absence.

ELEMENT 14: DISPUTE RESOLUTION PROCEDURES

Governing Law: The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to the provisions of the charter. Education Code Section 47605(b)(5)(N).

DISPUTES BETWEEN CENTER FOR ADVANCED LEARNING AND LAUSD

The staff and governing board members of the Charter School agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and the Charter School, except any controversy or claim that is in any way related to revocation of this Charter, (“Dispute”) pursuant to the terms of this Element 14.

Any Dispute between the District and the Charter School shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be made 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 PM or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

All Written Notifications shall be addressed as follows:

To Charter School: 4016 South Central Ave.
c/o School Director Los Angeles, CA 90011

To Director of Charter Schools: Director of Charter Schools
Los Angeles Unified School District
333 South Beaudry Avenue, 25th Floor
Los Angeles, California 90017

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification. The parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date the Written Response is received by the other party. The Written Response may be tendered by personal delivery, by facsimile, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute cannot be resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Each party shall bear its own attorney’s fees, costs and expenses associated with the mediation. The mediator’s fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party’s request for me-

diation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

ELEMENT 15: PUBLIC SCHOOL EMPLOYER

Governing Law: A declaration whether or not the charter school shall be deemed the exclusive public school employer of the employees of the charter school for purposes of the Educational Employment Relations Act (Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code). Education Code Section 47605(b)(5)(O).

The Center of Advanced Learning is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Education Employment Relations Act (“EERA”).

ELEMENT 16: SCHOOL CLOSURE

Governing Law: A description of the procedures to be used if the charter school closes. The procedures shall ensure a final audit of the school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records. Education Code Section 47605(b)(5)(P).

Revocation

The District may revoke the charter if the Charter School commits a breach of any provision set forth in a policy related to Charter Schools adopted by the District Board of Education and/or any provisions set forth in the Charter School Act of 1992. The District may revoke the charter of the Charter School if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

1. The Charter School committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
2. The Charter School failed to meet or pursue any of the pupil outcomes identified in the charter.
3. The Charter School failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
4. The Charter School violated any provision of law.

Prior to revocation, and in accordance with Cal. Educ. Code section 47607(d) and State regulations, the LAUSD Board of Education will notify the Charter School in writing of the specific violation, and give the Charter School a reasonable opportunity to cure the violation, unless the LAUSD Board of Education determines, in writing, that the violation constitutes a severe and imminent threat to the health or safety of the pupils. Revocation proceedings are not subject to the dispute resolution clause set forth in this Charter.

Closure Action

The decision to close the Charter School either by the Charter School governing Board or by the LAUSD Board of Education, will be documented in a Closure Action. The Closure Action shall be deemed to have been automatically made when any of the following occur: the charter is revoked or non-renewed by the LAUSD Board of Education; the Charter School board votes to close the Charter School; or the Charter lapses.

Closure Procedures

The procedures for charter school closure are guided by California Education Code sections 47604.32, 47605, 47605.6, and 47607 as well as California Code of Regulations, Title 5 (5CCR), sections 11962 and 11962.1. A closed charter school must designate a responsible entity to conduct closure activities and identify how these activities will be funded. The procedures outlined below are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” as posted on the California Department of Education website. References to “Charter School” applies to the charter school’s nonprofit corporation and/or governing board.

Documentation of Closure Action

The revocation or non-renewal of a charter school must be documented by an official action of the authorizing entity. Notice of a charter school's closure for any reason must be provided by the authorizing entity to the California Department of Education (CDE). In addition, the charter school must send notice of its closure to:

1. Parents or guardians of students. Written notification to parents/guardians/caregivers of the enrolled students of the Charter School will be issued by the Charter School within 72 hours after the determination of a Closure Action and the effective date of closure. A copy of the written notifications to parents is also to be sent to LAUSD within the same time frames.
2. The authorizing entity
3. The county office of education. Written notification to the Los Angeles County Office of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
4. The special education local plan area in which the school participates. Written notification to the Special Education Local Planning Area (SELPA) in which the Charter School participates of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.
5. The retirement systems in which the school's employees participate. The Charter School will within fourteen (14) calendar days of closure action contact the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), and the Los Angeles County office of Education and follow their procedures for dissolving contracts and reporting. Charter School shall provide a copy of this correspondence to the CSD.
6. The CDE. Written notification to the California Department of Education of the Closure Action shall be made by the Charter School by registered mail within 72 hours of the decision to Closure Action. Charter School shall provide a copy of this correspondence to the CSD.

Notice must be received by the CDE within ten calendar days of any official action taken by the chartering authority. Notification of all the parties above must include at least the following:

1. The effective date of the closure
2. The name(s) of and contact information for the person(s) handling inquiries regarding the closure
3. The students' school districts of residence
4. How parents or guardians may obtain copies of student records, including specific information on completed courses and credits that meet graduation requirements

In addition to the four required items above, notification to the CDE must 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 to parents, guardians, and students should also include:

1. Information on how to transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of their child's cumulative record which will include grade reports, discipline records, immunization records,

completed coursework, credits that meet graduation requirements, a transcript, and State testing results.

3. Information on student completion of college entrance requirements for all high school students affected by the closure

The Charter School shall announce the closure to any school districts that may be responsible for providing education services to the former students of the charter school within 72 hours of the decision to Closure Action. This notice will include a list of returning students and their home schools. Charter school closures should occur at the end of an academic year if it is feasible to maintain a legally compliant program until then. If a conversion charter school is reverting to non-charter status, notification of this change should be made to all parties listed in this section.

School and Student Records Retention and Transfer

The Charter School shall observe the following in the transfer and maintenance of school and student records:

1. The Charter School will provide the District with original cumulative files pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive at the Charter School. Transfer of the complete and organized original student records to the District will occur within seven calendar days of the effective date of closure.
2. The process for transferring student records to the receiving schools shall be in accordance with LAUSD procedures for students moving from one school to another.
3. The Charter School will prepare an electronic master list of all students to the Innovation and Charter Schools Division. This list will include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school, 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 should also indicate the name of the school that each student is transferring to, if known. This electronic master list will be delivered in the form of a CD.
4. The original cumulative files should be organized for delivery to the District in two categories: active students and inactive students. The CSD will coordinate with the Charter School for the delivery and/or pickup of the student records.
5. The Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. The Charter School will provide to the CSD a copy of student attendance records, teacher gradebooks, school payroll records, and Title I records (if applicable). Submission of personnel records must include any employee records the charter school has. These include, but are not limited to, records related to performance and grievance.
7. All records are to be boxed and labeled by classification of documents and the required duration of storage.

Financial Close-Out

After receiving notification of closure, the CDE will notify the charter school and the authorizing entity if it is aware of any liabilities the charter school owes the state. These may include overpayment of apportionments, unpaid revolving fund loans or grants, or other 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.

The Charter School shall ensure completion of an independent final audit within six months after the closure of the school that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.
2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to the charter school.

This audit may serve as the school's annual audit.

The financial closeout audit of the Charter School will be paid for by the 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 the Charter School will be the responsibility of the Charter School and not LAUSD. The Charter School understands and acknowledges that the Charter School will cover the outstanding debts or liabilities of the Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. The 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 the Charter School participates, and other categorical funds will be returned to the source of funds.

The Charter School shall ensure the completion and filing of any annual reports required. This includes:

1. Preliminary budgets
2. Interim financial reports
3. Second interim financial reports
4. Final unaudited reports

These reports must be submitted to the CDE and the authorizing entity in the form required. If the charter school chooses to submit this information before the forms and software are available for the fiscal year, alternative forms can be used if they are approved in advance by the CDE. These reports should be submitted as soon as possible after the closure action, but no later than the required deadline for reporting for the fiscal year.

For apportionment of categorical programs, the CDE will count the prior year average daily attendance (ADA) or enrollment data of the closed charter school with the data of the authorizing entity. This practice will occur in the first year after the closure and will continue until CDE data collection processes reflect ADA or enrollment adjustments for all affected LEAs due to the charter closure.

Disposition of Liabilities and Assets

The closeout audit must determine the disposition of all liabilities of the charter school. Charter school closure procedures must also ensure disposal of any net assets remaining after all liabilities of the charter school have been paid or otherwise addressed. Such disposal includes, but is not limited to:

- a. The return of any donated materials and property according to any conditions set when the donations were accepted.
- b. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
- c. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

Net assets of the charter school may be transferred to the authorizing entity. If the Charter School is operated by a nonprofit corporation, and if the corporation does not have any other functions than operation of the Charter School, the corporation will be dissolved according to its bylaws.

- a. The corporation's bylaws will address how assets are to be distributed at the closure of the corporation.
- b. A copy of the corporations bylaws containing the information on how assets are to be distributed at the closure of the corporation, are to be provided to LAUSD prior to approval of this Charter.

For six (6) calendar months from the Closure Action or until budget allows, whichever comes first, sufficient staff as deemed appropriate by the Charter School Board, will maintain employment to take care of all necessary tasks and procedures required for a smooth closing of the school and student transfers.

The Charter School Board shall adopt a plan for wind-up of the school and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

The Charter School shall provide LAUSD within fourteen (14) calendar days of closure action prior written notice of any outstanding payments to staff and the method by which the school will make the payments.

Prior to final closure, the Charter School shall do all of the following on behalf of the school's employees, and anything else required by applicable law:

- File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
- Make final federal tax payments (employee taxes, etc.)
- File the final withholding tax return (Treasury Form 165).
- File the final return with the IRS (Form 990 and Schedule).

This Element 16 shall survive the revocation, expiration, termination, cancellation of this charter or any other act or event that would end the Charter School's right to operate as a Charter School or cause the Charter School to cease operation. The Charter School and District agree that, due to the nature of the property and activities that are the subject of this petition, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 16. The District, therefore, shall have the right to seek equitable relief to enforce any right arising under this Element 16 or any provision of this Element 16 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

Facilities

Proposed Charter School Location: **4016 South Central Avenue, Los Angeles, CA 90011**

Names of District school sites near proposed location: **Wadsworth Elementary, Harmony Elementary, Lizzaraga Elementary, Nevin Elementary, Ascot Elementary, 49th Street Elementary, Aurora Elementary, Estrella Elementary, Hooper Elementary, Main Street Elementary, West Vernon Elementary**

Proposed Charter School to be located within the boundaries of LAUSD: **Yes**

District-Owned Facilities: If Charter School is using LAUSD facilities as of the date of the submittal of this charter petition or takes occupancy of LAUSD facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by LAUSD for the use of the LAUSD 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 LAUSD facilities, Charter School shall execute an agreement provided by LAUSD for the use of LAUSD facilities prior to occupancy and commencing use.

Charter School agrees that occupancy and use of LAUSD facilities shall be in compliance with applicable laws and LAUSD policies for the operation and maintenance of LAUSD facilities and furnishings and equipment. All LAUSD facilities (i.e., schools) will remain subject to those laws applicable to public schools which LAUSD observes.

In the event of an emergency, all LAUSD 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 LAUSD facilities with other LAUSD user groups, Charter School agrees it will participate in and observe all LAUSD safety policies (e.g., emergency chain of information, participate in safety drills).

The use agreements provided by LAUSD for LAUSD facilities shall contain terms and conditions addressing issues such as, but not limited to, the following:

1. Use. Charter School will be restricted to using the LAUSD facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the charter petition and incidental related uses. LAUSD shall have the right to inspect LAUSD facilities upon reasonable notice to Charter School.
2. Furnishings and Equipment. LAUSD 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.
3. Leasing; Licensing. Use of the LAUSD facilities by any person or entity other than Charter School shall be administered by LAUSD. The parties may agree to an alternative arrangement in the use agreement.

4. Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - a) Pro Rata Share. LAUSD shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter School Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
 - b) 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.

5. Maintenance & Operations Services. In the event LAUSD agrees to allow Charter School to perform any of the operation and maintenance services, LAUSD shall have the right to inspect the LAUSD facilities and the costs incurred in such inspection shall be paid by Charter School.
 - a) Co-Location. If Charter School is co-locating or sharing the LAUSD facilities with another user, LAUSD shall provide the operations and maintenance services for the LAUSD 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.
 - b) Sole Occupant. If Charter School is a sole occupant of LAUSD facilities, LAUSD shall allow the Charter School, at its sole cost and expense, to provide some operations and maintenance services for the LAUSD facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, LAUSD shall provide all services for regulatory inspections, which as the owner of the real property 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.

6. Real Property Insurance. Prior to occupancy, Charter School shall satisfy those 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 colocating or sharing the LAUSD facility with another user.

Facility status: The charter petitioner must demonstrate control of a facility such as a commitment from the landlord, to ensure that the property is actually available to the charter developer, and that the facility is usable with or without conditions (such as a conditional code permit.) The charter school facility shall comply 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 the charter school is to be located, and the Americans with Disabilities Act (ADA). Applicable codes and ADA requirements shall also apply to the construction, reconstruction, alteration of or addition to the proposed charter school facility. The Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA requirements. Charter schools are required to adhere to the program accessibility requirements of Federal law (Americans with Disabilities Act and Section 504).

Occupancy of the Site: The charter petitioner or developer shall provide the District with a final Certificate of issued by the applicable permitting agency, allowing the petitioner to use and occupy the site. The Charter School may not open without providing a copy of the Certificate of Occupancy for the designated use of the facility. If the Charter School moves or expands to another facility during the term of this charter, the Charter School shall provide a Certificate of Occupancy to the District for each facility before the school is scheduled to open or operate in the facility or facilities. 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.

Health & Safety: The school will comply with the Healthy Schools Act, California Education Code Section 17608, which details pest management requirements for schools. Developers may find additional information at: www.laschools.org/employee/mo/ipm.

Asbestos Management: The charter school will comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40CFR 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.

MISCELLANEOUS PROVISIONS

Budgets and Financial Reporting

Governing Law: The petitioner or petitioners shall also be required to provide financial statements that include a proposed first year operational budget, including startup costs, and cash flow and financial projections for the first three years of operation. Education Code Section 47605(g).

Attached, as Appendix N, please find the following documents:

1. A projected budget including cash-flow
2. Budget assumptions
3. Financial projections for three years of operation

These documents are based upon the best data available to CAL at this time.

The Charter School shall provide reports to the District as follows, and may provide additional fiscal reports as requested by the District:

- By July 1, a preliminary budget for the current fiscal year. For a charter school in its first year of operation, financial statements submitted with the charter petition pursuant to Education Code 47605(g) will satisfy this requirement.
- By December 15, an interim financial report for the current fiscal year reflecting changes through October 31. Additionally, on December 15, a copy of the Charter School's annual, independent financial audit report for the preceding fiscal year shall be delivered to the District, State Controller, State Department of Education and County Superintendent of Schools.
- By March 15, a second interim financial report for the current fiscal year reflecting changes through January 31.
- By September 15, a final unaudited report for the full prior year. The report submitted to the District shall include an annual statement of all the Charter School's receipts and expenditures for the preceding fiscal year.

ADMINISTRATIVE SERVICES

Governing Law: The manner in which administrative services of the school are to be provided. Education Code Section 47605(g).

Center for Advanced Learning shall seek out mutually agreed upon memoranda of understanding (MOUs) with LAUSD, which shall delineate the legal obligations of each respective party for each service rendered by the District. In addition, Center for Advanced Learning shall enter into mutually agreed upon MOUs regarding, but not limited to, funding and services for special education pupils, a description of liability insurance, operational funding levels, responses to inquiries under Education Code Section 47604.3, and a delineation of duties regarding responsibility for operations. Requested services from LAUSD will be on a fee-for-service basis and subject to availability. The MOUs shall set forth the responsibilities and legal obligations of each respective party for each ser-

vice rendered by LAUSD, and the manner by which administrative services of the school are to be provided.

Center for Advanced Learning will engage the services of a professional charter school business services firm to provide the administrative services the school will require. Contracted business services will include:

- Accounting. The accounting system will meet the requirements of LAUSD, LACOE, and CDE.
- Purchasing and accounts payable.
- Accounts receivable.
- Payroll processing.
- Budget development and monitoring.
- Compliance.
- Attendance and Student Information Systems.

DESCRIPTION OF THE FACILITY TO BE USED BY THE SCHOOL

Facilities

- ❖ Proposed Charter School Location 4016 South Central Ave, LA.
- ❖ Names of District school sites near proposed location: Wadsworth Elementary, Harmony Elementary, Lizzaraga Elementary, Nevin Elementary, Ascot Elementary, 49th Street Elementary, Aurora Elementary, Estrella Elementary, Hooper Elementary, Main Street Elementary, West Vernon Elementary.
- ❖ Proposed Charter School to be located within the boundaries of LAUSD.

No district or county facilities will be used by the charter school.

Center for Advanced Learning will lease the Bilal Learning Center site at 4016 South Central Avenue. The site is 54,718 square feet. The school building there is a two-story structure of recent construction with 13,685 square feet. It is a wood frame building with stucco. The certificate of occupancy is pending and expected by September 2006.

The facility meets all city codes for Los Angeles and has a current variance approving use as a school.

The school's facility may be inspected by Los Angeles Unified School District for compliance with Uniform Building Codes, Americans with Disabilities Act access requirements, and any other applicable fire, health, and structural safety requirements. Certificate of Occupancy and all other records will be kept on file by the charter school. The Certificate of Occupancy will be provided to LAUSD two months prior to the opening of Center for Advanced Learning.

Center for Advanced Learning will hire its own contractors and other appropriate resources as necessary in order to perform maintenance and operations functions required at its facility.

Transportation

The Charter School will not provide transportation to and from school, except as required by law for students with disabilities in accordance with a student's IEP.

Renewal Process/Timeline

The Charter School will submit a charter renewal petition to the District by the beginning of its final year of operation under this term. The renewal petition will be reviewed according to the standards of Education Code Section 47605.

IMPACT ON CHARTER AUTHORIZER

Governing Law: Potential civil liability effects, if any, upon the school and upon the District. (Education Code Section 47605(g)).

The Charter School shall be operated as a California non-profit public benefit corporation. This corporation is organized and operated exclusively for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code and California Revenue and Taxation Code Section 23701d.

Pursuant to Education Code Section 47604(c), an entity that grants a charter to a charter school operated by or as a non-profit public benefit corporation shall not be liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors or omissions by the Charter School if the authority has complied with all oversight responsibilities required by law. The Charter School shall work diligently to assist the District in meeting any and all oversight obligations under the law, including monthly meetings, reporting, or other District-requested protocol to ensure the District shall not be liable for the operation of the Charter School.

Further, Charter School and District shall enter into a MOU, wherein Charter School shall indemnify District for the actions of the Charter School under this charter.

The corporate bylaws of Charter School shall provide for indemnification of the School's Board, officers, agents, and employees, and the School will purchase general liability insurance, Board Members and Officer's insurance, and fidelity bonding to secure against financial risks.

As stated above, insurance coverage amounts will be determined by recommendation of the District and Charter School's insurance company for schools of similar size, location, and student population. These insurance coverage amounts will be maintained consistent with that specified in Element 6. District shall be named an additional insured on the general liability insurance of Charter School.

The Charter School Board will institute appropriate risk management practices as discussed herein, including screening of employees, establishing codes of conduct for students, and dispute resolution.

CONCLUSION

By renewing this charter, the District will be fulfilling the intent of the Charter Schools Act of 1992 to improve pupil learning; create new professional opportunities for teachers; and provide parents and pupils with expanded choices in education and following the directive of law to encourage the creation of charter schools. The Petitioners are eager to continue working independently, yet cooperatively with the District to establish the highest bar for what a charter school can and should be. To this end, the Petitioners pledge to continue working cooperatively with the District to answer any concerns over this document and to present the District with the strongest possible proposal requesting a five year renewal term from July 1, 2012 to June 30, 2017.