



**Alliance College-Ready Middle Academy #9
(LA Academy MS Area)**

**Charter Petition Submitted to the
Board of Education
of the Los Angeles Unified School District**

**Request for Five-Year Term
July 1, 2013 to June 30, 2018**

PREFERENCE FOR THIS PETITION

Alliance College-Ready Public Schools (hereinafter referred to as “the Alliance”) submits this charter petition to the Los Angeles City Board of Education of the Los Angeles Unified School District as its sponsoring district and is requesting charter approval a period of five years from July 1, 2013 to June 30, 2018.

"In reviewing petitions for the establishment of charter schools within the school district, the school district governing board 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 set forth in this charter petition, Alliance College-Ready Middle Academy #9 (hereinafter referred to as “Alliance College-Ready Middle Academy #9” “ACRMA #9” or the “Charter School” will offer a comprehensive learning experience that is designed to serve the needs of middle school students.

Accordingly, this charter petition is entitled to preference in the review and approval process.

DISTRICT PRIORITIES IN GRANTING CHARTERS

Alliance College-Ready Middle Academy #9 meets the vision and mission of the Los Angeles Unified School District Charter School Policy priority in granting charters.

1. **Alliance College-Ready Middle Academy #9** is a secondary school that will serve an area of need in the District where schools are impacted by large schools and large class size.
2. **Alliance College-Ready Middle Academy #9** is a school that will serve in a community where schools have historically low academic performance with an Academic Performance Index (API) state rank of 1-2 on a scale of 1 to 10.
3. **Alliance College-Ready Middle Academy #9** proposes to implement an innovative small school design focused on personalizing students' education that will support the District's goals for improving performance in secondary schools.
4. The facility for **Alliance College-Ready Middle Academy #9** is financially supported by the Alliance, a non-profit organization.

AFFIRMATIONS AND ASSURANCES:

ACRMA #9 shall:

- Be nonsectarian in its programs, admission policies, employment practices and all other operations.
- Not charge tuition.
- 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.
- Admit all pupils who wish to attend the school. EC 47605(d)(2)(A)
- Determine admission by a public random drawing, if the number of pupils who wish to attend the school exceeds the school capacity, and preference shall be extended to pupils who currently attend the Charter School and pupils who reside in the District. EC 47605(d)(2)(B)
- Not enroll pupils over nineteen (19) years of age unless continuously enrolled in public school and making satisfactory progress toward high school diploma requirements.
- 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.

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INTRODUCTION

Purpose

This is a petition submitted by the Alliance College-Ready Public Schools requesting approval of a five-year charter for Alliance College-Ready Middle Academy #9 (also referred to herein as “Alliance College-Ready Middle Academy #9,” ACRMA #9,” and “Charter School”), a public charter school that will serve 450 grade 6 – 8 students in the community of South Los Angeles on a 190-day, single track, non-year-round calendar. The first official day of regular instruction for the 2013-2014 school year will be Monday, August 5, 2013 and the last day instruction will be Friday, June 6, 2014. Alliance College-Ready Middle Academy #9 will be located in the vicinity of the LA Academy Middle School community, in a community of primarily non-charter public schools that are either low-performing and/or overcrowded. ACRMA #9 will be located within the boundaries of Los Angeles Unified School District (“LAUSD or the District”). If District facilities are used during the term of this charter, ACRMA #9 shall abide by and adhere to all LAUSD standards and established policies relating to maintenance and operations.

Alliance College-Ready Middle Academy #9 will be an independent public charter school developed and operated by the Alliance College-Ready Public Schools, a non-profit organization that will work with the Los Angeles Unified School District to help provide solutions to overcrowding and to improving academic performance and ultimately college-readiness in high schools. ACRMA #9 is a **Blended Learning for Alliance School Transformation (BLAST)** school. BLAST is an integrated technology educational model that builds upon Alliance’s successful college prep curriculum. This new way of learning truly integrates technology into the classroom, making learning more relevant, personalized, and dynamic. The model was piloted in 2010-11 at two Alliance high schools and has expanded to four high schools and three middle schools within the Alliance in 2012-13.

BLAST classrooms have three small group learning stations that result in a vibrant, exciting classroom where all students are actively engaged in their learning. All students rotate among the stations in a group of 15 or fewer students during a two-hour block schedule, keeping them engaged and involved in their own learning. Teachers and students are supported by the use of technology which is planned in advance with a digital agenda so that students learn to be more self-directed. Students are working at their different levels with technology programmed to address standards and skills based on individual need. Students will receive increased and better planned differentiated instruction through digital content.

Grades 6 and 7:

In grades six and seven students learn through the use of two learning stations with a 2:1 students to laptop ratio.

- **Teacher-Led Small Group Instruction** Teachers provide direct instruction with individualized attention to a small group of 15 or fewer students.
- **Individualized Online Learning** Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

Grade 8:

In grade 8 students learn through the use of three learning stations and with a 1:1 student to laptop ratio.

- **Teacher-Led Small Group Instruction** Teachers provide direct instruction with individualized attention to a small group of 15 or fewer students.
- **Individualized Online Learning** Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.
- **Collaborative Learning** Students work collaboratively in project-based learning small groups, creating presentations, videos, and other media that demonstrate understanding of real world issues, while encouraging peer-to-peer cooperation.

ACRMA #9 will provide data on its programs and serve as a laboratory to test, demonstrate, and disseminate information on effective practices that lead to improved student outcomes, teacher quality

and increased parent involvement. Alliance College-Ready Middle Academy #9 will provide another educational option for parents as provided in *No Child Left Behind*.

The purpose of Alliance College-Ready Middle Academy #9 is to establish and maintain the highest quality educational program for middle grade students in a small school environment with small learning communities that are focused on assuring that students achieve proficient to advanced student performance on state content/common core standards.

Mission

The mission of Alliance College-Ready Middle Academy #9 is to operate a small high performance middle school that will prepare all students to successfully culminate from middle grades, enter high school and gear all students towards entering and succeeding in college. As a Blended Learning for Alliance School Transformation (BLAST) school, ACRMA #9 has the additional mission component to create 21st century learners ready for college success through individualized student-centered instruction that makes academics both personal and relevant for every student. To do this, ACRMA #9 will use the BLAST model that incorporates distance learning, digital content, online courses, and interactive tools while leveraging human capital. Moreover, ACRMA #9 students will develop resilient character and strong critical thinking/collaborative skills. These skills will create college-ready, socially responsible, and globally minded citizens that are an integral part of their community and beyond.

Vision

The vision of Alliance College-Ready Middle Academy #9 is to create a highly accountable model of innovation with highly effective teachers guided by core principles that are based on what research has shown to be best educational practices for adolescent age students and to serve as a research and development model for the District and other public schools.

Alliance College-Ready Middle Academy #9 will consistently demonstrate student readiness for high school with a high success rate in student proficiency on state content/common core standards; continuous progress towards 100 percent success rate in meeting middle grade culmination requirements; dramatic improvements in the student attendance rate to 95 percent; and achieving a 100% success rate of students enrolled for at least three years who will culminate ready to successfully enter high school with a focus on college-preparation.

Values/Beliefs

The core values of the Alliance College-Ready Middle Academy #9 reflect best practices researched in high performing middle schools that consistently produce well-educated, urban, students prepared to enter and succeed in high school and college¹. ACRMA #9 will be organized in such a way as to insure the following:

- Personalized Learning Environment – Students learn best in small learning communities where their education is personalized so that students know their teachers and are well known as individuals by all adults in the school. In the BLAST model, students receive more personalized and individualized instruction that targets individual student learning needs, taking them from where they are and accelerating learning to where they need to be to be ready for success in high school and college.
- Student Engagement – Student voice is essential in all aspects of the school that directly affect student learning, interests and needs through structures such as advisory groups that connect each student with a personal learning team. Students actively involved in the educational process in the classroom directly affect student learning. In a BLAST classroom, students are engaged in managing their own learning through online curriculum, individualized pacing driven by real-time data feedback, online student learning communities, and multimedia delivery of instruction.

¹ Betsy Hammond and Bill Graves, *The Oregonian, Ten Practices that Set High-performing High Schools Apart*.

- College Readiness for All Students – All students, including students in historically underachieving communities can successfully learn at high levels and have a fundamental right to high expectations and quality instruction that prepare them to enter and succeed in high school and college. All students must pass middle grade course requirements and be at least proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in high school and college.
- Increased Time for Learning - All students must have sufficient time in school to learn successfully. The school will offer a school year of up to 190 days of instruction and an ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time will be structured in longer 2-hour blocks of time to allow for focused in-depth learning. Students will also have access to extended online resources, be able to replay online content and courses, and access other features allowed by using technology, creating 24/7 learning opportunities.
- Services for English Learners – College readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies will be provided for all students including students learning to speak English as a second language and English only students who speak non-standard English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.
- How Students Learn Best – We believe that students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through experiencing real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Blended learning provides students with group, project-based, and individualized learning opportunities to better prepare students for college and provides individualized data driven instruction that better meets individual student learning styles.
- Integrated Technology – Students and teachers will have adequate access to technology through 2:1 laptops for students in 6-7 grades and 1:1 laptops for students in 8th grade so that technology can be used effectively in individualized student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high performing schools must provide electronic assessment and electronic student portfolios that provide immediate access to student progress data for teachers, students and their parents. Our teachers will leverage the technology to make instructional decisions. Blended learning is not teacher-proof but is teacher-driven.
- Principal Leadership – Alliance schools must have an exemplary principal who is a capable instructional leader and entrepreneur in managing resources. We believe that the best way to develop exemplary principals will be through in depth leadership training and apprenticeships with principals who have demonstrated success in their schools. The responsibility of the school leader is to align the Alliance teacher effectiveness initiative with expectations for blended learning. This includes providing professional development to build teacher capacity and increase their skills in using instructional technology.
- Highly Qualified, Highly Effective Teachers – Knowing that students learn best with teachers who know their subject field, are well trained to deliver rigorous instruction, and can attend to the diverse needs of individual students, we will search for and develop these skills in selecting teachers. Our teachers will work in small collaborative teams with common planning time where lessons are studied as a learning community and where accountability for student success is a shared responsibility. BLAST teachers receive focused BLAST Training before school starts, weekly, and quarterly. The blended learning model will help teachers become more effective by focusing on real-time data use to make decisions about curriculum and instruction. The technologies implemented will monitor and record teacher feedback to students on their work, logins, and classroom performance; supporting transparent teacher accountability and development.

- **Parents as Partners** – Parents will be meaningfully and actively engaged in their children’s education. They have a right to choose to send their children to excellent high performing schools. Parents must responsible and accountable for supporting their children’s learning at school and at home. They must understand what it will take to prepare their children for success in high school and college, and they must support the goals of the school through their voice and through volunteering. Technology training for parents will be provided to engage parents as part of the blended learning process, to provide parent access to real-time data on student progress and activity, and to support more effective parent contributions to their child’s education.
- **Authentic Ongoing Assessment** – There will be multiple ongoing opportunities to measure student learning and to inform instruction through daily online data feedback for students and teachers, real life projects, analysis of student work portfolios, interim assessments and student led conferences as well as mandated standardized on-demand assessments. Online digital content will include daily assessments and real-time data. Ongoing formative and summative assessments will be online.
- **Accountability for Results** – The principal will be responsible and accountable to the Alliance College-Ready Public Schools and to the school community for implementing the core values, beliefs and best practices ensuring that each and every student gets what they need to achieve their individual and school performance goals. Teachers and principals will be individually and collectively accountable for meeting multiple targets for academic achievement.

ELEMENT 1: DESCRIPTION OF THE EDUCATIONAL PROGRAM

The address of the Charter school is TBD – current mailing address 1940 S. Figueroa St, L.A., CA 90007.

The phone number of the Charter school is 213-943-4930.

The contact person for the Charter school is Judy Burton.

The term of this charter shall be from July 1, 2013 to June 30, 2018.

The grade configuration is 6-8.

The number of students in the first year will be 150.

The grade level(s) of the students their first year will be 6th.

The scheduled opening date of the charter school for regular instruction is 8/5/13.

The admission requirements include: Students must be residents of the state of California, have met the requirements for completing the fifth grade, submitted an application, and been selected in a public, random lottery should the applications received exceed space available at the time of deadline.

The enrollment capacity is 450 in three years, with 150 students per grade level. (Enrollment capacity is defined as all students who are enrolled in Charter School regardless of student's residency.)

The instructional calendar will be: Please see page 24.

The bell schedule for the charter school will be: Please see page 24.

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

Alliance College-Ready Middle Academy #9 will provide a sound educational program for all students in attendance through its rigorous standards-based curriculum, its culture of high expectations for all students, highly effective and highly qualified teachers, and its principal leadership in a small and personalized learning environment where students know their teachers well and are well known by adults.

Who Alliance College-Ready Middle Academy #9 is Attempting to Educate

Alliance College-Ready Middle Academy #9 will be an independent middle grade charter school that will serve students in grades 6-8 providing an alternative choice of quality education in the LA Academy Middle School area in the community of South Los Angeles. The community includes a large, underserved, urban student population. As shown in the demographic chart of schools in the community to be served, middle school students in the surrounding area attend large schools. Alliance College-Ready Middle Academy #9 seeks to recruit students from elementary and middle schools listed and to relieve overcrowding and improve academic performance in the following school communities as a priority.

**Surrounding School Demographics
Alliance College-Ready Middle Academy #9**

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 ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
52 nd Street ES	797	N	Y	Y	N	669	1	1	100	12	51	Hispanic (82.8%)	African American (16.4%)	American Indian (0.1%)
Menlo Ave ES	762	N	Y	Y	Y	761	1	2	94	9	46	Hispanic (84.0%)	African American (15.1%)	American Indian (0.4%)
49 th Street ES	979	N	Y	Y	Y	689	1	1	100	6	58	Hispanic (91.9%)	African American (7.8%)	American Indian (0.1%)
Middle Schools														
LA Acad Middle	2082	Y	Y	Y	Y	658	1	2	98	10	33	Hispanic (91.9%)	African American (7.7%)	Asian (0.1%)
Mary McLeod Bethune Middle	1381	Y	Y	Y	N	667	1	3	99	10	34	Hispanic (85.8%)	African American (13.7%)	Asian (0.3%)
George Washington Carver Middle	1590	Y	N	Y	Y	599	1	1	99	13	41	Hispanic (92.1%)	African American (7.5%)	White (0.1%)
William Jefferson Clinton Middle	1031	N	Y	Y	Y	614	1	1	100	9	40	Hispanic (92.7%)	African American (6.8%)	Asian (0.2%)
John Muir Middle	1365	N	Y	Y	Y	613	1	1	79	12	33	Hispanic (76.0%)	African American (22.8%)	American Indian (0.2%)
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 ELL Students	% Major Ethnicity #1	% Major Ethnicity #2	% Major Ethnicity #3
New Design Charter (6-12)	691	Y	Y	Y	Y	738	4	5	85	0	64	Hispanic (62.2%)	African American (36.8%)	Asian (0.3%)
Animo Ralph Bunche High	855	N	N	Y	Y	701	2	6	99	8	36	Hispanic (98.4%)	African American (1.3%)	Filipino (0.1%)

Dominant Ethnicities: Hispanic (H), African-American (AA), White (W)

Source: Academic Accountability Team. 7/12/2011. 2010 -11 Accountability Progress Reporting (APR). <http://api.cde.ca.gov/reports/Page2.asp?subject=API&level=School>

The ethnicity of the students in the community is predominately Hispanic, African American and White. Historically, schools in this community have performed lower on the API State rank and generally are not meeting Adequate Yearly Progress requirements in English Language Arts, Math and API. Most of the middle and high schools are in Program Improvement.

Enrollment

ACRMA #9 plans to enroll 450 students in grades 6-8, as charted below. Each grade level will serve approximately 150 students with an academic pupil/teacher ratio of 15:1.

Year	2013-14	2014-15	2015-16	2016-17	2017-18
Total	150	300	450	450	450
6th	150	150	150	150	150
7th	0	150	150	150	150
8th	0	0	150	150	150

What it Means to Be an Educated Person in the 21st Century

A well-educated person in the 21st Century must be highly proficient in a rigorous set of competencies in language, reasoning/problem solving, reading, writing, computation, interpersonal relationships, social/economic studies, the use of technology, and personal work habits to succeed in a global economy. A well-educated person recognizes that the world is constantly changing, knows how to learn and is a self-directed lifelong learner prepared to continually adapt to changes that require new skills and competencies to be successful in their lifetime. An educated person understands that creative thinking leads to opportunity, understands that talents can be turned into true skill, and that all human beings are equal and important.²

The Alliance College-Ready Middle Academy #9 curriculum, instructional methodology, and environment will prepare students to be self-directed lifelong learners who are highly skilled critical thinkers and effective communicators.

How Learning Best Occurs

We believe that learning occurs best:

- When there are consistent high expectations for 100% success for all students with *clear expectations*³ for what students should know and be able to do and how well; where students are actively engaged in their learning and where academic expectations are rigorous.
 - 100% high school and college readiness as a goal for all students.
 - Focus on developing proficiency in interpersonal skills; communication skills; critical thinking and high level proficiency in core content standards.
- When each classroom in the school creates a thirst for learning through inquiry-based learning designed to help students learn how to learn and designed to adapt to students' diverse learning styles.
- When learning is personalized to students' needs in a small school structure where students and teachers work together in small learning communities. When there are individual learning plans for students with additional learning time for students to accelerate or to enrich their learning and when assessment of what is taught and learned is ongoing to inform students, teachers, and parents about student progress.
- In a school that functions as an educational laboratory that seeks to create a dynamic learning community by embodying the best practices of teaching and learning in a small, supportive environment, where staff and students know and respect each other and each other's similarities and differences.

² Douglas Kellner, *New Media and New Literacies: Reconstructing Education for the new Millennium*, UCLA

³ Lauren Resnick, *Institute for Learning, Principles of Learning*

- When the instructional methodology used helps students see the real-life relevance of the material they are studying and is relevant to students' real world. When instructional methods include strategies that provide opportunities for project-based learning where the curriculum is integrated and students see the relationship of the various academic courses to each other and to the real world. When students apply their skills to real-life situations through the use of technology as a tool, through participation in internships, and through service learning.
- When guidance and support are provided for all students through highly qualified inspiring teachers, exemplary principals, and through parents as partners in their child's education.

The objective of enabling students to become self-motivated, competent, life-long learners will be met by the school through the use of digital content that provides immediate feedback to students on their proficiency and readiness to move to the next level; through the application of skills and concepts in the collaborative classroom station where students work in teams to develop projects that require leadership, self and team evaluation; through the opportunity to progress and manage learning and defend knowledge through presentation of projects

Core Values

ACRMA #9 students, staff and community embraces five Alliance core values in establishing the culture of our school:

1. High Expectations For All Students
2. Small Personalized Schools and Classrooms
3. Increased Instructional Time
4. Highly Qualified Principals And Teachers
5. Working with Parents As Partners

The culture of our school, in support of our core values, reflects:

- Appreciation of knowledge as power that is worth pursuing for its own sake and recognition that it takes personal effort to acquire meaningful knowledge.
- Recognition that all students can acquire the necessary skills to be lifelong learners and to be ready for college.
- Good will and a supportive attitude towards others, toward school spirit and community pride as a statement of belonging to something larger than oneself.
- Participation in school sponsored or approved service opportunities as a means of developing a caring and compassionate spirit and making a positive difference in the school, family and community.
- Respect for the dignity of others to the highest ethical standards, recognizing all persons are equal and avoiding any behavior that would discriminate, belittle, tease, or harass others.

"A Typical Day at Alliance College-Ready Middle Academy #9"

A visitor to our school would observe our core beliefs and values in practice on a typical day by "shadowing" any randomly selected student.

Students arrive by 7:30 a.m., all wearing the Alliance College-Ready Public Schools logo uniform. Most students walk to school from close by neighborhoods and some are dropped off by parents. Parent volunteers, a vigilant principal and teachers greet students as they arrive. Students gather on campus in a safe, calm, welcoming atmosphere that reflects the diversity of the community and the school's focus on getting ready for college with college pennants displayed throughout the school and in classrooms.

On regular schedule days, students are seated in their classrooms ready to begin their advisory period by 7:45 a.m. Their advisory teacher and the same small group of 15 to 20 students, who will be their school family advisory group for four years, welcome them. In the advisory period no student is allowed to "fall through the cracks" of anonymity. The advisory focuses on personal, academic, school and family connections. The advisory teacher serves as the students' counselor for four years so that students are connected to a consistent adult for guidance with studies, student relationships, and planning for college.

Students begin the first of three two-hour periods per day following the advisory period. Students learn in small groups of 15 or fewer students that are small enough to insure that each student receives individual attention. Students begin work immediately upon entering each classroom by logging in on an individual laptop to their personal online portfolio where their digital agenda, new assignments, and messages from their teacher are housed. Teachers begin each period by recording attendance on their laptop computer using PowerSchool, the school's data management system. Daily attendance information is sent to the office and parents of students who are absent or tardy are called.

The emphasis in core classes is on rigorous grade appropriate standards-based instruction with high expectations for all students. California content standards are clearly evident as the focus of instruction in the agenda for the day displayed in each classroom on a white board or chart. Teachers engage students in understanding clear expectations for what students must know and be able to do to achieve proficient work on grade level standards. Students are actively engaged in their learning through "accountable talk" about what they are learning in pairs, small group, or whole class interaction.

Teachers involve students in defining and understanding criteria for proficient work so that students are able to judge their own work. Teachers define clear expectations so that students know how good is "good enough" and so that students know what it takes to improve their performance. Teachers provide directed instruction and facilitate student learning using a variety of instructional materials and resources including digital content and traditional textbooks. Integrated technology is used in science projects in CollegeYes i3 Innovation Technology Grant Implementation using 1:1 iPads, and by connecting learning to real life applications. Courses offered include rigorous requirements for all students as well as academic electives that provide intervention to accelerate learning for students performing below proficient levels and enrichment for students performing at proficient and advanced levels. Courses also include Advanced Placement in grade 8 and honors classes

All students have the opportunity to participate in the nutrition meal program following the first two-hour period. Nutrition is part of the federal meal program and service is provided by the school's selected vendor for students eligible for full, reduced or free meals. Student eligibility is kept confidential and all students are encouraged to eat healthy meals as part of the school's health program. Following nutrition, all students begin the second two-hour instructional period of the day. Because of the small size of the campus, passing from period to period throughout the campus and hallways takes place within 3 minutes. Students are self-directed and show respect for each other and their school. Students see examples of quality student work aligned with California content standards displayed inside and outside their classrooms. Student groupings heterogeneous and vary based on whether students are taking Spanish for native or non-native Spanish speakers, whether they are in Algebra or Geometry in the seventh and eighth grade. English learners are supported in developing English proficiency through English as a Second Language and in content classes through English immersion with "sheltered English" instructional strategies based on individual needs. Through our CollegeYes i3 Innovation Technology Implementation Grant utilizing 1:1 iPads for 12 6th grade student technology leaders, and all the 6th graders will complete a science and a project-based learning project. Students in 6th and 7th have a 2:1 ratio of students to laptops and 8th grade has 1:1 ratio of student to laptop.

All students participate in a 30-minute lunch period before the last instructional period of the day. After school tutoring and Saturday classes are available for students performing below or far below proficient levels based on quarterly interim assessments and teacher assessment receive individual tutoring based on their individual learning plan. The digital content from Apex Learning, CompassLearning Odyssey K12, Revolution Prep, and Achieve 3000 is available for all students 24/7. The campus is buzzing with extra curricular activities after school and on Saturdays that include student interest clubs, cheerleading, and competitive sports as well as with parent and community members to whom the campus is open. Any student interviewed will proudly tell visitors, "I'm getting ready for college." They are likely to be the first in their family to have the expectation and the opportunity to go to college.

Curriculum and Instructional Methods to Ensure that Standards Are Met

The educational model for curriculum and instruction at Alliance College-Ready Middle Academy #9 is guided by our core values, our beliefs about how learning best occurs and by ⁴best practices researched in high performing schools that consistently produce well-educated students prepared to successfully enter and succeed in high school and college. The philosophical base and the organizational structure for Alliance College-Ready Middle Academy #9's curriculum are student centered and are in accordance with accountability for achieving proficient to advanced performance on core state standards. ACRMA #9 and all Alliance schools are committed to early implementation of Common Core-aligned curricular units and assessments. The phased transition and implementation plan, which will begin in the 2012-13 school year is included for more detailed information (APPENDIX AA).

The Alliance blended learning model is a mix of learning technologies and interactions resulting in a socially supportive constructive learning experience. It utilizes digital content and instructional technology to create a unique classroom environment, which allows students to grow as independent learners while the teacher focuses on group and targeted, differentiated instruction. The teacher is no longer the sole distribution mode for instruction. To support the Alliance model, the blended learning environment 1) re-thinks the role of the teacher, 2) allows each core teacher to maintain an effective instructional group of 15 students, and 3) maintains our block schedule which fosters an atmosphere of rigor and focus on the core subjects while providing flexibility around elective participation. Students are issued laptops daily, participate in in-classroom rotation and are able to fully utilize one or all of the following learning technologies: distance learning, digital content, online courses and interactive tools.

BLAST Digital Content

Digital Content is a web-based program content that provides access to personalized and differentiated instruction. Students and teachers are able to access content 24/7. Students become highly reflective learners when there is immediate access to formative and summative data. Web-based programs respond to individual student data by personalizing their next series of activities and lessons. Examples of web-based digital content programs used in BLAST implementation will include:

- Revolution Prep: Supplemental digital content for Math/English Support, Algebra 1
- Compass Learning: Online course curriculum content in core subjects is used to either supplement or replace traditional textbooks, at the discretion of the principal and teachers, in English 6, 7, 8, Algebra I, Geometry, Algebra, Science, Social Studies
- Achieve 3000: Supplemental literacy digital content to accelerate student reading in English, Science, Social Studies, Spanish, ELL, Special Ed

Digital Content	Subject(s)				Grade Level		
	Math	English	Science	Social Studies	6	7	8
Compass Learning	X	X	X	X	X	X	X
Virtual Nerd	X				X	X	X
Aventa Learning	X	X	X	X	X	X	X
Achieve 3000		X			X	X	X
My Access Writing		X			X	X	X
Adaptive Curriculum			X		X	X	X
LearnZillion	X				X	X	X
Revolution K12	X				X	X	X

⁴ Best practices researched in successful high schools. See Bibliography (Appendix A)

College-Readiness for All Students – We believe that preparation for high school and college-readiness begins in pre-school and kindergarten. All students, including students with a history of under-achievement will learn successfully at high levels and have a fundamental right to high expectations and quality instruction that will prepare them to enter and succeed in college. All students will take and pass middle grade course requirements and be proficient in core academic standards (reading, writing, math, science, history/social science) to be ready for success in high school and college.

Our students will demonstrate competencies in core academic standards as evidence of readiness for success in high school and college. All students will demonstrate consistent progress towards proficient to advanced performance as measured by California content standards tests and in analysis of student work portfolios in core academic subjects. Students will be expected to take and pass Algebra 1.

Alliance College-Ready Middle Academy #9 maintains a “college going culture” for all students and their families by providing college information materials, including individual college-planning student portfolios, brochures, the Alliance college-readiness web page and other resource materials.

Programs regarding career and college information are presented to students, parents, and community members in parent academies through organizations including *Acción*, *College-Match*, and through Alliance College-Bound Counselors in individual and group student counseling. Alliance Parent Academy and student workshop topics include: college and university options, required college-entrance courses, financial aid opportunities, college majors linked to careers, majors in college, visits from college representatives and student field trips to colleges, college entrance tests, PSAT program and ongoing access to information regarding college outreach programs.

College-readiness and awareness is a priority content focus in daily teacher led advisory groups for all students with the support of Alliance College-Bound Counselors serving as a resource to classroom teachers and principals.

Personalized Learning Environment - Students learn best in *small learning communities*⁵ where their education is personalized, where they know their teachers, where their teachers and all adults in the school know them, where advisory structures connect each student with a personal learning team, and where there is student voice in all aspects of the school that directly affect them.

Through our small school of 450 students, ACRMA #9 creates small learning communities where relationships between adults and students are sustained over time ensuring that no child falls through the cracks.

Student learning is personalized so that each student’s individual needs are recognized and met. Personalized connections between teachers and students are increased through looping where students remain with the same Advisory teacher for the student’s middle school years creating a strong sense of community. Teacher teams sharing responsibility for a group of students, limits daily teacher-student contacts. In grades 6-8 there would be no more than 30 students in the core content classes, increasing teacher time to focus on students as individuals.

Students actively involved in the educational process in the classroom directly affects student learning. In a BLAST classroom, students are engaged with online curriculum, real-time pacing, online communities, and multimedia delivery of instruction - has proven to engage students in a more meaningful way with work that is personalized, targeted to individual skills and paced to meet individual student needs.

Student Engagement - Student voice is included in all aspects of the school that directly affect student learning, interests and needs through advisory groups that connect each student with a personal learning team.

⁵ Bill & Melinda Gates Foundation, *Making the Case for Small Schools: Size Makes a Difference*: 1) Average achievement is higher in small schools 2) Effects of school size are greatest for low in-income and minority students.

All students are well known, supported through advisory groups of 13-15 students. A credentialed teacher serves as advisor and works with the same students from grade 6 through 8th grade. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The student mentor may be a teacher, a qualified community leader, a parent volunteer or other member of the staff. The teacher advisor monitors each student's individual learning plan to address individual interests and needs.

Increased Time for Learning – All students have sufficient time in school to learn successfully with 190 days of instruction and up to 10 days ongoing opportunity for extended learning time for intervention or enrichment to meet individual student needs. Daily instructional learning time is structured in longer uninterrupted blocks of time to allow for focused in-depth learning.

Instructional time is increased in Alliance College-Ready Middle Academy #9 with 190 days of instruction and up to 10 days extended learning and a longer instructional day for all students. Daily instructional time is increased to allow for in depth learning through 7.5 hours of instruction.

Schedules are structured to provide longer uninterrupted blocks of time of up to 120 minutes or double period blocks of time for accelerated math and English language arts.

Increased instructional time for all students, as part of the core program includes time for intervention and/or enrichment to meet individual student learning needs. Students will have access to extended online resources and to replay online courses, and other features technology allows, creating 24/7 learning opportunities

English Learners – College Readiness requires proficiency in English for all students. Structured English language development curriculum and instructional strategies is provided for all Alliance College-Ready Middle Academy #9 students learning to speak English as a second language and English only students who speak non-standard English.

Second-language learners and non-standard English speakers are expected to demonstrate proficiency in English language development after three years of instruction.

Teachers participate in training to continually develop expertise in focused English language development (ELD) instructional strategies as well as sheltered ELD strategies in core subjects for non-standard English only speakers and students learning to speak English. Digital content used in blended learning classrooms offers more supports for English language learners, such as English as a Second Language (ESL), primary language support, text-to-speech, and replay.

Instructional Methods - Students learn best when there is a rigorous standards-based curriculum with high thinking demand that challenges students to test their understanding of concepts through real life applications; when students know clearly the expectations and criteria they are trying to meet and can judge their own work; and when students participate actively in classroom talk about the concepts and standards they are learning. Blended learning provides students with group, project-based, and individualized learning opportunities to better prepare students for college and provides instruction that better meets individual student learning-styles.⁶ Students rotate through stations during a two-hour block of instructional time. Students have differentiated, personalized and small group instruction.

Blended Learning uses a rotational model that is different in grades six and seven, than in grade eight. In grades six and seven students learn through the use of two learning stations, Teacher Directed and Individual. BLAST classrooms have two small group learning stations with 15 or fewer students each that result in a vibrant, exciting classroom. All students rotate among the stations during a two-hour block schedule, keeping them engaged and involved in their own learning:

⁶ U.S. Department of Education, *Evaluation of Evidence-Based Practices in Online Learning*, 2010

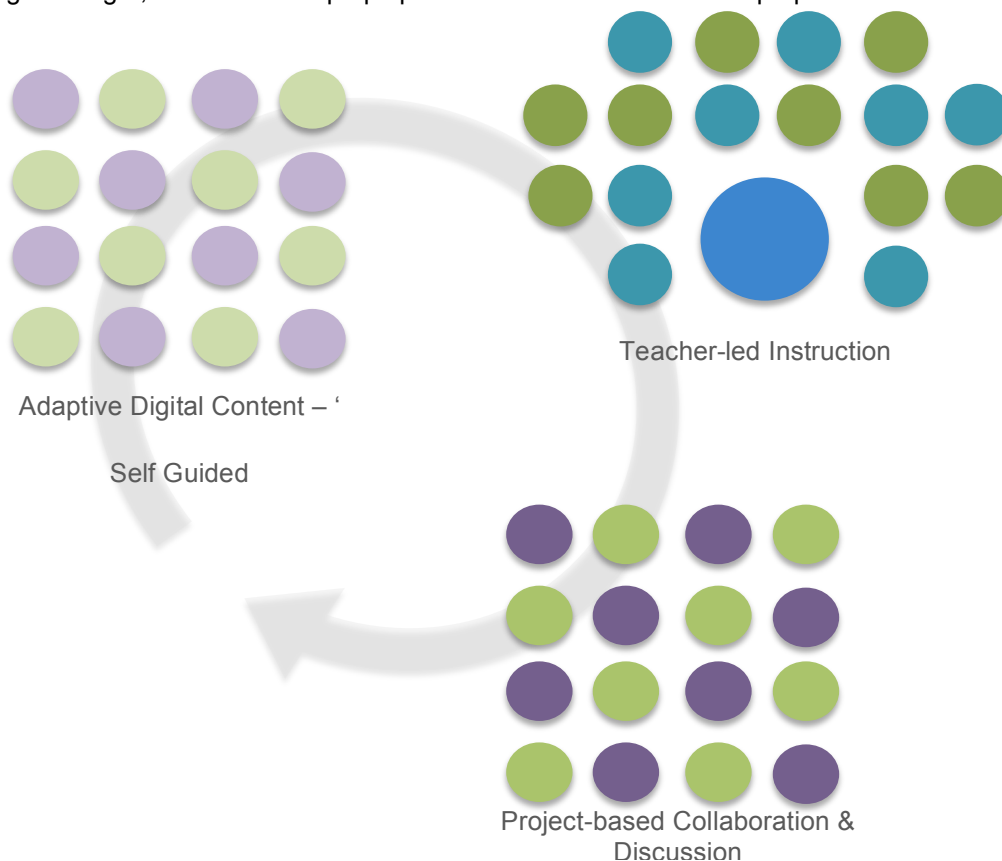
Teacher-Led Small Group Instruction Station - Teachers provide direct instruction with individualized attention to a small group of 16 or fewer students.

Individualized Online Learning Station - Students learn at their own pace, receiving immediate feedback, and taking more ownership of their educational progress. The online digital content addresses individual student needs, ensuring that students are neither held back nor left behind.

In grades six and seven, there are 15 laptops per class or a 2:1 student to laptop ratio.

In grade eight students learn through the use of three learning stations. Teacher-Led Small Group Instruction and Individualized Online Learning stations described above, and: **Collaborative Learning Station** - Students work collaboratively on projects in small groups, creating presentations, videos, and other media that demonstrate understanding of real world issues, while encouraging peer-to-peer cooperation.

In grade eight, there are 30 laptops per class or a 1:1 student to laptop ratio.



Alliance College-Ready Middle Academy #9 students learn at higher levels in classrooms where teaching strategies reflect high expectations for all students. Proficiency in core subject areas is based on grade-level expectations for rigorous CA Content/Common Core Standards.

Students apply skills and concepts learned to real world projects, service learning, and community internships that require problem solving, critical thinking and active engagement in classroom talk around the concepts and standards they are learning. Through project based instruction, Alliance College-Ready Middle Academy #9 transforms the learning environment from a system of teacher output and student

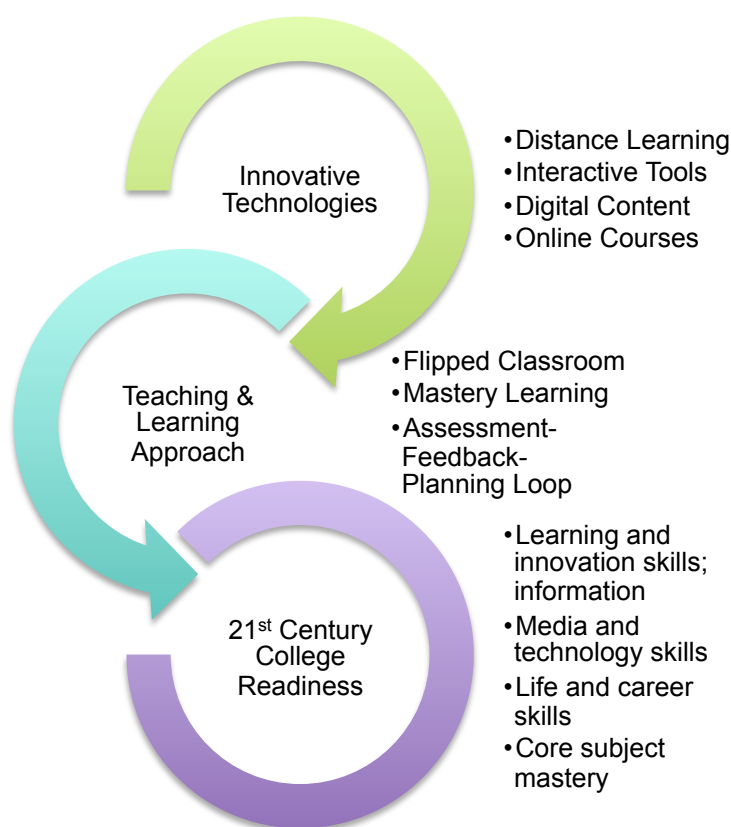
input to a self directed learning environment in which teachers are facilitators and students are learners and doers⁷.

Alliance College-Ready Middle Academy #9 classrooms engage students in developing clear understandings of criteria for high performance, how to judge and improve their own work – so that students know how good is good enough for proficient and advanced performance.

Integrated Technology

Our vision is all students prepared for college and the workplace. The philosophy for curriculum and instruction at Alliance College-Ready Middle Academy #9 is guided by our five core values, our beliefs about how learning best occurs and by best practices researched in high performing high schools that consistently produce well-educated students prepared to successfully enter and succeed in college.

BLAST Classroom Integrated Technologies



Students and teachers will have adequate access to technology to use it effectively in student learning, classroom instruction, data management and communication. We believe that technology used as an effective tool in high-performing schools must provide electronic assessment and electronic student portfolio that provide immediate access to student progress data for teachers, students and their parents. Computer equipment will be leased with the option to purchase to reduce cost.

⁷ Linda Darling-Hammond, Stanford University: *10 Features of Good Small Schools: Redesigning Schools, What Matters and What Works: Project-based Learning* – “One strategy for linking the curriculum to real-world issues is through project –based learning where students are engaged in challenging tasks that involve knowledge and skills from more than one academic discipline. These tasks require students to work independently to solve complex problems, and they culminate in real-world products.

The Alliance has been awarded \$5 million dollars in an i3 Federal Innovation Technology Grant called the CollegeYes i3 Grant (APPENDIX BB). These monies, which are directed to the Alliance, will be used to ensure that a project-based learning project using technology is embedded in the science and advisory curricula at ACRMA #9. Student technology leaders will be trained to support these projects. They will be issued an iPad to do their work.

Students will have access to all digital online content 24/7. A target ratio of 2:1 Laptops for sixth and seventh grade students and 1:1 for eighth grade students will be available to have access to use technology as a tool integrated with student learning. Students will use technology to access research information on the Internet, to develop standards-based multimedia projects and presentations and to maintain individual portfolios of their work.

Students actively participate in rigorous standards-based instruction in College-prep coursework. Teachers utilize the Alliance instructional guides and benchmark assessments to measure student success. Teachers also use online digital content assessment results. Through the collaborative station, students complete projects demonstrating integrated lessons planned and implemented by teachers.

Classroom teachers will be provided a laptop and use consistent data system for managing grades, student performance data, and internal school and network communication with other schools. ACRMA #9 will use a data management system to access individual student and classroom data. Classrooms will be networked with each other, with the school office and with the Alliance for ongoing efficiency in communication and support to schools using Global Scholar and PowerSchool® and, if available, the LAUSD Secondary SIS.

Principal Leadership – The Alliance selected an exemplary principal who is a capable instructional leader and entrepreneur in managing resources, whose skills and capacity are developed through in-depth leadership training and through apprenticeship with principals who have demonstrated success in their schools.

The Alliance recruited the principal from among the best talented leaders who demonstrate commitment to the belief that all students can learn successfully through professional organizations, local and national school districts, and university graduate school programs.

The principal participates in leadership training for 3 months before the beginning of the school year. Leadership development includes apprenticeship with a successful principal with a track record of successful student results who demonstrates the core values and beliefs of the Alliance. BLAST principals receive training on the online content, technologies, assessments, and instructional methods. BLAST principals receive BLAST professional development monthly in addition to individualized professional development during monthly principal meetings.

Professional Development and Highly Qualified Teachers – Students learn best with teachers who are knowledgeable in their subject field; are well trained to deliver rigorous instruction as well as to attend to the diverse needs of each student as an individual. ACRMA #9 teachers work in small collaborative teams (by subject and/or grade level) with common planning time where lessons and data are studied as a learning community and where accountability for student success is a shared responsibility.

Alliance College-Ready Middle Academy #9, led by the principal, recruits highly qualified new and experienced credentialed or university intern teachers who demonstrate satisfactory progress toward full certification, fully meet the No Child Left Behind criteria as highly qualified teachers and who are committed to our core values and beliefs.

Teachers participate in a training and support seminar before the opening of school. BLAST teachers receive training on the use of online content and technologies, formative assessments, and instructional methods. BLAST teachers receive BLAST professional development weekly in addition to individualized professional development during quarterly teacher meetings regarding benchmark assessment results.

During school level and Alliance-wide professional development, teachers are supported by principals and Alliance content directors in analyzing their data on a school, classroom and individual level, and planning their re-teaching week (the first week of any new quarter) to address the current needs of their students. Professional development agendas include content-based sessions, site-based sessions, and a variety of instructional workshops designed to address needs evidenced by data. Examples of workshops include use of leveled tasks in differentiating mathematics classrooms; instructional planning for the station model; rubrics to support collaborative stations work; checking for understanding in direct instruction; and planning and facilitating academic discourse, to name just a few.

Ongoing professional and personal growth opportunities are provided based on ongoing analysis of student achievement data and student work portfolios as well as teacher identified growth needs and interests.

Professional Development is planned and led by the Alliance Vice President of Blended Learning and the Alliance BLAST Lead Principal in collaboration with teachers. BLAST schools work in partnership with EdElements a non –profit partner who provides guidance and support for charter operators and districts nationally on the design and implementation of blended learning. New and experienced teachers also learn from Alliance teachers who piloted and designed the initial blended learning model.

Core Elements of ongoing BLAST Professional Development Include

- Foundations of Blended Learning
 - How Blended Learning Impacts Instruction and Learning
 - Individualizing Instruction
 - Data Driven Teaching
 - Blended Teacher Dashboard
- The Role of The Classroom Teacher in Blended Learning
 - Planning- Lesson Planning; Digital Agenda
 - Digital Software
 - Curriculum
 - Classroom Layout
 - Procedures for Managing Technology
 - Classroom
- The Role of the Principal in Blended Learning
 - Aligning Blended Learning to Effective Teaching Framework
 - Managing Technology Use
 - Monitoring Student Progress

Teachers benefit most from professional development that provides time for teacher-to-teacher interaction in small learning communities focused on classroom practice. Our teachers have ongoing regular time for common planning, analysis of student work, and lesson study based on core content standards. Alliance College-Ready Middle Academy #9 staff attends and/or conducts professional development activities that support access by students with disabilities to its general education program.

Teachers working together in teams within small learning communities with the same students over two to three years share accountability and responsibility for each student's academic and personal growth.

Our principal conducts individual teacher performance evaluations based on clear benchmarks for performance. Teachers have the opportunity to participate in performance-enhanced compensation that is determined by student progress, principal performance evaluation, and a teacher peer evaluation committee. Teachers participate in the design of the system.

Authentic Ongoing Assessment –Alliance College-Ready Middle Academy #9 provides multiple ongoing opportunities to measure student learning and to inform instruction through real life technology projects, and analysis of online student work portfolios.

An individual personal learning plan is developed and maintained for each ACRMA #9 student, used to identify student needs, interests, and progress towards proficiency on core content standards, proficiency in English language development and college-readiness. Student learning plans include electronic portfolios of selected student work that demonstrates proficiency in applying skills and concepts in real life project-based learning.

In BLAST Schools, there are two types of regular assessments that teachers and principals use to support student learning and drive changes in instructional practice.

1. Formative data that all teachers can pull on a daily basis from the online content providers within the BLAST model. These providers include, but are not limited to: Compass Learning, Virtual Nerd, Aventa Learning, Achieve 3000, My Access Writing, Adaptive Curriculum, LearnZillion and Revolution K12. All providers must provide real time data that will be useful to teachers, and training to ensure effective understanding and use of data.

Through these programs, teachers know immediately how students are performing and where they are struggling. They can use this information to effectively group students in learning station rotations, differentiate individual and group tasks, and provide more adapted options for students to demonstrate their learning.

2. Quarterly benchmark assessments are given every 6-8 weeks. Data Director is used to score and analyze data on interim assessments in core content standards in reading, math, science, and history/social science. Interim assessments inform instruction and provide immediate individual student information on progress towards proficiency on State standards. Teachers are supported in analyzing the data and planning their re-teaching week (the first week of any new quarter) and future instruction to best meet the current needs of students through professional development.

Alliance College-Ready Middle Academy #9 students participate in all mandated standardized assessments.

Accountability for Results – ACRMA #9 principal is responsible and accountable to the school community for the same Title I accountability requirements as other non-charter public schools in California including Adequate Yearly Progress; implementing the core values, beliefs and best practices of the Alliance education model; ensuring that each and every student gets what they need to achieve their individual and school performance goals. Alliance is responsible and accountable for guarantees made to Alliance College-Ready Middle Academy #9 in monitoring progress, documenting and publishing results to the school community and the community of Los Angeles.

Alliance College-Ready Middle Academy #9 principal is hired with an annual renewable contract based on an annual performance evaluation conducted by the Alliance BLAST Vice President. ACRMA #9's principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria. The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. Alliance contracts with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which ACRMA #9 is achieving its stated goals for individual students.

Academic Program

The courses offered at ACRMA #9 are structured to prepare students to enter and succeed in high school. Teachers are actively involved in shaping and further evolving the courses to provide the most rewarding educational experiences in conjunction with assuring that each student develops proficiency in the California content Standards. ACRMA #9 assures that its instructional program will address the CA State Standards and Common Core Standards when implemented by the state.

COURSES	Grade 6	Grade 7	Grade 8
English/Language Arts	Reading Writing Literature	Reading Writing Literature	Reading Writing Literature
Mathematics	Math 6	Math 7/Algebra 1	Algebra 1/Geometry/ Algebra 2
Science	Earth Science	Life Science	Physical Science
History & Social Science	World History /Ancient Times	World History/ Medieval Times	US History/Geography
Physical Education	PE	PE	PE
Academic Electives	<ul style="list-style-type: none"> • Visual & Performing Arts • Applied Technology • Reading Support • Math Support 	<ul style="list-style-type: none"> • Visual & Performing Arts • Applied Technology • Reading Support • Math Support 	<ul style="list-style-type: none"> • Visual & Performing Arts • Applied Technology • Foreign Language

Advanced Placement Courses are available at 8th grade in English Language Arts, Math, and Science. Literature will be integrated across the content areas.

Transition to Common Core

ACRMA #9 will participate in the Alliance strategic plan to transition to the Common Core Standards and Assessments (APPENDIX AA). Alliance Schools will begin the transition in 2011-12. By 2013 when ACRMA #9 opens, summer training will provide all teachers with instructional guides based on Common Core standards. Spring 2014 will be the only year that ACRMA #9 will implement current CST testing. In our second year instruction will be based on common core and our second year of CA testing will be based on CA Smarter Balance Common Core Assessments. ACRMA #9 will have enrolled grades 6 and 7 and plans to be prepared to have all students take common core assessments online.

Calendar and Bell Schedule – Attendance Requirements

ACRMA #9 operates on a 180-day single-track non year-round schedule and provides up to 10 days of extended learning time including after school, Saturdays, and during the summer.

Calendar 2013-2014

Beginning Date	Ending Date	Holidays and Breaks		Professional Dev. Days
Official Instruction Begins Monday, August 5, 2013	Instruction Ends Friday, June 6, 2014	Labor Day Veterans' Day Thanksgiving Winter Break Martin L. King Day Presidents Day Spring Break Memorial Day	9/213 11/11/13 11/28 – 11/29/13 12/16/13 – 1/3/14 1/20/14 2/17/14 3/24 – 3/28/14 5/26/14	7/29/13– 8/2/13 (6 days New Teachers 4 days All Teachers Stipend) 10/2/13 12/11/13 4/2/14 (Pupil Free Day)

The school instructional day begins at 7:45 a.m. and ends at 3:30 p.m., for a total of 400 instructional minutes per day. Total minutes of instruction per year are approximately 75,916 (190 days at 400 minutes per day, minus 2 hours of PD time on shortened Wednesdays). Extended learning time is scheduled after school, on Saturdays or during the summer for special needs and intervention support. ACRMA #9 will submit a Bell Schedule to LAUSD annually by November.

Daily Schedule, 2013 - 2014

Mondays and Thursdays (Odd # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m. – 8:25 a.m.	40 +5
Period 1	8:30 a.m. – 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 3	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 5	1:30 p.m. – 3:30 p.m.	120

Wednesdays Shortened Day Professional Development	Instructional Periods 50 minutes per class No Advisory	Minutes 300
Period 1	7:45 a.m. – 8:35 a.m.	50 +3
Period 2	8:38 a.m. – 9:28 a.m.	50 +3
Period 3	9:31 a.m. – 10:21 a.m.	50 +3
Period 4	10:24 a.m. – 11:14 a.m.	50
Lunch	11:14 a.m. – 11:44 p.m.	30 +3
Period 5	11:47 p.m. – 12:37 p.m.	50 +3
Period 6	12:40 p.m. – 1:30 p.m.	50
Prof. Development	1:30 p.m. - 3:30 p.m.	120

Tuesdays and Fridays (Even # Periods)	Instructional Periods 120 minutes per class 40 minute advisory	Minutes Daily 400
Advisory	7:45 a.m. – 8:25 a.m.	40 +5
Period 2	8:30 a.m. – 10:30 a.m.	120
Nutrition	10:30 a.m. – 10:50 a.m.	20 +5
Period 4	10:55 a.m. – 12:55 p.m.	120
Lunch	12:55 p.m. – 1:25 p.m.	30 +5
Period 6	1:30 p.m. – 3:30 p.m.	120

Guiding Principles

Minimize teacher: student contacts

- 150 students per team
- 80 students per teacher, per regular day in core content classes

Increase instructional time

- 120 minutes per core instructional period

Personalized learning through:

- Regular structured advisory groups (4x per wk)
- Personalized groupings (15)

Provide consistent time for teacher planning and professional development.

- Daily conference period per teacher
- Weekly professional development 2 hours each Wednesday
- Academic Electives provide time for accelerated learning or enrichment

NOTE:

- 25 class size using PE teacher - 50 students per PE period, (25 from each teacher on conf at same time).
- Conference periods need to be scheduled to coincide with PE
- Conference periods scheduled away from beginning of day allow for orderly opening.
- Weekly Professional Development provides time for team, curricular, or total school learning community development.
- Students in English Immersion will receive instruction using sheltered English strategies within English courses.

Sample Student Schedule
(6 periods per week)

6th Grade

Period 1	English Language Arts/ESL Core
Nutrition	
Period 2	Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts
Period 3	Math Core
Period 4	Earth Science
Lunch	
Advisory	Grade 6 Advisory
Period 5	History/Social Science: World History/Ancient Times
Period 6	PE

7th Grade

Period 1	Math or Algebra
Nutrition	
Period 2	Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts
Period 3	English Language Arts/ESL
Lunch	
Advisory	Grade 7 Advisory
Period 4	History / Social Science: World History- Medieval Early Times
Period 5	P.E.
Period 6	Life Science

8th Grade

Period 1	English Language Arts/ESL
Nutrition	
Period 2	Elective: English Language Arts or Math (Enrichment or Acceleration) or Visual/Performing Arts
Period 3	Algebra or Geometry
Lunch	
Advisory	Grade 8 Advisory
Period 5	History/Social Science: US History Geography
Period 6	Physical Science

Alliance College-Ready Middle Academy #9 provides two to three hours of daily instructional time in reading/ language arts and/or mathematics for students needing intervention through academic electives. Our content literacy focus promotes the use of reading and writing across the curriculum for the acquisition of content knowledge and for real-world applications. Online classroom libraries provide a variety of literature selections of appropriate interest for middle grade students.

Educating Young Adolescents

We believe that successful schools for young adolescents must demonstrate a culture that includes the following characteristics⁸:

- **Educators who value working with this age group and are prepared to do so.** Alliance College-Ready Middle Academy #9 provides effective middle level educators who understand the developmental uniqueness of the age group, the curriculum they teach, and effective learning and assessment strategies. They need specific teacher preparation before entering the classroom and continuous professional development as they pursue their careers.

⁸ *Taking Center Stage, California Department of Education*

- **Courageous, collaborative leadership.** Alliance College-Ready Middle Academy #9 recruits middle level leaders who understand adolescents, the society, and the theory and practice of middle level education. The principal of Alliance College-Ready Middle Academy #9 influences student achievement and teacher effectiveness by advocating, nurturing, and sustaining an effective instructional program.
- **A shared vision that guides decisions.** All decisions made about the school are guided by a shared vision.
- **An inviting, supportive, and safe environment.** Alliance College-Ready Middle Academy #9 has established an inviting, supportive, and safe campus environment, and a joyful community that promotes in-depth learning and enhances students' physical and emotional well being where human relationships are paramount.
- **High expectations for every member of the learning community.** Educators and students at Alliance College-Ready Middle Academy #9 hold themselves and each other to high expectations. Our environment develops student and staff confidence that promotes positive attitudes and behaviors and motivates students to tackle challenging learning activities.

Advisory Groups*

Student voice is included in all aspects of the school that directly affects student learning, interests and needs through a structure of advisory groups that connect each student with a personal learning team and ensure that no student falls through the cracks.

All students in grades 6 -8 are well known and students are supported through advisory groups of 15-20 students. A credentialed teacher serves as advisor and works with the same students from grade 6 through graduation. The advisory structure provides a small focused support group to motivate and support each student's progress. Each student also has a personal learning team consisting of their teacher advisor, a parent, and a mentor that meets throughout the year to provide guidance and assess progress. The teacher advisor monitors each student's individual learning plan to address individual interests and needs.

Creating a College-Going Culture

Development of a college-going culture begins with all incoming sixth grade students through advisory groups, parent engagement and throughout schoolwide activities. The question at ACRMA #9 is not "Are you going to college?" but "Which college are you going to attend?"

College Study Skills – Advisory curriculum includes direct development of study skills to prepare our students to be independent learners through the use of study skills materials and through a visiting college student program that provides an opportunity for students to learn from students in the community who have successfully entered college programs.

College Orientation – Pennants from local and national colleges and universities are displayed throughout the campus and in each classroom to motivate interest in finding out about college.

College-Campus Visits – Trips to local universities are coordinated to provide students and their parents an opportunity to become familiar with college campuses and their programs through "Got College" with Families and Schools (FIS) and Mother/Daughter and Father/Son partnership programs with community colleges and California State Universities.

Process for Selecting Curriculum, Materials, Instructional Activities

Curriculum, materials, and instructional activities are selected based on their rigor and their relevance to supporting our goal of achieving proficient to advanced performance on state standards, readiness to meet A-G course requirements in high school, and preparing students to graduate ready for college.

Alliance College-Ready Middle Academy #9 attests that each pupil in the school will have sufficient current textbooks, instructional materials, and digital content in each subject area consistent with the content and cycles of the curriculum frameworks adopted by the California Department of Education (Appendix N). As a BLAST School, students will have access to current online textbooks. ACRMA #9 is not required to purchase hard copy textbooks, but the school can purchase books as a source of instructional material for some or all classes at their discretion. Each spring, the principal, in consultation with teachers and Alliance staff, will identify areas of need and order texts and materials for the following year.

Instructional activities are developed in alignment with the stated goals and measurable student outcomes of Alliance College-Ready Middle Academy #9. The principal and the teachers participate in common planning and lesson study to continually design and improve rigorous instructional activities that require critical thinking, reflect high expectations for students, and provide opportunities for students to apply their skills and knowledge to real world situations.

WASC Accreditation

Alliance has a proven track record of supporting its middle and high schools with the WASC accreditation process. Alliance schools have scheduled their initial WASC review in the spring of their first year in operation or the fall of their second year. All Alliance schools have earned successful WASC review results (APPENDIX W) of the maximum of an initial three years when not yet fully offering grades 9-12 and six years full accreditation once they are fully enrolled through grade 12.

Alliance Director of College Counseling oversees the WASC process and UC course approval process. Alliance Vice Presidents of School Families, support schools in preparing the school Self-Study for the WASC process.

Students with Special Needs

Alliance College-Ready Middle Academy #9 implements a comprehensive diagnostic testing program for every student upon entrance to the school. The assessment is used to identify learning strengths, weaknesses, and/or disabilities, psychological (social and emotional) development, and speech and language attainment. If a student is identified, as potentially having special needs, the plan for Students at Risk of Retention, English Learner Students, and/or Special Education will be implemented in accordance with the MOU with the District. Alliance College-Ready Middle Academy #9 recognizes that students who are gifted and talented also have special needs and provides appropriate identification and instructional strategies to meet their needs.

I. Students at Risk of Retention

A. Low-achieving Students

In an effort to improve the performance for all students including those who have been identified as low achieving, or at risk of retention, Alliance College-Ready Middle Academy #9 implements a strategy based on a Personal Learning Plan (PLP). The Alliance Personal Learning Plan is a template used in all schools that is automatically populated with interim and state assessment data as well as course credits completed each quarter. Advisory teachers review the PLP and review with each of their advisory students. Parents review and sign the PLP each quarter with report cards. All students have such a plan. The following takes place for those specifically identified as low achieving:

1. To identify low-achieving students, all incoming students are given the Achieve 3000 and Revolution Prep level set tests.
2. Parents are informed of the student's academic standing within one week of identification.
3. Within three weeks of identification, a conference is scheduled between the student, parent, teachers, and the administrative staff to develop an action plan. The action plan has specific responsibilities for the student, parent, and teachers.
4. The student receives supplemental support services. In the areas where the student is struggling most, the classroom teacher as well as online digital content providers to address and offer one-to-one instruction specific individual needs.

5. The student is enrolled in a remediation program to accelerate learning. This is provided during the summer, after school and/or Saturdays.

B. Promotion and Retention of Students

Alliance College-Ready Middle Academy #9 does not endorse social promotion. Alliance College-Ready Middle Academy #9 is committed to helping students achieve the necessary skills to progress from grade to grade yearly. Because of the linguistic and socioeconomic barriers this student population may have faced, readiness to move to the next grade level is examined on an individual basis. Each student is assessed individually according to his/her total needs.

Alliance College-Ready Middle Academy #9 has clearly defined expectations for what students should know and be able to do at each grade level in each subject in an effort to equip all students with the academic skills that enable them to be ready for entrance to and success in college. Promotion and retention of students is based on multiple assessment measures to determine if the student is advanced, proficient, partially proficient, or not proficient. Assessment measures include the student progress report based on degree of proficiency and teacher recommendations. Students whose average rubric score classification is "not proficient" on the final student progress report for the academic year are eligible for retention.

The principal and/or teaching staff prepares a written determination to specify the reasons for retention. The written determination includes recommendations for interventions that are necessary to assist the student to attain acceptable levels of academic achievement. The written determination is provided to and discussed with the student's parents, the student's teachers, and the principal.

Student's identified for retention must participate in a remediation program (i.e. after-school tutoring, and summer school). The student's academic performance is reassessed at the end of the remediation program, and the decision to retain or promote the student is reevaluated at that time.

II. English Language Learners

Alliance College-Ready Middle Academy #9 will meet all requirements of federal and state law relative to equal access to the curriculum for those who are English Language Learners (ELL's). The goal will be to develop high quality instructional programs and services for ELL's that allow them to achieve the same challenging grade level and graduation standards, in the same proportions, as native-English speaking students.

The English language literacy intensive component of the program supports ELL's through:

- A teaching staff qualified in second language pedagogy.
- An after school and summer school program with a strong language literacy focus determined by the individual assessed needs of each student.
- Additional bilingual teacher's aides in the classroom to assist ELL's in English intensive classes.

Alliance College-Ready Middle Academy #9 offers the core content areas in a sheltered English environment for students who are not proficient in English. Sheltered content classes are subject matter content courses designed especially for ESL students. Students who are 2 or below on CELDT English proficiency below and far below on Alliance interim benchmark assessments and ongoing classroom teacher assessments are identified for additional support and assigned additional support classes titled: Math or ELA Support in addition to grade level ELA and/or assigned math course. The curriculum content for the sheltered English classes is the same as in the English only classrooms. Achieve 3000 provides additional support where the MacBook Pro will read aloud student's written passage or students can translate the passage into their native language.

To support the environment needed to assure that students needing English as a second language, Alliance College-Ready Middle Academy #9 recruits teachers who have a secondary credential as

well as bilingual or ESL endorsements (state authorization to teach ELL's such as BCLAD, CLAD, SB1969), and who not only have training in second language pedagogy but also have experience teaching second language learners and sheltered English classes. All teachers are trained in appropriate methods for teaching ELL's at various levels of proficiency. These methods include using bilingual teacher aides and coaching, preview and review strategies, and after school tutoring programs that are coordinated with the regular curriculum and designed for ELL's.

- Sheltered English – Sheltered Instruction is to provide meaningful instruction in content areas (social studies, math, science) for transitioning Limited English Proficient (LEP) students towards higher academic achievement while they are working towards English fluency. Instead of providing watered down curriculum for LEP student, sheltered instruction allows for the content to be equal to that of native English speakers while improving their grasp of the language. The teacher provides varied methods of instruction that allow students to create meaning of multifaceted content in classroom discussion, activities, reading and writing, causing teachers to build upon their abilities to take on the linguistically diverse classroom
- Preview/Review – Teachers present vocabulary prior to presenting core content

Alliance College-Ready Middle Academy #9 teachers are trained to use the state English Language Development standards. The LAUSD ELD Handbook is used as a resource guide for curriculum planning. Selected teachers attend appropriate LAUSD training usually offered in the spring. This allows these teachers to become qualified to train other teachers during Alliance College-Ready Middle Academy #9 in-service professional development.

Alliance College-Ready Middle Academy #9 administers the California English Language Development Test (CELDT) to all new students whose home language is other than English on their Home Language Survey and to all English Learners annually to determine each student's individual proficiency level and to assess student progress in acquiring English Proficiency according to State Board of Education ELD standards. To reclassify students, ACRMA #9 will administer CELDT testing as stated above. Students who are CELDT level 3 or higher will be reviewed for reclassification based on CST proficiency or teacher recommendation. Annually the Alliance Data team will provide each school with a list of students eligible for reclassification.

- Beginning
- Early Intermediate
- Intermediate
- Early Advanced
- Advanced

Non-standard English Speakers

Recognizing that many students at Alliance College-Ready Middle Academy #9 may not be Standard English speakers, many of the same guidelines and programs listed above are followed for them so as to ease their transition into Standard English. Students will be identified by performance in classroom oral language assessments. The schools objectives will be to have all students achieve proficient/advance performance in oral and written English Language Arts. ACRMA #9 school leaders and teachers monitor each student's performance in their Personal Learning Plan and individual student growth profiles. Specific strategies include modeling standard English; building student communication skills through structured classroom participation in oral language presentations for project-based learning culminations; training teachers in recognizing non-standard English language interference with learning; establishing a culture of appreciation for home language usage and culture and recognition of the importance of standard English usage in the world of work and education

LAUSD-Specific Language *English Learner Instruction

Alliance College-Ready Middle Academy #9 is required to timely identify potential English Learner students and provide them with an effective English language acquisition program that affords meaningful access to the school's academic core curriculum. Instructional plans for English Learners (EL) must be (1) based on sound educational theory; (2) adequately supported with trained teachers and appropriate

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

On an annual basis (on or about October 1), ACRMA #9 shall submit a certification to the District that certifies that they will either adopt and implement LAUSD's English Learner Master Plan or implement the Charter School's own English Learner Instructional/Master Plan. If Charter School chooses to implement its own EL plan, the instructional plan shall encompass the following, including but not limited to:

- How ELs' needs will be identified;
- What services will be offered;
- How, where and by whom the services will be provided;
- How the program for ELS is evaluated each year and how the results of this assessment will be used to improve those services (annual report of the assessments)

ACRMA #9 shall provide to CSD a copy of its entire, current plan upon request such as during the annual oversight review process.

ACRMA #9 shall administer the CELDT annually. ACRMA #9 shall also ensure that it will provide outreach services and inform parents with limited English proficiency with important information regarding school matters to the same extent as other parents.

III. 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, ACRMA #9 will execute a Memorandum of Understanding ("MOU") by and between LAUSD and ACRMA #9 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 has created two school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA will begin in the 2013-2014 school year requiring all District-authorized charter-operated schools to elect one of the three options available under the LAUSD SELPA. Prior to an Option election, all District-authorized charter schools shall participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that have previously executed an Option 3 Memorandum of Understanding ("MOU"), will be required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. 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.

LAUSD Required Language: *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 nineteen statistically measureable outcomes and facilities obligations that the District has to achieve to disengage from the MCD and federal court oversight. All charter schools are required to use the District's Special Education Policies and Procedures Manual and Welligent, the District-wide web-based software system used for online Individualized Education Programs ("IEPs") and tracking of related services provided to students during the course of their education.

As part of fulfilling the District's obligations under the 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 MCD requires charter schools to implement the District's Integrated Student Information System (ISIS). ISIS is a suite of applications which is designed to capture all District student data.

IV. Gifted and Talented Education

The special needs of identified gifted and talented students are addressed through differentiated classroom instruction and through enrichment programs after school and through partnerships with community colleges. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has additional section at the end a section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

Program Description

The Alliance College-Ready Middle Academy #9 GATE program provides challenging curriculum and instruction to gifted and talented students capable of achieving significantly beyond the level of their peers. GATE funds are used to design and deliver a supplemental differentiated program for individuals or groups of gifted and talented students with special needs. This includes providing a rich academic program that addresses both acceleration and differentiation and continually reviewing student data to increase the number of gifted and talented students.

Our criteria extend beyond the intellectually gifted to students who are gifted, talented, or both in areas such as specific academic ability, leadership, visual and performing arts, and creativity.

Objectives

Differentiated curriculum based on the core curriculum is provided during the regular school day through part-time and cluster grouping. Other differentiated learning activities, such as, extended day classes, Saturday seminars, independent study, acceleration, Advanced Placement (AP), honors, and Spanish as a world language.

Alliance College-Ready Middle Academy #9 staff development provides teachers with strategies to broaden or deepen their ability to provide differentiated curriculum and individualized programs to meet students' needs and provides all parents with information regarding gifted and talented programs and services provided to students. The Alliance website provides links to websites on the Internet related to gifted education and parenting of gifted children.

Process for Identifying Students As Gifted and Talented

The identification process begins with a referral by the student's teacher or parent (after consulting with the teacher). A Screening Committee gathers documentation including any standardized test scores, cumulative records and report cards from the teachers and parents. The Committee makes a preliminary recommendation for consideration on the eligibility of the student. The recommendation is forwarded to TES for Intellectual Ability testing, for High Achievement or Specific Ability designation. When a decision is made, the parent is notified, in writing, of the student's eligibility.

Categories under which a student may be identified as Gifted include Intellectual Ability in which the student's general intellectual development is markedly advanced in relation to their chronological peers. This category includes those students designated Highly Gifted who score 145 or above on an individualized intelligence test, or 99.9 on a group intelligence test.

A student may also be identified under the category of High Achievement. These students consistently function for two consecutive years at highly advanced levels in Total Reading and Total Math on standardized tests such as California Achievement Test. Another criterion considered is a GPA of 3.5 or above.

A student may be identified under the category of Specific Academic Ability. These students consistently function for three consecutive years at highly advanced levels in either Total Reading or Total Math on standardized tests such as California Achievement Test. Students in grades 9-12 may also be referred in either science or social science.

Gifted Education Plan

Alliance College-Ready Middle Academy #9 sets Clear Expectations for the school community and provides a quality, standards based gifted and talented program that demonstrates academic rigor. Alliance College-Ready Middle Academy #9 provides a description of gifted and talented program to parents at Open House.

The gifted and talented program includes:

- * Flexible grouping of students
- * Honors programs
- * Strategies for the increased enrollment of all sub-groups
- * Differentiated instruction in the classroom in all areas of the core curriculum
- * Parent involvement
- * Professional development offerings for coordinators, teachers, administrators and support staff to support academic and talent excellence in students

Our goal is to increase the identification of gifted and talented students to reflect a minimum 10% identification rate, to provide professional development for teachers in the instruction of Advanced Placement courses and gifted students, and to provide parent education on strategies to address the needs of gifted and talented students.

Acceleration

Acceleration is a strategy that adjusts the pace of instruction to the gifted student's capability for the purpose of providing an appropriate level of challenge. Acceleration offers a way to meet the needs of highly able students when other forms of differentiation at grade level do not provide enough challenge. Research documents the academic benefits and positive emotional outcomes of acceleration for gifted students when the needs of the student are carefully matched with the form of

acceleration used. Additionally all the online digital program providers take students from where they are and move them forward. For example, CompassLearning has additional section at the end a section to dig deeper into the topic being studied with enrichment and acceleration. Furthermore, APEX provides a wide variety of online Advanced Placement classes.

Grouping Practices

Flexible grouping enables students with advanced abilities and/or performance to receive suitably challenging instruction. Flexible grouping allows more appropriate, advanced, and accelerated instruction that more closely aligns with the rapidly developing skills and capabilities of gifted students. Gifted children may not be gifted in all academic areas; therefore grouping placements are flexible for part time flexible periods of time or activities when there are few identified gifted students in school.

Regular Classroom

Our goal is to provide appropriate educational practices that motivate and challenge all students to achieve their potential. To optimally provide for learners in our regular classrooms teachers:

- Create an environment that is responsive to learners
- Assess each learner's knowledge, understanding, and interest
- Integrate the intellectual process including both cognitive and affective abilities
- Differentiate and individualize the curriculum to meet each learner's needs
- Evaluate learning and teaching, reflecting on the information obtained to adapt the learning plan and improve the program

V. Socioeconomically Disadvantaged Students

Low-income students will be identified by eligibility for the federal free and reduced lunch program. Traditionally, approximately 93% of students at Alliance schools qualify for this program.

The instructional model of the Alliance is designed to meet the educational needs of students of low socio-economic status, which vary as do those from all economic levels. The basic strategies for identifying and addressing the specific educational needs of students within this group are the same as those detailed throughout this section.

Attention is also given to ensure that each student receives nutritious meals and is assisted with accessing health care and other resources if needed. A uniform is provided at no cost for students. Parents and guardians are also supported through parent workshops held throughout the year.

ELEMENT 2: MEASURABLE STUDENT OUTCOMES

Outcome Goals – Skills, Knowledge, and Attitudes

Alliance College-Ready Middle Academy #9 will be a high performance school that will deliver a consistent educational environment and experience for students—preparing every student with the skills, experience, and knowledge to be prepared for high school. Our measure of success for students enrolled for three years is that:

- 100% of our students will culminate from middle school demonstrating significant progress towards proficient to advanced performance in core content areas
- 100% of students who are continuously enrolled at ACRMA #9 from grades six through eight will be prepared for success in high school

Measure	2013-14	Measure	2014-15	2015-16	2016-17	2017-18
API*	750	API*	775	800	800	800
CST ELA*	50% Prof.Adv	Common Core-ELA	55% Prof.Adv	60%	65%	70%
CST Math*	50% Prof.Adv	Common Core-Math	55% Prof.Adv	60%	65%	70%
Culmination Rate	100%	Culmination Rate	100%	100%	100%	100%

*Note: API and CST are scheduled to end or change after 2013-14

Alliance College-Ready Middle Academy #9 will accomplish its educational mission through clear expectations and an intensive focus on students meeting Grade Level/Subject State Standards in English/language arts, science, math, history/social sciences.

- ACRMA #9 will meet Adequate Yearly Progress goals as required by *No Child Left Behind*.
- Students who are English Learners will annually increase proficient to advanced levels of fluency in English Language Development by at least 5%.
- Students will annually increase 5 proficient/advanced by at least 5% in Math and Science Content/Common Core standards demonstrating understanding of the use of math and science to become aware of how the universe works.
- Students will annually increase proficient to advanced performance in History/Social Science in understanding of chronological and spatial thinking, research evidence, point of view, and historical interpretation.
- Eighth grade students will be assessed in history/social science and will demonstrate proficiency based on history Content/Common Core standards from grades 6, 7, and 8.
- Students will demonstrate an understanding of the place of the arts in society and their lives.
- Students will meet high school readiness requirements including taking and passing Algebra 1.

Alliance College-Ready Middle Academy #9 guarantees a powerful learning experience for each student. Key attributes include:

- Small and personalized learning environment with a school size of 450 students with small learning communities of 150 students where no teacher team works with more than 80 students per day in core content classes and 85 percent of teacher-student time is spent together within that small learning community. In addition, teachers will stay with students for at least two years.
- Each student will be known intensely by at least one adult through advisory groups of 15 students.
- A significant part of learning is accomplished through interdisciplinary projects, bringing real-world applications into the classroom.
- Each student has a Personal Learning Plan that represents an agreed-to plan by teacher, student, and parent on how the student will learn.

- Every person in the system is held accountable for student success and uses data to appraise improvement efforts.
- Culture of high expectations of the abilities of all students—that all can and will succeed.

In order to best serve our students and community, ACRMA #9 will continue to examine and refine its list of student outcomes over time to reflect the school's mission and any changes to state or local standards that support such mission. The school will submit to the district any changes to the listed student outcomes. Understanding that Alliance College-Ready Middle Academy #9 is responsible for following the California State Standards for students in grades 6-8, specific emphasis is placed on those standards, which prepare students for entry into and success in college. ACRMA #9 assures that its instructional program will address the CA State Standards and Common Core Standards when implemented by the state. These include all or part of the following:

Curricular Focus Grades 6-8	Measurable Outcomes*
English/Language Arts Standards	<ul style="list-style-type: none"> ▪ Students will increase proficiency in reading with comprehension, writing with clarity, speaking with meaning, and possess familiarity with literary works. ▪ Students will develop appreciation for and enjoyment in reading literature for pleasure
Mathematics Standards	<ul style="list-style-type: none"> ▪ Students will increase proficiency in understanding the symbolic language of mathematics and the use of mathematics in a variety of problem-solving situations.
Science Standards	<ul style="list-style-type: none"> ▪ Students will increase proficiency in investigation and experimentation, and understanding of the principles of earth, life and physical science.
History/Social Science Standards	<ul style="list-style-type: none"> ▪ Students will increase proficiency in intellectual reasoning, reflections, and research skills related to chronological and spatial thinking, historical interpretations, research evidence, and point of view.
Visual and Performing Arts Standards	<ul style="list-style-type: none"> ▪ Students will increase proficiency in a fine or performing art. Students will understand the place of art in society.
Community Service	<ul style="list-style-type: none"> ▪ Students will demonstrate that they are active members of their community. Students will participate in meaningful community volunteer efforts.
Health/Physical Education	<ul style="list-style-type: none"> • Students will demonstrate that they value lifelong, positive health-related attitudes and behaviors towards their own well being through healthy physical, social and mental habits.

*Assessment methods and frequency for each grade level in all curricular areas listed above can be found in Element 3. Instructional guide maps for grades 6-8 are included as APPENDIX CC.

No Child Left Behind

As required by *No Child Left Behind*, Alliance College-Ready Middle Academy #9 works with its staff to insure that all students have full access to the curriculum and that each subgroup in the school is making meaningful progress towards meeting all of the standards. Alliance College-Ready Middle Academy #9 is committed to reducing the education gap for all students. Alliance College-Ready Middle Academy #9 implements all provisions of *No Child Left Behind* that are applicable to charter schools including use of effective methods and instructional strategies that are based on scientific research that strengthens the core academic program, meeting its Adequate Yearly Progress goals, publicly reporting the school's academic progress; providing extended learning for students falling behind who need extra help; teacher quality; and participating in all required assessments.

- (1) Application for Title I – as a fiscally independent charter school, Alliance College-Ready Middle Academy #9 applies directly to the State of California for Title I funding based on the number of documented low-income students enrolled in the school. Documentation of eligibility is based on one or more of the criteria established by the federal government in Public Law 107-110:

- Information regarding the number of children eligible to receive medical assistance under the Medicaid program.
- Information regarding the number of children eligible for free- and reduced-priced lunches.
- Information regarding the number of children receiving assistance under Calworks (formerly AFDC)

Given the demographic data (high poverty, low performing, neighboring schools are Title I and are not meeting AYP) of our target communities, ninety-four percent (94%) of our students are eligible and that Alliance College-Ready Middle Academy #9 is eligible and applies for Schoolwide Program designation.

- (2) Identification of Title I Students – Title I service to eligible students is based on low achievement. Students who are identified by staff as being the most at risk of failing to meet the state student performance goals. Eligible students are identified at the beginning of the school year as new students enroll. (See low achieving students)
- (3) How the Needs of Identified Title I Students Will Be Met – (See low-performing at-risk student; how needs will be assessed and how their needs will be met).
- (4) Adherence to all NCLB requirements – As a recipient of Title 1 Funds, Alliance College-Ready Middle Academy #9 agrees to meet all programmatic, fiscal and regulatory requirements of *No Child Left Behind* that are applicable to charter schools including meeting its Adequate Yearly Progress goal, publicly reporting the school's academic progress, providing extended learning for students falling behind who need extra help, teacher quality, and participating in all required assessments. Alliance College-Ready Middle Academy #9 will maintain and make available to the district upon request, required documentation to demonstrate compliance with NCLB requirements. Alliance College-Ready Middle Academy #9 will participate in district program reviews of its compliance with federal and state mandates as applicable to charter schools. Public School Choice and Supplemental Educational Services, where applicable.
- (5) Open Enrollment for All Students Including Students from Program Improvement Schools as NCLB Part of Public School Choice – Enrollment is open for all students in the state of California whose parents voluntarily choose to apply for enrollment with priority to low performing, low income students in the target communities from Program Improvement Schools.
- (6) Commitment to NCLB Highly Qualified Teachers and Paraprofessionals
 - Teachers hired by Alliance College-Ready Middle Academy #9 meet the NCLB required criteria for “highly qualified teachers.
 - Paraprofessionals meet NCLB required criteria including: completion of at least two years of study at an institution of higher education; have obtained an associate or higher degree or; meet a rigorous standard of quality and are able to demonstrate through a state or local academic assessment in knowledge of, and the ability to assist in instruction, reading, writing, and mathematics with the exception of paraprofessionals who serve as translators or whose duties consist solely of conducting parent involvement activities.
 - Parents are informed in writing at the beginning of each school year of their right to know about the qualifications of their child's teachers, including timely notification if their child is taught for 4 or more consecutive weeks by a teacher who is not highly qualified.
- (7) Engagement of parents of participating Title 1 students: includes an annual meeting of Title 1 parents, annual participation in developing and distributing the Alliance College-Ready Middle Academy #9 Parent/School/Student Compact, annual participation in developing the Alliance College-Ready Middle Academy #9 parent involvement plan. (See parent engagement). Note: Alliance College-Ready Middle Academy #9 is eligible for Schoolwide Program Status.
- (8) Alliance College-Ready Middle Academy #9 adheres to Title I Accountability Including Adequate Yearly Progress.

Accountability for Results

The principal has primary responsibility and accountability to the school community for implementing the core values, beliefs, curriculum, instruction and best practices of the Alliance education model insuring that each and every student gets what they need to achieve their individual and school performance goals. The Alliance is responsible and accountable for guarantees made to Alliance College-Ready Middle Academy #9 in providing operational and management services, monitoring academic progress, documenting and publishing results to the school community and the community of Los Angeles.

The principal has been hired with an annual renewable contract based on annual performance evaluation conducted by the Alliance President/CEO. The principal is responsible for and has the authority to select, hire, evaluate and recommend the termination of teachers based on teacher accountability for clear performance expectations and evaluation criteria.

The Alliance monitors, documents, evaluates and publishes implementation results and student outcome results. The Alliance will contract with a third party evaluator to document and evaluate the implementation of the Alliance school model and results. Ongoing evaluation serves to document best practices achieved, provide longitudinal data for continuous improvement, and most importantly, informs parents and the community on the degree to which Alliance College-Ready Middle Academy #9 is achieving its stated goals for individual students.

The principal of Alliance College-Ready Middle Academy #9 is accountable for demonstrating progress towards and meeting Adequate Yearly Progress goals as required by *No Child Left Behind*.

Mission and Enabling Metrics for Accountability

Weighted metrics for Alliance College-Ready Middle Academy #9, all Alliance schools, and the Alliance home office are linked to performance compensation incentives and consequences to measure progress are as follows:

Alliance Principal Performance Evaluation Metrics

Goals: The Alliance system for evaluating the school principal has three goals:

1. To promote the principal's professional growth as school leader.
2. To support the continuous improvement of the education program in the school.
3. To make decisions on continuing employment of the principal.

To achieve these goals, Alliance College-Ready Public Schools has designed an annual review cycle that actively involves the principal, the Chief Academic Officer and the President and relies on data from multiple sources. The system is linked to the Alliance and school goals so that the principal shares with the Alliance for College-Ready Public Schools accountability for the mission and enabling goals as shown in Table 1 and Table 2.

Table 1: Mission Metrics for Alliance Schools



PRINCIPAL EFFECTIVENESS METRICS

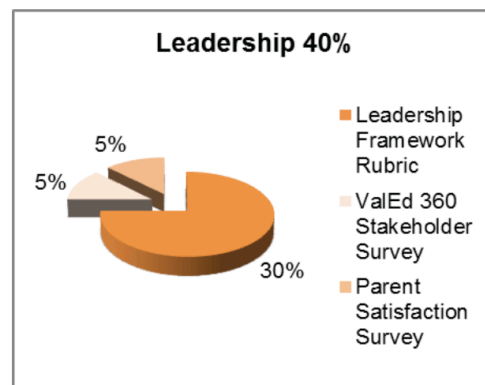
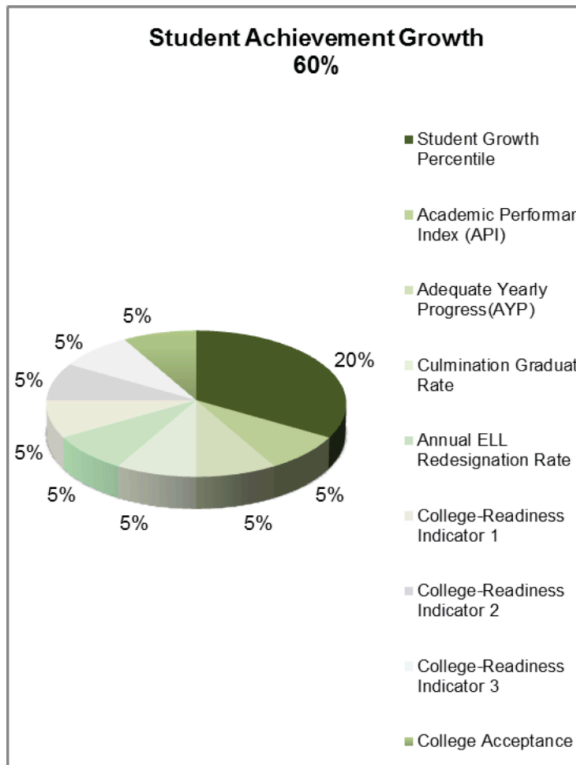
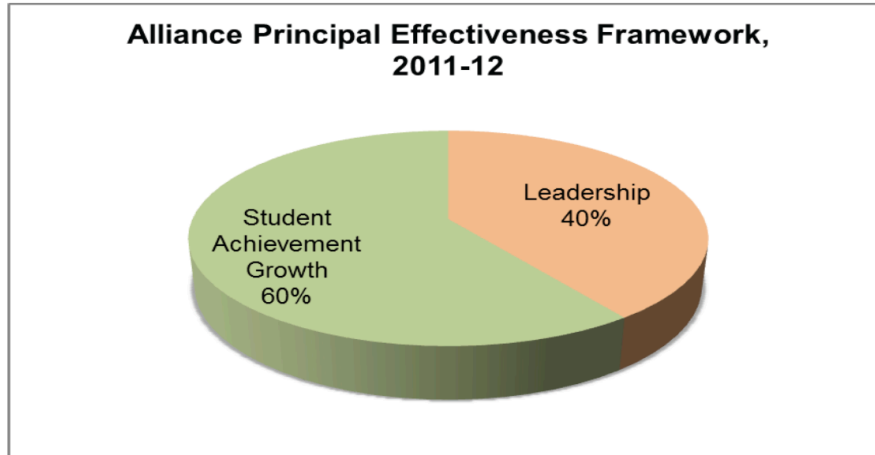


Table 2: Enabling Metrics for Alliance Schools

Principal Employment Agreement 2011-12

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2011-12 Principal Overall Effectiveness Scorecard

Principal Name:		Date:	
School:			
Principal Effectiveness Measures		Score (1-4)	Weight
Principal Practice and Behavior (40%)			
Principal Evaluation Based on Leadership Rubric <i>Calculation: Average of each domain, then average of all domains</i> ① ② ③ ④			30%
Val-Ed Stakeholder 360 Feedback (Survey) <i>Overall Leadership Score:</i> ① 1.00-3.28 ② 3.29-3.59 ③ 3.60-3.99 ④ 4.00-5.00			5%
Parent Satisfaction (Survey) <i>Overall Satisfaction with 80% Return Rate:</i> ① <79% ② 80-84% ③ 85-89% ④ >90%			5%
School-Wide Student Achievement Growth (60%)			
School Student Growth Percentile (SGP) Score Based on CA Standards Tests ① <24 th Percentile ② 25 th -49 th Percentile ③ 50 th -74 th Percentile ④ >75 th Percentile			20%
Academic Performance Index (API) Targets <i>Middle School (CA Avg = 778) High School (CA Avg = 742)</i> ① <650 ② 651-724 ③ 725-799 ④ >800 ① <650 ② 651-724 ③ 725-799 ④ >800			5%
Adequate Yearly Progress (AYP) % of Targets Met ① <49% ② 50-74% ③ 75-99% ④ 100%			5%
Culmination/Graduation Rate <i>Middle School: % of grade 8 students continuously enrolled and culminating (passing Alg 1 and English with a grade of C or higher)</i> ① <69% ② 70-79% ③ 80-89% ④ >90% <i>High School: % of grade 12 students continuously enrolled in Alliance school and graduating in four years (Alliance 2011 avg = 53%)</i> ① <39% ② 40-59% ③ 60-79% ④ >80%			5%
Annual ELL Redesignation Rate <i>(CA 2010 avg = 12%; LAUSD 2010 avg = 15%; Alliance 2011 avg = 22%)</i> ① <9% ② 10-14% ③ 15-21% ④ >22%			5%
College-Readiness <i>Middle School: % of grade 8 students earn proficient/advanced score on English Language Arts and Algebra 1 California Standards Tests</i> ① <59% ② 60-69% ③ 70-79% ④ >80% <i>High School: % of students who enroll in at least one Advanced Placement (AP) course and take the exam by the time they graduate</i> ① <59% ② 60-69% ③ 70-79% ④ >80%			5%
College-Readiness <i>Middle School: % of grade 8 students pass Alliance mock California High School Exit Exam</i> ① <44% ② 45-59% ③ 60-74% ④ >75% <i>High School: % of seniors pass at least one AP exam (score >3) at any point in high school (also known as AP Equity and Excellence rate; CA 2010 avg = 22.3%)</i> ① <29% ② 30-39% ③ 40-49% ④ >50%			5%
College-Readiness <i>Middle School: % of grade 8 students meeting ACT EXPLORE college-readiness score in reading, English, and math</i> ① <9% ② 10-19% ③ 20-29% ④ >30% <i>High School: % of students meeting ACT or SAT college-readiness indicator score in reading, English, and math</i> ① <9% ② 10-19% ③ 20-29% ④ >30%			5%
College Acceptance <i>Middle School: % of grade 8 students who pass all courses with C or better</i> ① <69% ② 70-79% ③ 80-89% ④ >90% <i>High School: % of graduates accepted to 4-year colleges (Alliance 2011 avg = 75%)</i> ① <69% ② 70-79% ③ 80-89% ④ >90%			5%
Overall Effectiveness Score (sum of all weighted scores):			
Overall Effectiveness Rating: <input type="checkbox"/> Entry (1.5 – 1.9) <input type="checkbox"/> Developing (2.0 – 2.4) <input type="checkbox"/> Achieving (2.5 – 2.9) <input type="checkbox"/> Effective (3.0 – 3.5) <input type="checkbox"/> Highly Effective (3.6 – 4.0)			

Percentage is the incentive compensation potential value of this goal. Annually, a specific amount will be set aside for an earned performance compensation incentive. A principal achieving 100% of the mission and enabling goals will be eligible for 100% of the designated incentive.

Annual Yearly Progress (AYP)

AYP is a statewide accountability system mandated by the No Child Left Behind Act of 2001, which requires each state to ensure that all schools and districts make Adequate Yearly Progress. Alliance College-Ready Middle Academy #9 is committed to meeting all AYP criteria for both schoolwide and subgroups. ACRMA #9 will analyze AYP performance annually.

Program Improvement (PI)

According to the Federal Guidelines for NCLB Program Improvement School Requirements, any school that has not made AYP for 2 consecutive years will be in Program Improvement Year 1. Alliance College-Ready Public Schools follows the guidelines set forth by NCLB Program improvement. "Although a direct-funded charter school is considered to be its own LEA (CA ED Code Section 47636(a)(1)), the school will be subject to the PI provisions that apply to schools and not LEAs." Alliance College-Ready Public Schools assumes the responsibilities that a charter school authorizer must assume when a charter school is identified as PI including the following:

- Promptly inform parents of each child enrolled in the school of the school's PI status, the reason for the PI identification, what the school is doing to improve student achievement, and how parents can be involved in addressing the academic issues that led to the identification. The notification should include the school choice option of returning to the home public school. A sample parent notification letter for Year 1 PI charter schools is available on the CDE Web site.
- Ensure that the school is receiving technical assistance to revise its school plan. The plan must be revised within three months of PI identification and must cover a two-year period.
- Review the revised school plan through a peer review process and approve the school plan.
- Take corrective actions in Year 3 and appropriate restructuring modifications in Year 4.
- Ensure that the school complies with the professional development requirements. PI schools must set-aside 10% of their Title I allocation for professional development for teachers and other school staff.

As the charter management organization, Alliance College-Ready Public Schools is responsible in general for holding charter schools accountable to the Title I, Part A, parent involvement provisions, and the highly qualified requirements for teachers and paraprofessionals.

ELEMENT 3 – MEANS TO ASSESS PUPIL PROGRESS

LAUSD Specific Language *Testing

Alliance College-Ready Middle Academy #9 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.

Assessment Tools to Measure Student Outcomes

Using the State Standards, Alliance College-Ready Middle Academy #9 has clearly defined what students should know in each core subject at each grade/course level. These measurable student outcomes are based on the content of the curriculum and serve as the basis to measure student outcomes. Student achievement in developing conceptual thinking, problem-solving skills, and content mastery is assessed using multiple measures, based on an assessment program that both improves learning and provides assurances of accountability. Students are able to demonstrate proficiency when measured against multiple measures. Proficiency is measured using an assessment model that is formative and summative, holistic and standardized, narrative and norm referenced. The approach is conducive to benchmarking students against statewide benchmarks and against themselves, evaluating groups of students and assessing the whole school from year to year for longitudinal study of our progress. The assessment measures include but are not limited to:

Assessment Method (Grades 6-8)	Frequency
State Mandated Standardized Tests (Content Standards Tests, CELDT) <i>Note - CST tests include ELA and Math in grades 6-8, but science and history are only included in grade 8.</i>	Annually, Spring
Academic Performance Index	Annual
Interim School Wide Student Assessments (Edusoft)	Quarterly (every 5-6 weeks)
Analysis of Student Projects	Quarterly (every 10 weeks)
Student Progress Reports	Quarterly (every 10 weeks)
Student Diagnostic Survey	After registration and enrollment in school
Ongoing Classroom Teacher Assessments	Daily, Weekly, Final Exams in 9 th Wk ea Qtr
Student Conduct Records	Every 5 weeks

State Mandated Tests

Alliance College-Ready Middle Academy #9 will meet all statewide standards and conduct pupil assessments required pursuant to Section 60602.5 and any other statewide standards authorized in statute or student assessments applicable to students in non-charter public schools. The assessment structure includes, in addition to other standards-based and performance-based assessment tools such as the SAT standardized tests, comprehensive final exams in each of the core academic subjects, quizzes and tests, homework assignments, essays and research reports, and teacher evaluation of in class performance. These measurements are weighted and combined into a comprehensive educational program assessment to determine student achievement and promotion to the next grade level. The aggregate results are issued as a report card to the community evaluating the measurable goals and terms outlined in the charter.

Alliance College-Ready Middle Academy #9 will test independently of LAUSD.

Alliance College-Ready Middle Academy #9 conducts assessments and standardized testing of students with disabilities using state and District guidelines for modifications and adaptations-

Ongoing Interim Assessment (Appendix O)

On-going assessment and evaluation of educational outcomes are vital in determining if the educational purposes are attained. The first step in the assessment process is the collection of data and information.

The student achievement data routinely gathered and analyzed include:

- Results from regularly scheduled assessments given in core academic subjects (at 5 weeks and 10 weeks and at 20 weeks for final semester grades).
- In classroom departmental placement and final exams (prior to issuing 10 and 20 week reports).
- Results from CST and Advanced Placement Exams.

Data gathered is used to measure progress towards stated goals and to determine the effectiveness of our instructional program. Data informs our decisions regarding the need to continue, modify, improve, to add or to discontinue instructional strategies

Analysis of Student Work

Under the leadership of the principal, teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement. Teachers, in collaboration with the Alliance, develops and implements an efficient, student performance data gathering and reporting system to benchmark student performance using multiple measures of assessment and data gathering.

Data Gathering

As data is gathered, the faculty and the Alliance begin the task of analysis to measure progress towards the school's selected objectives. Ongoing data gathering and analysis guides and informs decisions for determining successful progress or the need for program adjustments.

Data to Be Gathered By	Purpose	Frequency
Observing the lessons teachers are delivering and the nature of student participation in classroom activities.	To measure effectiveness of instruction. Data is used to inform professional development needs.	Weekly
Classroom Curriculum and Instruction Walk-throughs	To measure the degree of and consistency with which grade appropriate standards based instruction is taking place. Data is used to share best practices	Weekly
Interviewing students about their courses of study.	Connect with individual students on their progress towards meeting graduation and college-requirements to develop student awareness of their progress and to assist them with maintaining their individual portfolio.	Ongoing in advisory periods and counseling sessions at least at 5 week and 10 week periods each semester.
Conducting student case studies.	To learn how individual students and their families are affected by our instructional program and to learn about how they feel their needs are being met.	Selected students reflecting low and high achievement.
Shadowing/Accompanying students during their school day.	To experience a school day from the perspective of individual students and to insure that our school maintains a student centered focus.	Ongoing, at least once every 5 weeks.
Using Rubrics and Benchmarks to calibrate teacher assessments of student work projects	To insure consistency of high expectations in determining criteria for proficient student work.	Ongoing as part of weekly professional development
Using Electronic Pupil Portfolios as part of data collection	To measure student progress towards meeting graduation and college-entrance requirements	Annual, June
Analyzing the results of parent and student surveys.	To measure the degree to which parents and students are satisfied that our school is meeting their needs and addressing the goals of our charter.	Annual, Spring

Student Placement

All students as they enter the school are given a series of diagnostic survey assessments. These indicate needs to be met as part of the student's Individualized Learning Plan and the student's English Language status. Results of initial diagnostic testing for entering grade 8 students determine student placement in Algebra or Geometry and determine students' need for intervention electives and tutoring in math and English language arts. Objective, written tests and teacher recommendation and student participation in student-led self review conferences are used to evaluate student progress and their need for more individualized help to reach the required proficiency in grade level standards. All students have access to the grade level core curriculum. Students at risk participate in an extended learning program to provide more time for learning and to accelerate their progress. All students are eligible to take all classes, including Advanced Placement. Students who show a continued lack of progress are served as detailed under *No Child Left Behind* and/or the Special Education section depending on individual student needs.

Student Progress Reports

Our school issues student progress reports every 10 weeks based on student proficiency on grade level/subject standards and expectations designated for the quarter. The student progress report is based on multiple measures including teacher assessments, portfolio/exhibits, and specific assessments to quantify student performance. Student progress reports reflect their progress towards advanced, proficient, basic or below proficient performance. Interim assessment results, daily student work, and final exams are used to determine student performance. Student course grades to meet culmination requirements are A, B, C or NP (Not Proficient) grades. Student reports are issued and recorded through our PowerSchool data system. Parents of students performing below/far below proficient performance are required to participate in a scheduled parent conference to discuss the parents' and the teachers' individual learning plan to improve their child's performance. Teachers and advisors meet together to analyze these reports and to make necessary adjustments in the program being offered to students who are showing a lack of progress.

Academic Performance Index (API)

One of the major indicators of the success of the educational program at Alliance College-Ready Middle Academy #9 is the API. The purpose of the API is to measure the academic performance and growth of schools. A school's score or placement on the API is an indicator of the school's performance level and growth as measured by how well the school is moving towards target goals. Alliance College-Ready Middle Academy #9 will meet the following API growth targets:

- Our API score will be 800 or higher after five years of performance, and is higher than the average score of neighboring middle and high schools.
- Our schoolwide and subgroup API growth score will meet or exceed the growth target of 5 % improvement towards a score of 800 as established by the CA Department of Education based on our first year API base score.
- Our schoolwide and subgroup growth score will improve by at least 5 points annually until we reach or exceed a score of 800.
- The standardized testing participation rate will be at least 95%.

Factors That Influence Academic Achievement

Alliance College-Ready Middle Academy #9 carefully monitors both the process and outcome of its program in three areas that influence academic achievement and growth: Student Conduct, Parent Involvement, and Professional Development.

Factors that Influence Achievement	Measurable Expected Outcomes	Measurement Tools
Student Conduct	<ul style="list-style-type: none">• Average daily attendance rate of at least 95%• Tardies continually decrease each year• Suspensions/expulsions decrease every year• Mediation referrals decrease• 	Teacher and school records

Factors that Influence Achievement	Measurable Expected Outcomes	Measurement Tools
Student Health	<ul style="list-style-type: none"> Practice good personal hygiene Participate regularly in physical education activities Demonstrate healthy physical, mental and social habits and attitudes 	Teacher observation Attendance rate Annual Physical Performance Assessment
Parent Involvement	<ul style="list-style-type: none"> 90% will attend ongoing parent-teacher conferences 75% will join the Parent Association Parent attendance at special programs, festivals and forums will increase annually 	School records
Professional Development	<ul style="list-style-type: none"> 100% participation in annual two-week program held prior to opening of school each year and at ongoing professional development programs during the year. 	School records
Teacher Performance	<ul style="list-style-type: none"> Knowledge of curriculum Competence in pedagogy Professional Attitude Effective teaching strategies. 	<ul style="list-style-type: none"> Student Test Scores Annual Principal Evaluations Annual Staff Self-Evaluations. Parent/Student Surveys
Financial Solvency	<ul style="list-style-type: none"> No deficit in the operation budget after the initial three years of operation (this time frame allows for start up costs). 	<ul style="list-style-type: none"> Annual Audit Forecast/Budgets

Longitudinal Analysis of Progress

Results from the academic assessments, data collection records, evaluations, stakeholder surveys and interviews are collected, analyzed, reported, published, and distributed to the school community, interested members of the community at large and the Alliance as part of an annual progress and program audit. The annual audit is used to determine student progress overtime and the quality of programs of Alliance College-Ready Middle Academy #9.

ELEMENT 4: GOVERNANCE

Public Operating Principles

Alliance College-Ready Middle Academy #9 (“ACRMA #9”), upon receipt of a charter, will be incorporated as a nonprofit corporation and will be the corporate entity operating the Charter School. ACRMA #9 will constitute one of several nonprofit corporations associated with Alliance College-Ready Public Schools (“Alliance”), a charter management organization. Alliance is responsible for the fundraising and the oversight of the Charter Schools associated with it, which will include but not limited be to ACRMA #9. Alliance, to achieve economies of scale, will also provide back-office support to ACRMA #9. See discussion under “Business and Operations Assistance” below.

Alliance

Alliance, itself a non-profit corporation, is submitting this petition on behalf of ACRMA #9. Alliance has assembled an impressive leadership team that has a clear vision and experience in launching and managing new schools, as well as critical operational and financial expertise. Judy Burton is the President/CEO of Alliance. As a former Local District Superintendent in LAUSD, she has demonstrated successful leadership capacity in working with schools and has earned the trust and credibility of the education community. As one can see below, the Alliance Board of Directors includes some of the most knowledgeable and influential community leaders in Los Angeles, including a former Mayor of Los Angeles, successful business, education, and community leaders, and the former president of Occidental College.

Board of Directors, Alliance

Alliance’s goal is to provide a consistent comprehensive 6-8 and 9-12 charter public school educational program throughout its system. The Alliance Board has a maximum of 30 members. The Alliance Board members serve 3-year renewable terms. Alliance Board members may be nominated by any member of the Alliance Board and will be elected by a simple majority of current board members.

Current Alliance Board members are:

- **Tony Ressler (Chair):** Partner and co-founder of Ares Mgmt. LLC. Co-founder Apollo Mgmt. Founding member of the Board of Painted Turtle, a camp serving children with life threatening illnesses. Board member of the Center for Early Education and former executive committee member of LEARN.
- **Alan Arkatov:** CEO of the Teaching Channel and former President of eEducation Group.
- **Frank E. Baxter (Co-Chairman):** Chairman Emeritus of the global investment bank Jefferies and Company Inc. He returns to the Alliance Board, which he chaired, after serving as ambassador to Uruguay from November 2006 to January 2009.
- **Judy Burton:** President and CEO of Alliance.
- **David S. Cunningham, III:** Los Angeles Superior Court judge. Prior to assuming the position as a Superior Court judge, Mr. Cunningham was a principal in the firm of Meyers Nave Riback Silver & Wilson.
- **Luis de la Fuente:** Associate Director for New Business Development at the Broad Foundation and former associate at McKinsey & Company in Florham Park, N.J.
- **David I. Fisher:** Chairman of the Board of Capital Group International, Inc. and Capital Guardian Trust Company. Trustee Emeritus of the J. Paul Getty Trust and trustee of many Boards including Harvard-Westlake School and the UCLA School of Public Policy.
- **Stewart Kwoh:** President and Executive Director, Asian Pacific American Legal Center.
- **Harry Levitt:** Managing Director of MullinTBG. Partner and business developer in a national executive benefits consulting firm with offices in Los Angeles, Chicago and New York.
- **Meyer Luskin:** C.E.O. and chair of Scope Industries, formerly a public company. The Company recycles waste food into an animal feed ingredient.
- **Richard Merkin, M.D.:** CEO and founder of Heritage Provider Network. Pioneered the development of medical networks responsive to the changing health care marketplace throughout California.
- **Neal Millard:** Partner, Los Angeles Office, Musick, Peeler & Garrett LLP. Practices in the area of finance and in the area of education. Adjunct professor of law at the University of Southern California Law School.

- **Gayle Miller (Secretary):** Co-Founder of the Go AlongSide Foundation that provides a values-based curriculum to inner-city schools. Retired President of Anne Klein II.
- **Theodore R. Mitchell:** President/CEO, NewSchools Venture Fund. Former President of Occidental College. Former Dean of UCLA Graduate School of Education. Former Senior Advisor to Mayor Riordan.
- **Dale Okuno:** Creator and CEO E-Z Data, Inc.
- **William Ouchi:** Saford and Betty Sigoloff Professor in Corporate Renewal, UCLA. Former Chief of Staff to Mayor Riordan. Former Chair of LEARN Board of Directors.
- **Richard Riordan:** Former Mayor of Los Angeles. Founder of the Riordan Foundation that provides computers and books to increase literacy in elementary schools.
- **Virgil Roberts:** Managing Partner of the law firm of Bobbitt & Roberts. Former Chair of LAAMP and the California Community Foundation Boards of Directors.
- **Darline Robles, PhD.:** Professor Rossier School of Education, University of Southern California and Former Superintendent of LACOE.
- **Araceli Ruano:** Attorney and community leader dedicated to education, arts and environmental issues. Senior vice president and director of the California office of the Center for American Progress.
- **Fred Simmons:** Private Investment Manager for Freeman Spogli & Co., a private equity firm dedicated exclusively to investing with management in retail, direct marketing and distribution companies.
- **Eva Stern:** Clinical social worker and educator with a broad based perspective of educational reform that emphasizes the need for engaging students, teachers, and the community.
- **Ronald Sugar:** Chairman Emeritus of Northrop Grumman Corporation.
- **Marie Washington:** Senior financial leader at corporations and nonprofits including JP Morgan, Pacific Telesis, KIPP Foundation and Stuart Foundation during her 30 year career. On the board of Engender Health and The California Community Foundation.
- **Harold Williams:** President Emeritus and former CEO of the J. Paul Getty Trust. Former Chair of the S.E.C. Former Dean of UCLA School of Management.
- **C. Frederick Wehba:** Chairman of BentleyForbes and standing member of the firm's Executive Committee.

ACRMA #9

ACRMA #9 will be incorporated as a non-profit public benefit corporation and, as such, will become a part of the Alliance group. Alliance is the sole member of ACRMA #9. The Alliance Board will appoint four of the members of the ACRMA #9 Board of Directors. The affairs of ACRMA #9 are managed and its powers will be exercised under the jurisdiction of the ACRMA #9 Board of Directors. ACRMA #9 will operate under the charter authorization of Los Angeles Unified School District. ACRMA #9 will abide by the current published, communicated and defined LAUSD policy for charter schools. ACRMA #9 is and will be solely responsible for the debts and obligations of the Charter School.

ACRMA #9 Board of Directors

The seven voting directors of the ACRMA #9 Board of Directors include four members of the Alliance Board (Judy Burton, Alliance President/CEO; Gayle Miller; Darline Robles; and Araceli Ruano), the principal, one teacher, and one parent. LAUSD reserves the right to appoint a single representative to serve on the Board. The Board meets quarterly, operating in accordance with the Brown Act, its Articles of Incorporation and its Bylaws.

The ACRMA #9 Board of Directors, the school administrative staff, and their respective representatives will be responsible for all aspects of the day-to-day operations of the Charter School, including, but not limited to, making necessary provisions for accounting, budgeting, payroll, purchasing, liability, insurance, and the like.

The ACRMA #9 Board of Directors is responsible for providing fiscal accountability by approving and monitoring the budget. The ACRMA #9 Board of Directors helps ensure effective organizational planning by approving long-range goals and annual objectives, monitoring the general policies such as health and

safety, use and maintenance of facilities, and overseeing that Charter School resources are managed effectively. This goal is to be accomplished primarily through hiring, training, supporting, reviewing the performance of, and if necessary, dismissing the administrative staff.

Alliance President /CEO will be recused under Government Code 1090 and the Political Reform Act from discussion and voting on decisions related to contracts, financial dealings, and transactions between ACRMA #9 and related entities.

The principal and teacher who will serve on the ACRMA #9 Board of Directors will be required to annually sign a Conflict of Interest statement and will be required to recuse themselves from any discussion or voting that has any impact on their compensation or benefits. (APPENDIX V, Conflict of Interest)

All management powers not specifically designated to the ACRMA #9 Board will be delegated to the principal, who will answer directly to the ACRMA #9 Board. The LAUSD representative has the opportunity to facilitate communications and mutual understanding between ACRMA #9 and LAUSD. As the entity with ultimate oversight responsibility, LAUSD will be provided with an annual programmatic and fiscal audit. The programmatic audit will include a summary of major decisions and policies established by the ACRMA #9 Board of Directors during the year. The annual audit will abide by current audit guidelines established by the State of California for K-12 public schools.

ACRMA #9 has provided the LAUSD Charter Office with a copy of the articles of incorporation, bylaws and names of board members of ACRMA #9. Any changes made to these documents that materially alter the charter must first be approved through the District's charter amendment process in order to be effective.

LAUSD-Specific Language *Members of ACRMA #9's executive board, any administrators, managers or employees, and any other committees of the Charter School shall comply with federal and state laws, non-profit integrity standards and LAUSD's Charter School policies and regulations regarding ethics and conflicts of interest.

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

ACRMA #9 will comply with the Brown Act. It will post its Board of Directors schedule of quarterly meetings; it will post notices and agendas of regular meetings at least 72 hours in advance; and it will record actions of the Board. Postings will occur by email and in a visible location in the Charter School office. ACRMA #9 will maintain for its Board a record book of meeting agendas and minutes. Agendas and minutes will be provided in English and Spanish. For easier access, ACRMA #9 will post the agendas and minutes on its website. The law requires no less than one meeting annually; however, the Board will meet at least quarterly to conduct business plus special meetings, see pages 3-4 of Bylaws. All meetings of the ACRMA #9 Board of Directors are open to the public, excluding closed sessions as permitted by the Brown Act.

Grievance Procedure for Parents and Students

ACRMA #9 will implement the following:

1. Designate one certificated person to coordinate compliance with federal laws, specifically, Title IX and Section 504.
2. Adopt and publicize its internal grievance procedures and
3. Notify parents, students, and employees of its nondiscrimination policy.

ACRMA #9 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.

ACRMA #9 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 District, 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-Specific Language *LAUSD Charter Policy

ACRMA #9 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.

LAUSD-Specific Language *Responding to Inquiries

ACRMA #9 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. ACRMA #9 acknowledges that it is subject to audit by LAUSD including, without limitation, audit by the District Office of the Inspector General.

If an allegation of waste, fraud or abuse related to the Charter School operations is received by the District, ACRMA #9 shall be expected to and will cooperate with any investigation undertaken by the District and/or the Office of the Inspector General, Investigations Unit.

LAUSD-Specific Language *Notifications

Notification is to be made to the Innovation and Charter Schools Division in writing 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 ACRMA #9.

School Advisory Council

ACRMA #9 will have a School Advisory Council of 10 to 20 members, consisting of the principal, parent representatives, teachers, classified staff, the student body president, and local community members. The School Advisory Council will meet monthly to provide suggestions and recommendations to the principal on day-to-day operations and issues including, but not limited to budgeting, curriculum, school policies, school/community participation, and the general direction of the Charter School. The advisory council will meet at the Charter School site. If requested by the principal and if the subjects to be discussed warrant it, members of the ACRMA #9 Board will attend Student Advisory Council meetings.

Parent/Community Townhall Meetings

Approximately once a month, ACRMA #9 will hold meetings in a Townhall Meeting format that all parents, community and staff members are welcome to attend along with the ACRMA #9 Board. Topics for discussion or presentation include schoolwide topics of interest related to achieving the goals of the Charter School and its students. Meetings will generally be attended by the principal and administrative staff of ACRMA #9 and members of the ACRMA #9 Board of Directors.

Business and Operations Assistance

Alliance provides for ACRMA #9 certain back-office services including budgeting/forecasting, accounts set up (insurance, benefits, attendance tracking), payroll, compliance, required reporting, service vendor contract negotiations and management, and purchasing. Alliance also provides oversight and monitors adherence by the ACRMA #9 Board of Directors to the charter process and any applicable law. The Los Angeles County Office of Education (LACOE) receives and forwards public funds for ACRMA #9 directly to the Alliance accounting system. Alliance assures that the accounting system for ACRMA #9 follows generally accepted accounting principles. Funds designated for ACRMA #9 are accounted for separately and are allocated to ACRMA #9.

Parent Engagement

Parents have a right to choose to send their children to excellent high performing schools and have a right and the responsibility to participate actively in insuring the success of their child and the school. ACRMA #9 understands the importance of active parent involvement in the education of their children.

Parents of ACRMA #9 students are meaningfully and actively engaged in their children's education. Parents are responsible and accountable for supporting their children's learning at school and at home through their participation in understanding what it takes for children to achieve college-readiness, and by their active voice in achieving the goals of the school through volunteering. At the Charter School, it is anticipated that:

- Parents will actively be engaged in the development of the school as members of the initial school development team and as members of the ongoing School Advisory Council.
- Parents of participating Title 1 students will participate in an Annual ACRMA #9 Title 1 meeting. ACRMA #9 applied for and obtained the status Schoolwide Program.
- Parents will be guaranteed access to the school, school leaders and classroom teachers to support their children's education.
- After the enrollment of a student, each parent and each student will meet with the principal.
- Parents will be provided multiple opportunities to develop awareness of college readiness benchmarks and what their children must achieve to be successful. Parents will be supported in their participation in monitoring their child's individual learning plan towards college readiness.
- Parents will be encouraged to participate in a minimum of 4 Parent Education Academies each year.
- Each parent, their child and the school will participate in annually developing and signing a Parent/Student/School Compact acknowledging their understanding, responsibility and commitment to support student learning and the academic goals of ACRMA #9.
- Each parent, the student and their teacher advisor will participate in developing a Personal Student Learning Plan, based on an initial assessment, student interests and needs. Parents will be encouraged to accept responsibility and accountability for committing to volunteering time to support the school and to participate as parent mentors.
- ACRMA #9 will seek to establish partnerships with effective parent engagement leaders such as Families-in-Schools which has a proven track record of meaningfully engaging the voice of parents and the community as partners in schools.
- Meetings will be arranged with individual classroom teachers, with the student's instructional team and with the student's advisor. These meetings will be held on a regular basis,
- Individual parent-teacher conferences will be held quarterly to share and discuss the progress and needs of each individual student.
- Parents will be encouraged to participate in an active parent volunteer program, so that each parent feels part of the school and understands their responsibility to the school.

The Charter School will make every effort to fully inform parents as to the curriculum offered and their child's progress. In addition to representation on the School Advisory Council, an ACRMA #9 Parent/Community Townhall Meetings will be held to address school related issues, including, but not limited to, parent/teacher/student relations. A failure of a parent to meet volunteer hours or to participate in the Charter School's programs has no effect on a student's enrollment, grades, credits or ability to graduate.

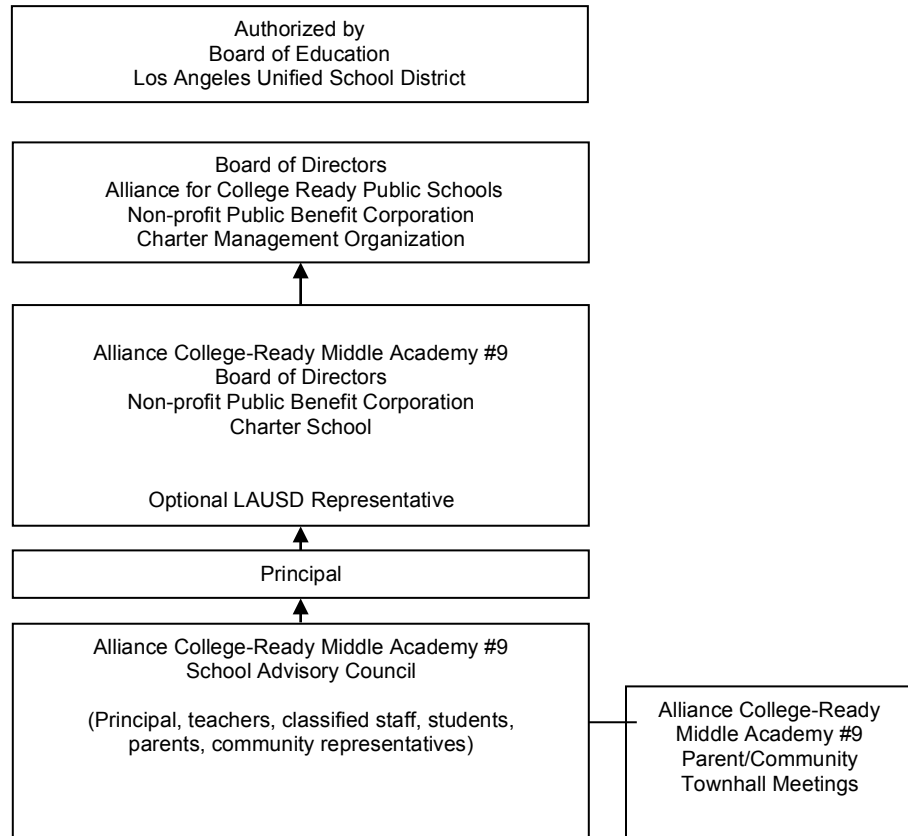
Community Engagement

ACRMA #9 also understands that if the Charter School is to be effective, it must be part of the community. To that end, Alliance employs a Director of Parent/Community Engagement who reports to the Alliance Vice President of Instruction. The Director of Parent/Community Engagement will provide services to the ACRMA #9 principal to support him or her in representing the interests of the community.

- The Alliance Director of Parent/Community Engagement and the principal of ACRMA #9 will involve the community in the Charter School. Students will be encouraged and required to perform community service as part of their graduation requirements.
- Members of the community at large will be solicited to serve in the Charter School in various functions. A mentoring program is part of the program, with these community members serving as the mentors. In addition a job shadowing program, using community resources will be initiated for 7th and 8th grade students. An attempt will be made to provide each student, as they transition from the 7th to the 8th grade, with an internship program within the community.

- Community resources, such as parks, libraries, athletic and classroom facilities will become part of the Charter School. ACRMA #9 believes that by using community facilities, it becomes an integral member of the community in which it is located.

Organization Chart



ELEMENT 5: EMPLOYEE QUALIFICATIONS

Alliance College-Ready Middle Academy #9 believes that all persons are entitled to equal employment opportunity. ACRMA #9 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.

ACRMA #9 adheres to California laws, including fingerprinting, drug testing, and prohibitions regarding the employment of any person who has been convicted of a violent or serious felony.

All employees must furnish or be able to provide:

- Medical clearance including proof of medical exam and tuberculosis (TB) testing.
- Fingerprinting for a criminal record check.
- Applicants will be required to provide a full disclosure statement regarding prior criminal record.
- Prior to the first day of work for every employee, ACRMA #9 will process all background checks through the Department of Justice.
- Documents establishing legal status.
- Principal and applicants for employment will be required to provide a full disclosure regarding relationships that would be considered nepotism prior to employment.

Employment Eligibility Requirements

Background Check

Any candidate selected to fill a position at an Alliance school is required to complete a background investigation by using the *Live Scan Service Request* form. This form allows the candidate to go to any live scan service provider and electronically submit their fingerprints to the Department of Justice (DOJ) and the Federal Bureau of Investigation (FBI). Since the Alliance has been authorized by the Department of Justice to receive background response information, the DOJ sends the applicant's background investigation results directly to Alliance Secure Mail Server System.

The Director of Human Resources is the only confidential employee of the non-profit corporation Alliance College-Ready Public Schools, with access to this information. Alliance is the employer of the Director of HR. After reviewing the investigation results, if the results indicate that no criminal history exists for the applicant then he/she is considered eligible to continue the hiring process. If the results indicate that a criminal history does exist for the applicant then the results are thoroughly reviewed by the Director of Human Resources who determines if there are any convictions that would disqualify the applicant from employment.

Teaching Credential Verification

All teacher candidates are required to present their original teaching credential document and to provide a copy of the front and back of the document. The credential document is verified with the California Commission on Teacher Credentialing. The applicant's credential subject authorization must meet state and NCLB requirements to teach the subject that he/she is being hired to teach. Since the Alliance supports the employment of university intern eligible candidates, we work very closely with the university to ensure that the candidate is eligible for an internship permit, that the subject authorization meets state and NCLB requirements, and that the applicant is able to complete the teaching credential program within two years. Teachers should also possess an English Learner Authorization which is either embedded in their credential or as added authorization.

Employee Recruitment

Various resources are used to recruit and hire the most qualified candidates to fill, both classified and certificated positions, including partnering with teacher recruitment organizations, local universities, and utilizing various online job search tools. The principal interviews and selects their school's faculty and staff. All candidates are screened, formally interviewed and expected to complete a background check, as

described below. Every employee is formally evaluated at least once a year by the principal or assistant principal. Formal evaluations provide an opportunity for administrators to not only determine if the employee is meeting their expectations, but to also develop and provide a clear improvement plan when needed. All staff members have due process rights that include a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T - Teacher Agreement) Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process

Employee will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition

Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy

1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning, which may include a suspension without pay
 - d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures

- A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.
- Should such a complaint arise, the following procedure shall be the Employee's sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.
- If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.
- If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1

An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within **14 calendar days** of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2

The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five-member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet **within 35 days** of receipt of the complaint notification. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within **ten** working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last Complaint Board hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible. A complaint of discrimination may be filed at any time.

Due Process

All staff members have due process rights (see APPENDIX T – Annual Teacher Agreement) that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (same as offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

TB Verification

Candidates are required to submit current TB verification. TB verifications are required to reflect negative results for active tuberculosis and are required to be no older than 60 days from the date the candidate is hired for employment. All Alliance school employees are required to submit TB verification every 4 years.

Work Agreements

Employees' job duties and work basis are negotiated in individual contracts. General job descriptions have been developed for the administrative staff; teachers, other certificated staff, office personnel, and classified staff. Salaries are competitive with those of local LAUSD.

Nepotism Policy

ACRMA #9 complies with conflict of interest laws that apply to all public entities per Government Code section 1090.

Administrative Structure

The principal is the primary school site administrator. The school may select an assistant principal in year one or year two depending on current funding available. The chairman of the Alliance Board and CEO of the Alliance and the principal confer regularly to address planning and management issues, student progress, and progress with the implementation of the educational program.

Principal Selection

The CEO selects Alliance principals on an application and interview basis with final approval of the Alliance Board of Directors. Selection of the principal is based on proven experience in educational leadership, educational vision for, experience and success with low-income and/or minority children, demonstrated ability in program design and development, entrepreneurial, and interest and commitment to educational reform. Alliance principals must have an earned BA, MA and an Administrative Credential.

Responsibilities of the principal include management and operations:

- Instructional leadership and accountability for implementation of curriculum and instruction
- Overseeing the development and implementation of all programs.
- Facilitating communication between all school stakeholders.
- Hiring and terminating (with cause) all other employees according to the mission, philosophy, and obligations defined in the charter petition.
- Overseeing the day-to-day operations of the school.
- With the support of the Alliance, preparing credentialing paperwork and monitoring processing.
- With the support of the Alliance, organizing professional development.
- Assisting with student discipline.
- Principal reports progress to the Board of Directors Alliance staff prepares data reports as a service to ACRMA #9 and reports data to LAUSD, Founders and the Alliance board of directors.
- Opening and closing the campus
- Maintaining a balanced budget and drafting an annual budget proposal for School Board review. Principal reports annual budget proposal to the ACRMA #9 Board of Directors.

Administrative Staff

Director of Instruction or Assistant Principal

The principal selects a Director of Instruction and/or assistant principal depending on funds available. The Director of Instruction meets teacher qualifications and has a record of successful teaching experience. The assistant principal has experience in successful leadership and management and is required to have a CA Administrative Credential and a Master's Degree. Job duties include but are not limited to providing assistance to new and experienced teachers in effective teaching practices, in planning and assessing student proficiency on content standards and in analyzing data to inform instruction.

Teaching Staff

ACRMA #9 teachers meet the requirements for employment as stipulated by the California Education Code section 47605(l) and the applicable provisions of *No Child Left Behind*. Primary teachers of core, college preparatory subjects (English language arts, language, mathematics, science, history, special education) hold a Commission on Teacher Credentialing certificate, permit, or other document equivalent to that which a teacher in a non-charter public school would be required to hold. Teachers selected to insure that the needs of English learners are met have CLAD, BCLAD certification and all teachers are trained in the effective use of sheltered-English. These documents will be maintained on file at ACRMA #9 and will be subject to periodic inspection by LAUSD. The Director of Human Resources is responsible for monitoring teacher and administrator credentials. Principal reports annual budget proposal to the ACRMA #9 Board of Directors.

Teacher Selection

The principal selects the teachers on an application and interview basis. Selection of teachers is based on their teaching experience, the degree of subject matter expertise, and their ability to demonstrate classroom instructional capabilities. Inexperienced teachers are hired on educational experience (i.e. former paraprofessional, school volunteer, child care, etc.), work experiences found beneficial to education, and resumes with good references. Responsibilities for the teachers include:

- Preparing and implementing lesson plans that lead to student understanding of the pre-established curriculum content.
- Assessing student progress and maintaining accurate records.
- Participating regularly in professional development opportunities.
- Maintaining frequent communication with students, student's families, colleagues, and other school stakeholders.
- Maintaining regular, punctual attendance.

Classified Staff - Office Personnel

The principal on an application and interview basis selects office personnel. Selection is based on the ability to perform the job duties for that position. Office personnel duties include, but not limited to:

- Answering telephones.
- Filing reports.
- Enrolling students.
- Managing/monitoring office operations.
- Ordering and purchasing office and classroom supplies and vendor management.
- Developing and implementing clerical and administrative procedures for daily school operations.
- Preparing correspondence, reports, bulletins, files, forms, memorandums, and performing other clerical and administrative duties as assigned.
- Bilingual translation and communication with parents and community.

Classified Staff - Financial Personnel Qualifications

At the school site, the administrative assistant qualifications require experience and capacity to be responsible for:

- Maintain accounts of all expenses
- Enrollment
- Time reporting
- Attendance accounting
- General Booking
- Maintenance and reconciliation
- Full charge bookkeeper
- Assist in using Alliance Fiscal Management system

The Alliance Chief Financial Officer, employed by the Alliance, sets up the school financial system, school accounts for receipt of funds and works directly with the principal on managing and providing data for input into the system.

Classified Staff – Instructional Assistants

Instructional assistants work in classrooms and provide assistance to students in A-G core academic courses are directly supervised by highly qualified teachers and meet *No Child Left Behind* qualification requirements including:

- High school diploma, General Equivalency Diploma (GED) or equivalent; **and**
- Two years of college (minimum 60 semester or 90 quarter units); **or** associate's degree or higher;

Classified Staff – Campus Assistants

Campus assistants' general duties include assisting with yard and campus supervision to support campus safety.

Classified Staff – Plant Manager

Plant manager duties include maintenance and cleanliness of school facility and grounds. Other services needed to maintain building and grounds will be outsourced including pest management, trash-pick up, repairs, plumbing, etc.

The principal selects classified staff on an application and interview basis. Selection is based on qualifications, experience and the ability to perform the job duties suitable for the specified job position.

Performance Evaluations

Evaluations are performed annually for all personnel. Performance measures based on meeting expectations for duties assigned and outcomes achieved will be used to evaluate all school personnel.

The principal is evaluated by the Alliance CAO based on:

- Overall successful implementation of school academic program and achievement of educational goals.
- High parental and community involvement.

- Maintaining a fiscally sound charter school including a balanced budget.
- Completion of required job duties.
- Creation of a welcoming school atmosphere of enthusiasm, student support, and cooperation among all parties.

Teachers are evaluated by the principal or assistant principal based on:

- Student progress as referenced from assessment measures.
- Effectiveness of standards-based teaching strategies.
- Performance of job duties.
- Knowledge of curriculum

Classified and other school personnel are evaluated by the principal based on completion of assigned job duties and regular, punctual attendance.

If an evaluation reveals poor job performance, a conference is scheduled between the staff member and the principal to develop a written action plan detailing recommendations for improvement. The action plan outlines an implementation plan for support services, specific responsibilities and expectations, timelines, and consequences for failure to meet the expectations. If an employee disagrees with an evaluation, a written objection may be appended to the review.

Employees always have the right to engage in Due Process and the Grievance Procedure.

A. Definition:

Just cause discipline is exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy:

1. Most workplace performance problems are handled by informal discussion and counseling between the principal and the employee. Just cause discipline is applied when more formal action is required.
2. It is the school's policy and practice that discipline is progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action:

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning which may include a suspension without pay
 - d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

The selection procedures do not and will continue not to 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

Director, Human Resources

Director of Human Resources for Alliance performs professional-level technical human resources work in the area of classification, compensation, human resources rules and legislation, recruitment, selection, and assists with more complex assignments.

Reports to the Alliance Chief Operating Officer and works closely with the Alliance Vice President, Financial Services and President/CEO. The Alliance HR Director reports to the Alliance COO. The HR Director works with other Alliance staff members in the Alliance home office.

SPECIFIC ALLIANCE RESPONSIBILITIES

- Develops job descriptions for Alliance corporate and school positions.
- Coordinates advertising and recruitment for teachers through RISE, Edjoin, Monster.com, Job Fairs, Universities, etc.
- Provides information regarding eligibility requirements to teacher and classified candidates
- Conducts initial screening of applications for eligibility criteria
- Verifies compliance with hiring criteria for principals, financial services before employees begin work
- Responsible for collection of completed employee agreements
- Maintains current record of all employees in Alliance schools and required employment data

TYPICAL GENERAL DUTIES

- Learns and applies policies, regulations, procedures, and techniques of human resources administration in performing some of the tasks listed below:
- Analyzes laws, rules, reports, publications, and court cases for information relating to human resources.
- Designs, constructs and conducts or assists in constructing and conducting surveys to gather compensation, classification, training, entrance requirements, rules, employee selection, or other human resources data.
- Formulates or assists in formulating recruitment and training plans and assists in implementing plans by arranging for facilities, equipment, advertising, informational materials, and other details.
- Compiles, calculates, and analyzes numerical data; extracts data from reports and records; and prepares tables, graphs, and narrative presentations.
- Composes or assists in composing a variety of technical written materials, including rules, procedures, class descriptions, salary reports, job market trend reports, and other specialized reports.
- Develops and designs recruitment literature including advertisements, and brochures.
- Composes correspondence.
- Screens applications in regard to entrance qualifications and advises applicants on employment opportunities.
- Develop, plan, and implement employee recruitment strategies and procedures.
- May represent the Alliance and its schools at career days, job fairs, and other recruitment functions.
- Performs related duties as assigned.

QUALIFICATIONS

Knowledge of:

- Graphic and tabular presentation of data
- Computer usage and systems
- Basic principles of merit that relate to human resources
- Principles of equal employment opportunity
- Basic principles and terminology of employment selection, position classification, and salary administration
- Research techniques and sources of information regarding human resources administration
- Employment/recruitment sources
- Equal employment recruitment procedures

Ability to:

- Ability to use computers with Microsoft operating systems, and spreadsheet software.
- Compile, tabulate, analyze, and compute data accurately
- Use principles and practices of human resources administration
- Write clear, concise reports and other materials
- Speak clearly and communicate effectively and make effective oral presentations
- Relate well to co-workers, employees, and others

ENTRANCE QUALIFICATIONS

- Education:
A master's degree in human resources, personnel, public or business administration is desirable, or one of the behavioral sciences may be substituted for the required experience.
- Experience:
Technical experience in employee recruitment, selection, position classification, labor relations, staff development, or salary administration is desirable. Experience in professional human resource functions.
- Special:
A valid California Driver License and use of an automobile.

COMPENSATION

Determined based on level of experience in human resources, educational background and previous salary history.

The selection procedures 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

ELEMENT 6: HEALTH AND SAFETY

LAUSD-Specific Language *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:

Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles ("Board of Education") as named additional insured and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and 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.

1. 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.
2. 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.
3. 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.
4. Professional Educators Errors and Omissions liability coverage with minimum limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
5. 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.
6. Employment Practices Legal Liability coverage with limits of \$3,000,000 per occurrence and \$3,000,000 general aggregate.
7. 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.

LAUSD-Specific Language *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.*

LAUSD-Specific Language *Evidence of Insurance

ACRMA #9 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 inception, 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.

LAUSD-Specific Language *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 attorneys' 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 attorneys' fees, brought by any person or entity whatsoever for claims, damages, losses and expenses arising from or relating to acts or omission of acts committed by 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.

LAUSD-Specific Language *Health, Safety and Emergency Plan

The ACRMA #9 will have a Health, Safety and Emergency Plan in place prior to beginning the operation of the Charter School. The ACRMA #9 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.

LAUSD-Specific Language *FERPA

The ACRMA #9, its employees and officers will comply with the Family Educational Rights and Privacy Act (FERPA) at all times.

LAUSD-Specific Language *Criminal Background Checks and Fingerprinting

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.

Policies

Alliance College-Ready Middle Academy #9 has developed a comprehensive set of health, safety, and risk management policies to be in place before school starts and shall be reviewed regularly with the staff, students, parents, and governing board. These policies, which are reviewed and discussed with the school's insurance carriers, will be implemented at the school and, at a minimum, will address the following topics:

- A requirement that all enrolling students and staff shall provide records documenting immunizations to the extent required for enrollment in non-charter public schools. Records of student immunizations shall be maintained, and staff shall honor County requirements for periodic Tuberculosis (TB) tests. ACRMA #9 will require its employees to be examined for tuberculosis in the manner described in Ed. Code 49406.
- Alliance College-Ready Middle Academy #9 shall require immunization of students as a condition of school attendance to the same extent as would apply if the pupils attended a non-charter public school.
- Alliance College-Ready Middle Academy #9 shall require the examination of faculty and staff for tuberculosis as described in Education Code section 49406.
- Policies and procedures for response to natural disasters and emergencies, including fires and earthquakes. (APPENDIX M)
- A policy requiring that instructional and administrative staff receive training in emergency response, including appropriate "first responder" training or its equivalent.
- Policies relating to the administration of prescription drugs and other medicines.
- A policy that the school is housed in facilities that have received state Fire Marshal approval and that have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard. Periodic inspections are undertaken, as necessary; to ensure such safety standards are met.
- A policy establishing that the school functions as a drug, alcohol, and tobacco free workplace.
- Alliance College-Ready Middle Academy #9 shall require that each employee of the school submit to a criminal background check and furnish a criminal record summary as required in section #44237. (APPENDIX M)
- A policy for reporting child abuse, acts of violence, and other improprieties as mandated by federal, state, and local agencies. (APPENDIX K)
- Child abuse is reported immediately by the individual discovering or being informed of the alleged child abuse/neglect.
- 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, pest management, etc.) and those required by CAL/OSHA, the California Health and Safety Code, EPA and **the McKinney-Vento Act with regard to homeless students**.
- 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.
- Alliance College-Ready Middle Academy #9 shall provide vision, hearing, and scoliosis screening to students to the same extent as would be required to do if its students attended a non-charter public school.

Procedure – Safe School Plan

Prescription Medicine

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

Fire Drills

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

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

Disaster Drills (i.e. Earthquake)

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

In the event of a real earthquake, everyone must engage in the “duck and cover” routine immediately and remain in position until the teacher determines that it is safe to leave the building. If remaining in the room becomes dangerous, or when the shaking stops, teachers proceed with their students to the evacuation site or another safety zone. If students are on the playground or other outdoor area when a disaster drill is called or during an actual earthquake, students are to drop immediately to the ground, away from trees and power lines, and cover their heads with their hands. They are to remain in that position until given additional instructions.

In the event of disasters other than earthquakes, the administrative staff contacts each room, advise staff of potential dangers, and give further directions or orders. Teachers and students remain in their classrooms until instructions are received for an all clear or an evacuation. For safety purposes, no one is to leave the rooms. If there has been a chemical spill, the teacher must make sure that all doors, windows, and vents remain closed. The school site maintenance staff turns off the gas. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Teachers stay with their classes for the duration of the emergency. In the event of an earthquake or other national disaster, all school employees are immediately designated “Civil Defense Workers” and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Bomb Threats

The person receiving the call or letter note the time of day, wording of the message, background noises, and quality of the voice to try to determine if it is a young child or an adult. This person delays the caller as long as possible, while they alert another adult to the crisis. That adult immediately notifies the telephone company to trace the call and immediately thereafter, notify the police using 911.

Based on the information at hand, the administrative staff makes a decision whether an immediate evacuation is warranted. If so, the evacuation code word “safe school drill” is given over the intercom and evacuation procedures are followed. The office personnel coordinate information requests to and/or from law enforcement, the telephone company, and parents.

If an immediate evacuation is not warranted, the administrative staff notifies teachers to inspect their room for any suspicious materials or unknown packages, without alarming students. All unassigned staff reports to the office for assignments such as searching offices, bathrooms, and all other common areas, including outdoor facilities.

Major Disaster Drill:

This drill should be performed twice per year so personnel are oriented to the (ACRMA #9 or Alliance's) Major Disaster Plan.

Evacuation Plan

A disaster of a significant nature may require the evacuation of the school. Immediately upon notification by outside authorities that the school must be evacuated, the administrative staff verifies the name and position of the person placing the alert. Once the source is confirmed, the administrative staff gives the evacuation code word "safe school drill" over the intercom. Teachers proceed with their students to the nearest school exit indicated on the evacuation map posted for this purpose. Before leaving the room, teachers make sure they have their class attendance roster with them. Students who are not in a classroom at the time the intercom signal is given attach themselves to the nearest teacher exiting the building for purposes of getting to the designated evacuation site.

Prior to evacuation, offices, bathrooms, and all other common areas, (including outdoor facilities) are searched by unassigned staff members designated by the principal.

Once at the designated evacuation site, teachers and other staff ensures that all students find their respective teachers. Teachers then take roll to ensure that all students are accounted for. The names of any missing students are given to the office personnel and an individual is assigned the task of finding any missing students. Teachers work together to take care of students with injuries, respiratory problems, or other medical conditions.

Teachers stay with their classes for the duration of the emergency. In the event of an evacuation, all school employees are immediately designated "Civil Defense Workers" and are not allowed to leave school until they are given official clearance to do so by the administrative staff.

Students remain with their teachers at the designated evacuation site until the administrative staff gives the "all clear" signal. In the event students cannot return to the school site, the administrative staff notifies parents and/or the media as to where students can be picked up. The office personnel sign out students as they are being picked up by a parent or other adult listed on the emergency information card. Parents are asked to remain in a designated area, and students are escorted to the designated area for release.

ELEMENT 7: MEANS TO ACHIEVE RACIAL AND ETHNIC BALANCE

LAUSD-Specific Language *Court-ordered Integration

Alliance College-Ready Academy Middle School #9 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 60:40 ratio. (Ratio represents the percentage of Predominantly Hispanic Black Asian Other (PHBAO) compared to Other White (OW). The written plan should list specific dates, locations and recruitment activities to achieve the District's Racial and Ethnic Balance goal.

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.

Written Plan to Achieve and Maintain LAUSD Ethnic Balance Goal

- Distribute notification about enrollment opportunities at ACRMA #9 to all communities in Los Angeles Unified School District including communities that serve diverse populations.
- Publicize the ACRMA #9 through publicity flyers, the Alliance Website, notices to school administrators about available openings and through local media.
- Consider diverse ethnicities in the enrollment process to achieve and maintain the LAUSD ethnic balance goal.

ACRMA #9 makes every effort to recruit students of various racial and ethnic groups to achieve a balance that is reflective of the general population residing within the territorial jurisdiction of LAUSD.

ACRMA #9 conducts annual orientation sessions in English and in Spanish prior to the opening of school.

Anticipated Schedule of Annual Orientation Sessions:

At least one weekday and one Saturday per month

- January
- February
- March
- April
- May
- June
- July
- August

Anticipated schedule of annual school tours:

- September
- November
- February
- April

Open House Prior to the Opening of School – Anticipated Date:

- Second Week in August 2013

Information and orientation sessions are advertised through direct mail to the parents of eligible students in grade 6 who attend middle schools in the target communities of 52nd Street ES, Menlo Ave. ES, 49th Street ES, LA Academy, Bethune, Carver, Clinton and Muir MS, using flyers printed in English and Spanish distributed at local businesses and community organizations, youth organizations, social service

providers, faith-based organizations, grocery stores, public libraries, overcrowded elementary and middle school campuses, and at school bus stops where students are sent out of the community. Orientation sessions are conducted in English and in Spanish and are held at different venues throughout the community. Open houses and school tours are also be offered on a regularly scheduled basis.

The recruitment target areas are already described – 6th grade students are recruited via information distributed to nearby middle schools within a 3-mile radius of the school. CA charter school legislation stipulates that enrollment is open to any student who is a resident in the state of CA.

Annual outreach includes:

- Posting banners in front of the school announcing “now enrolling”
- Distributing printed flyers announcing the enrollment period, deadline for applications, dates and times of orientation sessions distributed via US mail to all households within a 3-mile radius of the school campus
- Orientation sessions include presenting the school’s performance track record, the Alliance school mission, Alliance and school goals, what it means to be an Alliance school, school policies and procedures, school calendar

Ethnic balance:

Students are recruited in the neighborhood where the school is located, which automatically reflects the demographics of LAUSD. There is no preference or discrimination for gender, racial, or ethnic background. The majority of all students in LAUSD are Latino. The majority of students living in the community served by ACRMA #9 are Latino and African American.

LAUSD-Specific Language *No Child Left Behind-Public School Choice (NCLB-PSC) Traveling Students

The District and Alliance College-Ready Middle Academy #9 are committed to providing all students with quality educational alternatives in compliance with all federal and state laws, including students who are enrolled in schools of the District identified by the California Department of Education as in need of Program Improvement. No Child Left Behind-Public School Choice (“NCLB-PSC”) placement with charter schools is an alternative strongly encouraged by the No Child Left Behind Act of 2001 (“NCLB”). The ACRMA #9 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 ACRMA #9 shall have the right to continue attending ACRMA #9 until the highest grade level of the charter. However, the obligation of the District to provide transportation for a NCLB-PSC student to ACRMA #9 shall end in the event the NCLB-PSC student’s resident District school exits Program Improvement status.

ACRMA #9 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. ACRMA #9 will make reasonable efforts to invite and encourage the participation of the parents of NCLB-PSC students 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 ACRMA #9 under the NCLB-PSC program increases in subsequent years, ACRMA #9 agrees to discuss with the District the possibility of increasing the number of NCLB-PSC places available at the Charter School.

LAUSD-Specific Language *Federal Compliance

As a recipient of federal funds, including federal Title I, Part A funds, ACRMA #9 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. ACRMA #9 understands that it is a local educational

agency [LEA] for purposes of federal compliance and reporting purposes. ACRMA #9 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; and
- Maintain appropriate time-reporting documentation, including semi-annual certification and personnel activity report, for staff funded with categorical resources, where applicable

ACRMA #9 also understands that as part of its oversight of the Charter School, the District may conduct program review of federal and state compliance issues.

ELEMENT 8: ADMISSIONS REQUIREMENTS

Admission to Alliance College-Ready Middle Academy #9

Alliance College-Ready Middle Academy #9 admits all students who wish to attend as outlined in Education Code section 47605(b)(5)(H). ACRMA #9 does not charge students tuition and does not discriminate against any student on the basis of race, ethnicity, national origin, religion, gender, gender identity, gender expression, sexual orientation, or disability, or any other characteristics that are contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code. Admission to ACRMA #9 is not determined according to the place of residence of the student, or of the student's parent, within California.

If the number of students applying for admission exceeds the capacity of the school, except for existing students of the charter school, admission to ACRMA #9 shall be determined by a public random drawing. Preference is extended to siblings of students currently attending ACRMA #9. These siblings are automatically accepted and are not part of the lottery.

Alliance College-Ready Middle Academy #9 provides a public school option for parents and students. Marketing is targeted to Public School Choice students and LAUSD residents. Given the needs of the of the community that ACRMA #9 serves, many of the students are Public School Choice students under *No Child Left Behind*.

Alliance College-Ready Middle Academy #9 adheres to all laws establishing minimum age for public school attendance, and any student over 19 years of age who is admitted continuously enrolled in public school and making satisfactory progress towards high school diploma requirements. No student over 22 years of age is admitted or in attendance.

Methods to recruit students for enrollment include:

- All meetings, materials, communications will be provided in English and in Spanish
- Announcements direct mailed to families in neighboring middle and senior high schools
- Flyers distributed throughout the local community
- Community meetings open to all interested parents and community members
- Local newspaper announcements
- Open House at the school site prior to the opening of school

Students residing in community or attending schools in the community served is established as a priority through targeted publicity.

EXAMPLE Neighboring Schools and Communities Anticipated to Receive Announcements

LA Academy Middle School	52 nd Street Elementary School
Bethune Middle School	Menlo Avenue Elementary School
Carver Middle School	49 th Street Elementary School
Clinton Middle School	Local District Staff as determined by LAUSD
Area Churches and Community Centers	Animo Bunche Academy
	Local Elected Officials

100% of the students in communities served by Alliance schools including ACRMA #9 are in low income, economically disadvantaged communities; all are recruited from low-achieving LAUSD school communities; brochures state that all students including low-achieving, economically advantaged and students with special needs are welcome.

Public Random Drawing - Procedures

If more applications than seats available are received by the established public deadline, a date is set to hold a public random lottery drawing within two weeks of the application deadline if seats available are exceeded by applications received, all applications received by the deadline are placed in a barrel, in a public lottery, the number applications for seats available are randomly drawn, all remaining applications

are randomly drawn in the public lottery to determine order of placement on the waiting list. As seats become available, vacancies are filled by order on the waiting list.

Enrollment Criteria:

- Students must have met requirements for completing the fifth grade.
- Enrollment is monitored to insure that to the fullest extent possible, students enrolled reflect the diversity of the community through advertising the school throughout the targeted community.
- The Alliance College-Ready Middle Academy #9 targeted community will continue to be with LA Academy MS, incoming students recruited from graduating grade 5 students from 52nd Street ES, Menlo Avenue ES, and 49th Street ES.
- The student application deadline varies annually but is typically the end of March. Should the applications received exceed space available at the time of the deadline, a public random drawing is held to select the students to be accepted for enrollment.
- Students not randomly selected in the lottery for enrollment are placed on a waiting list in order of the selection of their name during the lottery and in the order the application is received thereafter.
- Should the applications received at the time of the deadline not exceed space available, all applicants are accepted for enrollment.

When:

- If by the posted application deadline, if the number of students applying for admission exceeds the capacity of the school enrollment, enrollment is determined by a public random drawing of all applications submitted for seats available and to establish the order of students on a waiting list.

How Advertised to Parents:

- Principal will notify parents of students who submitted applications are notified individually by telephone and U.S. mail of the date, time, place, openings available and procedures of the public random drawing.
- All students receive a number in order of submission of all required enrollment documents.
- Parents are informed in writing of the enrollment and random drawing procedures and timeline.

Fair Random Public Drawing:

- Lottery procedures that are followed are publicized in the community via letter sent by U.S. mail to all applicants.
- Procedures that are followed and related materials used are made available to the LAUSD Charter Office. LAUSD Charter Office staff is welcome to observe the Random Public Drawing should one be necessary.
- Student enrollment by law is open to all students in the state of California. The intent of ACRMA #9 charter is to serve students living in and attending schools within a three to four-mile radius in the LA Academy Middle School community as a priority.

Fill Vacancies:

Once the enrollment capacity is reached, as vacancies occur we continue to fill spaces available from the waiting list by grade level, on a first come, first served basis by the order the application is drawn if there is a lottery and otherwise by the date the application was received.

1. The location of the lottery is at the school site. A specific room is determined each year.
2. ACRMA #9 assures that all interested parties will be able to attend by marketing the date and time of lottery to all applicants and publishing in local newspapers and in front of the school. The LAUSD Charter and Innovations Division is notified. The date and time is determined each year once it is determined that a lottery is required. The lottery is held within 10 days of determination.
3. The specific procedures are already stated in the petition.

4. When space becomes available, parents are contacted by phone by designated office staff. Parents have 5 days to respond in person or by phone to ACRMA #9 principal, assistant principal, or designee.
5. All applications and a record of the order in which the applications drawn are kept on file at the school.

Confidentiality of Records

Alliance College-Ready Middle Academy #9 adheres to all procedures related to confidentiality and privacy of records. In the event that a student enters the school upon transfer from an existing district school, the student's records (i.e. IEP, cumulative, bilingual) are requested from the respective district. Upon exit from ACRMA #9, the student's records are forwarded to the district upon request. Under FERPA parents annually are given a form providing the opportunity to withhold the release of information. (APPENDIX R.)

Transportation

Transportation is the parental responsibility for families who choose to attend Alliance College-Ready Middle Academy #9. ACRMA #9 does not provide transportation for students from home to school or school to home, except in instances of compliance with the **American with Disabilities Act and the McKinney-Vento Act** with regard to providing transportation to eligible students. ACRMA #9 also has a potential responsibility to provide transportation to eligible students pursuant to the Individuals with Disabilities Education Act "IDEA." For extracurricular activities, such as field trips, the school contracts for transportation with either LAUSD or a licensed contractor.

McKinney-Vento Homeless Assistance Act

Alliance College-Ready Middle Academy #9 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.

Alliance College-Ready Middle Academy #9 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. A student's IEP will never be required prior to participation in any attendance lottery or as a condition for enrollment.

ELEMENT 9: ANNUAL FINANCIAL AUDITS

LAUSD-Specific Language *District Oversight Costs

The District may charge for the actual costs of supervisorial oversight of Alliance College-Ready Middle Academy #9 not to exceed 1% of the Charter School's revenue, or the District may charge for the actual costs of supervisorial 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 supervisorial oversight fee allowed under the law as it may change from time to time. The supervisorial oversight fee provided herein is separate and distinct from the charges arising under the charter school/facilities use agreements.

Balance Reserves

Additionally, it is recommended that ACRMA #9 maintain a funds balance (reserve) of its expenditures as outlined in section 15450, Title 5 of the California Code of Regulations.

***Special Education Revenue Adjustment/Payment for Services**

In the event that the Alliance College-Ready Middle Academy #9 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.

LAUSD-Specific Language *Audit and Inspection of Records

ACRMA #9 agrees to observe and abide by the following terms and conditions as a requirement for receiving and maintaining their charter authorization:

- ACRMA #9 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 ACRMA #9.
- 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 the 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.

ACRMA #9 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.

ACRMA #9 will develop and maintain internal fiscal control policies governing all financial activities.

Annual independent audits are performed by a third party professional auditor in accordance with acceptable auditing standards. Audit exceptions and deficiencies will be resolved to the satisfaction of the LAUSD authorizing entity. The auditing process will be managed by the Alliance Chief Financial Officer.

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

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

Business Plan

Direct Funding:

Alliance College-Ready Middle Academy #9 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury. All revenue generated by ACRMA #9 is deposited in the Los Angeles County Treasury. All payments (including payroll) are drawn on the County Treasury, which enables the County Program Budgeting and Accounting System (PBAS) to account for all revenue and expenditures.

Revolving Accounts

Two revolving accounts with a local financial institution are maintained for day-to-day expenditures from the General Fund and from Food Services (if applicable). All expenditures over \$500.00 require two signatories.

A copy of the approved charter is provided to the Los Angeles County Board of Education and the California Board of Education.

In consideration of the services rendered by Alliance College-Ready Middle Academy #9 pursuant to this charter, the charter school receives full and equitable funding pursuant to the Charter School Funding Model for all funds included in the funding model. This includes, but is not limited to, revenue limit apportionment, categorical block grant, economic impact aid, and state lottery funds. ACRMA #9 receives revenue payments based on student attendance (ADA) records and eligibility requirements.

In accordance with applicable law, California's Superintendent of Public Instruction is authorized to make payments and/or apportionment directly to the charter school, or to an account held in the name of ACRMA #9. The charter school notifies the superintendent of schools of the county in the affected year. Funds transferred directly from the State Fund to ACRMA #9 are transferred to the charter school account in the County Treasury by the County in the most expeditious manner possible. Charter school funds still flowing through the district will be paid to ACRMA #9 in a timely manner.

ACRMA #9 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly. This includes, but is not limited to, programs such as Title 1, deferred maintenance, and the After-School Learning and Safe Neighborhood Partnership Program. ACRMA #9 reports to federal and state taxing authorities as required by law. The charter school is responsible for payment of Social Security and all other applicable taxes.

ACRMA #9 responds the California Department of Education request for confirmation that it receives funding directly on an annual basis. The school notifies the county superintendent of schools and LAUSD by June 1st prior to the affected fiscal year if it opts for local instead of direct funding.

Charter School Revolving Loan Fund

Notwithstanding other provisions of law, a loan may be made directly to a charter school only in the case of a charter school that is incorporated. ACRMA #9 applied for funding from the Charter School Revolving Loan, in accordance with applicable law. ACRMA #9 understands that loans may be made from money in the Charter School Revolving Loan Fund to a charter school that qualifies to receive funding pursuant to California Education Code Chapter 6 (commencing with section 47630) upon application of a charter school and approval by the Superintendent of Public Instruction. A loan is for use by the charter school during the period from the date the charter is granted pursuant to California Education Code section 47605 to the end of the fiscal year in which the charter school first enrolls pupils. Money loaned to a charter school pursuant to this section is used only to meet the purposes of the charter granted pursuant to California Education Code section 47605.

Alliance College-Ready Middle Academy #9 accepts and understands obligations to comply with the California Education Code section 41365 regarding the Charter School Revolving Loan Fund. Commencing with the first fiscal year following the fiscal year ACRMA #9 first enrolls pupils, the Controller deducts from apportionments made to the charter school, as appropriate, an amount equal to the annual repayment of the amount loaned to ACRMA #9 for the charter school. Repayment of the full amount is deducted by the Controller in equal annual amounts over a number of years agreed upon between the loan recipient and the State Department of Education, not to exceed five years for any loan.

Attendance Accounting

ACRMA #9 uses the reporting procedures of LAUSD. Attendance accounting procedures satisfies requirements for LAUSD, LACOE, and CDE and is audited by an auditor selected from the California State list of auditors approved to audit K-12 public schools. Classroom teachers record daily attendance on attendance cards. When a student is absent from school, office personnel verify absences. State school registers are completed on a monthly basis documenting the month's attendance. Required reports are completed regarding daily attendance and are submitted to the requesting agencies. This includes reporting enrollment and attendance figures to LAUSD on a monthly basis.

Food Service Program

ACRMA #9 applies as its own sponsor for participation in the federal meal program. Eligible students are provided meals for free or at a reduced rate in accordance with the Federal Lunch Act. ACRMA #9 may determine to provide meals to all students for free if appropriate and cost effective.

ACRMA #9 plans to work with an approved vendor to provide free and reduced lunches to eligible students. This vendor provides and organizes the delivery arrangements in accordance with state and federal guidelines for food services at ACRMA #9. Under this arrangement, all food is prepared on a daily basis at the vendor's facility and delivered by the vendor to the school. Food is served by a staff member of the vendor in addition to a staff member of the school and parent volunteers. The food program is annually re-evaluated by ACRMA #9.

Financial Plan

The Alliance College-Ready Middle Academy #9 financial plan contains a multiyear budget and forecast for the first five years of operation (APPENDIX B) and monthly cash flow (APPENDIX C). Revenue entitlements were calculated based on published information on the state direct funding model, and by identifying any additional federal, state, and local funding for students in grades six through eight typically available to a district-sponsored charter school based on characteristics of the school's programs and student make-up. ACRMA #9 applies directly for funds not included in the charter school categorical block grant, but for which charter schools can apply directly.

ACRMA #9 will also apply for competitive funds (revolving loan, facilities reimbursement), and in the event this funding is not secured, the school has already established access to \$200,000 advance funding for start-up and advance funding for facilities.

Estimated expenditures are reflective of LAUSD benchmarks for personnel, published school financial information on general operational costs, and research for outsourcing (vendors, insurance, and maintenance, etc.) ACRMA #9 elects to receive direct funding from the State Fund to be deposited into its own account at the County Treasury.

***ELEMENT 10: SUSPENSIONS AND EXPULSIONS**

LAUSD-Specific Language *Suspension and Expulsion

ACRMA #9 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.

ACRMA #9 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.

ACRMA #9 shall be responsible for the appropriate interim placement of students during and pending the completion of the Charter School's student expulsion process.

ACRMA #9 will implement operational and procedural guidelines ensuring federal and state laws and regulations regarding the discipline of students with disabilities are met. ACRMA #9 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, ACRMA #9 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 LAUSD Special Education Service Center.

ACRMA #9 shall document the alternatives to suspension and expulsion ACRMA #9 utilizes with students who are truant, tardy, or otherwise absent from compulsory school activities.

If a student is expelled from ACRMA #9, the school shall forward student records upon request of the receiving school district in a timely fashion. ACRMA #9 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 and documentation that ACRMA #9's policies and procedures were followed
- 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, ACRMA #9 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, ACRMA #9 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 ACRMA #9's failure to implement 504 Plan.

LAUSD-Specific Language *Outcome Data

ACRMA #9 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.

LAUSD-Specific Language *Rehabilitation Plans

Pupils who are expelled from ACRMA #9 shall be given a rehabilitation plan upon expulsion as developed by ACRMA #9's governing board, or as designated, at the time of the expulsion order, which may include,

but is not limited to, periodic review as well as assessment at the time of review for readmission. Terms of expulsion should be reasonable and fair with the weight of the expelling offense taken into consideration when determining the length of expulsion. Therefore, the rehabilitation plan should include a date not later than one (1) year from the date of expulsion when the pupil may reapply to ACRMA #9 for readmission.

LAUSD-Specific Language *Readmission

ACRMA #9'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, ACRMA #9's governing board shall readmit the pupil, unless ACRMA #9's governing board makes a finding that the pupil has not met the conditions of the rehabilitation plan or continues to pose a danger to campus safety. A description of the procedure shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is entered and the decision of the governing board, including any related findings, must be provided to the pupil and the pupil's parent/guardian within a reasonable time.

LAUSD-Specific Language *Reinstatement

ACRMA #9's governing board shall adopt rules establishing a procedure for processing reinstatements, including the review of documents regarding the rehabilitation plan. ACRMA #9 is responsible for reinstating the student upon the conclusion of the expulsion period in a timely manner.

LAUSD-Specific Language *Special Education Students

In the case of a student who has an Individualized Education Program (IEP), or a student who has a 504 Plan, ACRMA #9 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 ACRMA #9 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, ACRMA #9'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 ACRMA #9's failure to implement 504?

LAUSD-Specific Language *Gun Free Schools Act

ACRMA #9 shall comply with the federal Gun Free Schools Act.

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 ACRMA #9. In creating this policy, the ACRMA #9 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.*

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as ACRMA #9's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements and are not material revisions to this policy. Charter School staff shall enforce disciplinary rules and procedures fairly and consistently among all students. This Policy and its Procedures will be printed and distributed as part of the Student Handbook and will clearly describe discipline expectations.

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline policies and procedures. The notice shall state that these Policy and Procedures are available on request at the Principal's office.

Suspended or expelled students shall be excluded from all school and school-related activities unless otherwise agreed by the principal and the parent/guardian(s) during the period of suspension or expulsion.

Code of Conduct

Student responsibilities include, but are not limited to:

- Following all rules of behavior and conduct set by the classroom teacher and contained within this policy
- Respecting fellow students and school personnel
- Attending classes regularly and on time
- Completing all assigned work (to the best of the student's ability)
- Being prepared for class (bring materials, e.g., books, homework)
- Participating in all assessment measures (e.g., tests)
- Respecting the property of the school and others
- Keeping the campus clean
- Wearing school uniform. One uniform is provided at no cost for each student.

Alliance College-Ready Public Schools believes in a student discipline philosophy that is progressive in nature, and at all points, tries to provide students with supports and opportunities to improve.

Students who violate the school rules are subject to, but not limited to the following progressive actions:

- Verbal warning
- Loss of privileges
- Detention
- Written notice to parents
- Conference with student/parent
- Suspension
- Opportunities for voluntary transfers to other Alliance schools
- Expulsion

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 ACRMA #9 or at any other school or a Charter School sponsored event, occurring at any time including but not limited to: a) while on school grounds; b) while going to or coming from school; c) during the lunch period, whether on or off the school campus; d) during, going to, or coming from a school sponsored activity.

Enumerated Offenses

Students may be suspended or expelled for any of the following acts, consistent with the requirements for Category I through III offenses defined below, when it is determined the pupil:

Annotated Excerpts from the Current California Education Code § 48900. Grounds for Suspension or Expulsion

- (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person.
(2) Willfully used force or violence upon the person of another, except in self-defense.

(b) Possessed, sold, or otherwise furnished a firearm, knife, explosive, or other dangerous object, unless, in the case of possession of an object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.

- (d) Unlawfully offered, arranged, or negotiated to sell a controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to a person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
- (e) Committed or attempted to commit robbery or extortion.
- (f) Caused or attempted to cause damage to school property or private property.
- (g) Stolen 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, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.
- (i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- (j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
- (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
- (l) Knowingly received stolen school property or private property.
- (m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- (n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
- (o) Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
- (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- (q) Engaged in, or attempted to engage in, hazing. For purposes of this subdivision, "hazing" means a method of initiation or pre-initiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this subdivision, "hazing" does not include athletic events or school-sanctioned events.
- (r) Engaged in an act of bullying. For purposes of this subdivision, the following terms have the following meanings:
- (1) "Bullying" means any severe or pervasive physical or verbal act or conduct, including communications made in writing or by means of an electronic act, and including one or more acts committed by a pupil or group of pupils as defined in Section 48900.2, 48900.3, or 48900.4, directed toward one or more pupils that has or can be reasonably predicted to have the effect of one or more of the following:
 - (A) Placing a reasonable pupil or pupils in fear of harm to that pupil's or those pupils' person or property.

- (B) Causing a reasonable pupil to experience a substantially detrimental effect on his or her physical or mental health.
- (C) Causing a reasonable pupil to experience substantial interference with his or her academic performance.
- (D) Causing a reasonable pupil to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by a school.
- (2) "Electronic act" means the transmission of a communication, including, but not limited to, a message, text, sound, or image, or a post on a social network Internet Web site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone or other wireless communication device, computer, or pager.
- (3) "Reasonable pupil" means a pupil, including, but not limited to, an exceptional needs pupil, who exercises average care, skill, and judgment in conduct for a person of his or her age, or for a person of his or her age with his or her exceptional needs.

(t) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, pursuant to this section, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (a).

As used in this section, "school property" includes, but is not limited to, electronic files and databases.

A superintendent of the school district or principal may use his or her discretion to provide alternatives to suspension or expulsion, including, but not limited to, counseling and an anger management program, for a pupil subject to discipline under this section.

It is the intent of the Legislature that alternatives to suspension or expulsion be imposed against a pupil who is truant, tardy, or otherwise absent from school activities.

Expulsion (Mandatory and Discretionary Offenses)

ACRMA #9 shall follow provisions outlined in LAUSD Bulletin-4655.1 from Office of the Deputy Superintendent of Instruction dated August 22, 2011 for the Matrix for student suspension and expulsion recommendations: E.C. 48900 and 48915.

LOS ANGELES UNIFIED SCHOOL DISTRICT Student Discipline & Expulsion Support Unit MATRIX FOR STUDENT SUSPENSION AND EXPULSION RECOMMENDATIONS (State Law: Applicable to School Principals)

Category I Student Offenses with No Principal Discretion (except as otherwise precluded by law)	Category II* Student Offenses with Limited Principal Discretion	Category III* Student Offenses with Broad Principal Discretion
Principal shall immediately suspend and recommend expulsion when the following occur at school or at a school activity off campus . (E.C. 48915(c))	Principal must recommend expulsion when the following occur at school or at a school activity off campus unless the principal determines that the expulsion is inappropriate. (E.C. 48915(a))	Principal may recommend expulsion when the following occur at any time, including, but not limited to, <u>while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity.</u> (E.C. 48915(b) and (e))
1. Possessing, selling, or furnishing a firearm. E.C. 48915(c)(1); 48900(b)	1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2)	1. Caused, attempted to cause, or threatened to cause physical injury to another person. (Unless, in the case of "caused," the injury is serious. [See II.1]) E.C. 48900(a)(1); 48915(b) 2. First offense of possession of marijuana of not more than one ounce, or alcohol. E.C. 48900(c); 48915(b) 3. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 48915(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)	2. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)	4. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e) 5. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e) 6. Possessed or used tobacco. E.C. 48900(h); 48915(e) 7. Committed an obscene act or engaged in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)	3. Unlawful possession of any controlled substance, except for the first offense of no more than an ounce of marijuana. E.C. 48915(a)(3); 48900(c)	8. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e) 9. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e) 10. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e) 11. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
4. Committing or attempting to commit a sexual assault or committing a sexual battery (as defined in 48900(n)). E.C. 48915(c)(4); 48900(n)	4. Robbery or extortion. E.C. 48915(a)(4); 48900(e)	12. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4** 48915(e) 13. Engaged in sexual harassment. E.C. 48900.2** 48915(e) 14. Caused, attempted to cause, threatened to cause, or participated in an act of hate violence. E.C. 48900.3** 48915(e) 15. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
5. Possession of an explosive E.C. 48915(c)(5); 48900 (b)	5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)	16. Willfully used force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b) 17. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a disciplinary action. E.C. 48900(o); 48915(e) 18. Any behavior listed in Category I or II that is related to school activity or school attendance but that did not occur on campus or at a school activity off campus. E.C. 48915(b) 19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e) 20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e) 21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915(e)

* For Categories II and III, the school must provide evidence of one or both of the following **additional findings**: (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 student's presence causes a continuing danger to the physical safety of the pupil or others.

** Grades 4 through 12 inclusive.

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Category I

The Principal of ACRMA #9 shall immediately suspend and recommend expulsion when the following occur on school campus or at a school activity off campus, for any of the following reasons:

1. Possessing, selling, or furnishing a firearm, as defined below. E.C. 48915(c)(1); 48900(b)
2. Brandishing a knife at another person. E.C. 48915(c)(2); 48900(a)(1) and 48900(b)
3. Unlawfully selling a controlled substance. E.C. 48915(c)(3); 48900(c)
4. Committing or attempting to commit a sexual assault or committing a sexual battery, as defined in the enumerated offenses, above. (as defined in 48900(n)). E.C. 48915(c)(4); 48900(c)
5. Possession of an explosive, as defined below. E.C. 48915(c)(5); 48900(b)

If it is determined 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.

Category II

The Principal of ACRMA #9 has limited discretion with Category II student offences listed below. The Principal must recommend expulsion when any of the following occur at school or at a school activity off campus, unless the Principal determines that expulsion is inappropriate (E.C. 48915[a]):

1. Causing serious physical injury to another person, except in self-defense. E.C. 48915(a)(1); 48900(a)(1), maybe also 48900(a)(2).
2. Possession of any knife or other dangerous object of no reasonable use to the pupil. E.C. 48915(a)(2); 48900(b)
3. Unlawful possession of any controlled substance, except for the first offence of less than an ounce of marijuana. E.C. 48915(a)(3); 48900(c).
4. Robbery or extortion. E.C. 48915(a)(4); 48900(e).
5. Assault or battery upon any school employee. E.C. 48915(a)(5); 48900(a)(1) and 48900(a)(2)

Category III

The Principal may recommend expulsion when any of the following Category III offenses occur at any time, including, but not limited to, while on school grounds; while going to or coming from school; during the lunch period, whether on or off the campus; or during, or while going to or coming from, a school-sponsored activity:

1. Category I and II offenses that are related to a school activity or school attendance, but that did not occur on school campus or at a school activity.
2. Caused or attempted to cause, or threatened to cause physical injury to another person, unless the injury is serious, as set forth under the Category II offenses.. (Unless, in the case of “caused,” injury is serious. [See II.1]). E.C. 48900(a)(1); 48915(b)
3. First offense of possession of marijuana of not more than one ounce, or possession of alcohol. E.C. 48900(c); 48915(b)
4. Sold, furnished, or offered a substitute substance represented as a controlled substance. E.C. 48900(d); 38915(b)
5. Caused or attempted to cause damage to school or private property. E.C. 48900(f); 48915(e)
6. Stole or attempted to steal school or private property. E.C. 48900(g); 48915(e)
7. Possessed or used tobacco. E.C. 48900(h); 48915(e)
8. Committed an obscene act or engage in habitual profanity or vulgarity. E.C. 48900(i); 48915(e)
9. Possessed, offered, arranged, or negotiated to sell any drug paraphernalia. E.C. 48900(j); 48915(e)
10. Disrupted school activities or willfully defied the valid authority of school personnel. E.C. 48900(k); 48915(e)
11. Knowingly received stolen school or private property. E.C. 48900(l); 48915(e)
12. Possessed an imitation firearm. E.C. 48900(m); 48915(e)
13. Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school district personnel. E.C. 48900.4**; 48915(e)
14. Committed sexual harassment (applicable to grades 4 through 12 only). E.C. 48900.2**; 48915(e)
15. Caused or attempted to cause, threatened to cause, or participated in an act of hate violence (applicable to grades 4 through 12 only). E.C. 48900.3**; 48915(e)
16. Made terrorist threats against school officials or school property, or both. E.C. 48900.7; 48915(e)
17. Willfully use force or violence upon the person of another, except in self-defense. E.C. 48900(a)(2); 48915(b)
18. Harassed, threatened, or intimidated a pupil who is a complaining witness or a witness in a disciplinary action. E.C. 48900(o); 48915(e)
19. Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma. E.C. 48900(p); 48915(e)

20. Engaged in, or attempted to engage in, hazing, as defined in Section 32050. E.C. 48900(q); 48915(e)
21. Engaged in an act of bullying, including, but not limited to, bullying committed by means of electronic act directed specifically toward a pupil or school personnel. E.C. 48900(r); 48915 (e)

Additional Findings

For all Category II and III offenses (Category I offenses to not require additional findings), the student may be expelled only if one or both of the following findings are substantiated:

- a) Other means of correction are not feasible or have repeatedly failed to bring about proper conduct.
- b) Due to the nature of the violation, the presence of the student causes a continuing danger to the physical safety of the student or others.

Process for Suspension

Conference:

Suspension is preceded by an informal conference conducted by the Principal or Principal's designee with the student and the student's parent. The conference may be omitted if the administrative staff determines that an emergency situation exists. An "emergency situation" involves a clear and present danger to the lives, safety or health of students or school personnel. If the student is suspended without a conference, the parent is notified of the suspension, a request for a conference to be made as soon as possible and the conference to be held as soon as possible.

Notice to Parents:

At the time of suspension, the principal makes a reasonable effort to contact the parent 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 states the specific offense committed by the student. In addition, the notice also states the date and time the student may return to school. If the school officials wish to ask the parent to confer regarding matters pertinent to the suspension, the notice may note that the parents are strongly encouraged to respond to this request without delay and that student violations of school rules can result in student expulsion from the school.

Length of Suspension:

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: 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. Students who receive an extended suspension will be offered interim placement at another Alliance school campus when possible or independent study from the attending school.

In addition, ACRMA #9 will abide by LAUSD **Bulletin 5655**, Health and Human Services, **2011**, which states:

"C. For all students, a single suspension may not be issued for more than 5 consecutive school days. However, in instances where the student is being recommended for expulsion, E.C. section 48911 (g) authorizes school districts to extend student suspensions beyond 5 consecutive school days.

D. The number of days for which a student in general education, including any student being served under Section 504, may be suspended from school shall not exceed 20 days in any school year unless the student is transferred to another school or program for adjustment purposes, in which case, the number of days of suspension may be increased by 10, making the total number of suspension days from school in any school year 30. Every attempt, however, shall be made to address student misconduct by implementing interventions and alternatives to suspension.

E. The maximum number of days in a school year a student who receives special education services can be suspended shall not exceed 10, unless a court order stipulates otherwise"

Suspension Appeals

The suspension of a student is at the discretion of the principal or designee of ACRMA #9. Parents are notified in advance of the enactment of the suspension and can appeal a student's suspension. A suspension appeal is heard within 5 days of notification of suspension by the principal or designee, and upon consideration, the principal or designee's decision is final. The student is considered suspended until a meeting is convened to hear the appeal. The decision to rule on the appeal will be made within one business day of the appeal hearing. Parents/Guardians will be notified of the decision in writing. For students who are recommended for expulsion, any appeal of the suspension will be considered concurrently with the expulsion process.

Authority to Expel

A student may be expelled by a three member panel designated by the ACRMA #9 Board of Directors. Members of the panel shall not be staff members of ACRMA #9 and shall not have previous familiarity with the student or situation.

Process for Expulsion

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.

Expulsion Hearing

A hearing to determine whether the student should be expelled is required for recommendations for expulsion. The hearing is held within 30 school days after the principal makes his/her expulsion recommendation. The hearing shall be presided over by the expulsion panel of three members. The panel includes Alliance staff. The panel members are selected by the Board President with the following criteria: 1) no knowledge of the student or situation, and 2) the panel members are not ACRMA #9 school employees.

The principal or designee of ACRMA #9 provides written notice of the hearing to the student and the student's parent at least 10 calendar days before the date of the hearing. This notice shall include:

- a) The date and place of the expulsion hearing.
- b) A statement of the specific facts, charges, and offenses upon which the proposed expulsion is based.
- c) A copy of the Charter School's disciplinary rules which relate to the alleged violation;
- d) 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;
- e) The opportunity for the student or the student's parent/guardian to appear in person and/or to employ and be represented by counsel or a non-attorney advisor;
- f) The right to inspect and obtain copies of all documents to be used at the hearing;
- g) The opportunity to confront and question all witnesses who testify at the hearing;
- h) The opportunity to question all evidence presented and to present oral and documentary evidence on the student's behalf including witnesses.

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 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. Sworn declarations may be admitted as testimony from witnesses of whom the 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.

The decision of the ACRMA #9 Board designated panel shall be in the form of written findings of fact. The final decision by the panel shall be made within three (3) school days following the conclusion of the hearing.

If the ACRMA #9 Board designated panel decides not to recommend expulsion, the pupil shall immediately be returned to his/her educational program or be given the opportunity to transfer to another Alliance school with mutual agreement of the parent and the other Alliance school.

Special Procedures for Expulsion Hearings Involving Potential Risk of Physical Harm to Witnesses

ACRMA #9 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 ACRMA #9 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.

Special Procedures for Sexual Assault or Battery Offenses

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. ACRMA #9 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, ACRMA #9 must present evidence that the witness' presence is both desired by the witness and will be helpful to ACRMA #9. The person presiding over the hearing shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the hearing room during that testimony.

9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in the public at the request of the pupil being expelled, the complaining witness shall have the right to have his/her testimony heard in a closed session when testifying at a public meeting would threaten serious psychological harm to the complaining witness and there are 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.

Written Notice to Expel

Following a decision of the ACRMA #9 Board designated panel to expel, the Principal or designee shall send to the student and parent/guardian written notice of the decision to expel, including the panel's adopted findings of fact. This notice to expel a student will include the following:

- a) The reinstatement eligibility review date. The student must have successfully completed the conditions outlined in the rehabilitation plan.
- b) A copy of the rehabilitation plan. The rehabilitation plan typically includes one or more of the following categories: 1) academic performance (i.e. maintain a certain grade); 2) satisfactory behavior expectations (i.e. no suspensions, related disciplinary referrals); and 3) other (i.e. counseling or other social services support that will have a direct impact on remedying the identified issue).
- c) The type of educational placement or study plan during the period of expulsion.
- d) Appeal procedures.
- e) The specific offense committed by the student
- f) Notice of the student's or parent's obligation to inform any new school district in which the student seeks to enroll of the student's status with ACRMA #9.

Appeal of Expulsion

An expulsion decision may be appealed within 30 calendar days of the date of the Panel's decision to expel. The parent/guardian must submit the appeal in writing to the principal or designee. An Expulsion Appeal Panel shall be convened within 30 school days of receipt of the written appeal, at which time the student's parent/guardian must attend to present their appeal. The Expulsion Appeal Panel shall have three members. Each member shall be an employee of an Alliance school. However, Panel members shall not be ACRMA #9 employees, shall know nothing of the incident or student, and shall not be the same individuals who served on the expulsion panel. The panel will be chosen by the School Board President. The scope of review of the Panel shall be limited to 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 expulsion hearing. The decision of the Expulsion Appeal Panel is final. Parents will be notified of the Expulsion Appeal Panel's decision, in writing, within two business days of the hearing. In the event that Expulsion Appeal Panel reverses the expulsion, the student shall be immediately reinstated.

Expelled Pupils/Alternative Education

In the event of a decision to expel a student from ACRMA #9, the school will work cooperatively with the district of residence, county, other Alliance schools, 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 is communicated to the district/school to which the student matriculates. ACRMA #9 has the responsibility to facilitate expulsion placements and enrollment to ensure that expelled students do not get lost in the system.

ELEMENT 11: EMPLOYEE RIGHTS

Work Basis

Employee work calendars, hours per week, and vacation time are determined in individual employment contracts. Principals typically work a calendar year of 12 months with a standard week of approximately 40 hours. Teachers typically work a regular calendar year of 10 months and up to 1 additional month to provide extended instruction time, with a standard week of approximately 38.5 hours, including instructional hours, meetings, and professional development (teachers may work longer hour weeks for evening parent conferences, meetings, and professional development). Office personnel and classified staff typically work a calendar year of 12 months with a standard week of approximately 40 hours.

Benefits

Sick days are provided for each eligible full-time employee to the extent of 10 paid sick days per year. Employees earn sick days at the rate of one day per month. Eligible part-time employees are provided with a portion of the sick days that corresponds to the number of hours worked. The first five sick days unused may be banked and rolled over at the end of each year. Full-time employees are provided with three bereavement days for immediate family members. Family members are defined as members of the employee's or spouse's immediate family, which means the parents, grandparents, child, or grandchild, brother, sister (step or foster) or any other relative living in the immediate household of the employee. Eligible employees receive not less than 15 paid legal holidays each contract year. Mandatory benefits such as workers' compensation, unemployment insurance, Medicare, and social security (for non-STRS members) are provided by ACRMA #9. Health benefits are also provided to eligible full-time employees within the school's budget. Employees on charter school leave from LAUSD elect to give up district-offered coverage during the term of their employment with ACRMA #9.

Retirement Benefits

STRS and PERS are reported/forwarded through LACOE by the Alliance HR Director and Alliance Payroll Administrator, who are also responsible for monitoring the appropriate administration of benefits. ACRMA #9 assures that the school provides retirement information in a format required by LACOE.

STRS

All full-time certificated employees who are eligible participate in the State Teachers Retirement System (STRS). Employees contribute the required percentage (currently 8.0% of salary), and ACRMA #9 contributes the employer's portion (currently 8.25%) required by STRS. All withholdings from employees and the charter school are forwarded to the STRS Fund as required. Employees accumulate service credit years in the same manner as all other members of STRS.

PERS

All ACRMA #9 classified employees who are eligible participate in the Public Employees Retirement System (PERS). Employees contribute the required percentage as designated by PERS, and ACRMA #9 contributes the employer's portion as required by PERS. All withholdings from employees and the charter school are forwarded to the PERS Fund as required. Employees accumulate service credit years in the same manner as all other members of PERS. Social Security payments are contributed for all qualifying PERS members.

OASDI, PARS and Others

ACRMA #9 participates in OASDI for non-PERS/STRS eligible part-time employees. The ACRMA #9 Board of Directors retains the option to consider any other public or private retirement plans, such as the Public Agency Retirement System (PARS), and to coordinate such participation with existing programs as it deems appropriate.

Code Of Conduct

Employees are expected to engage in professional behavior with fellow employees, students, parents, and others with whom interaction is made on behalf of or while representing ACRMA #9. Unprofessional behavior includes unlawful harassment including, but not limited to jokes, threats, put-downs, decorations, and innuendoes related to gender, sex, race, ethnicity, religion, age, disability, and/or sexual orientation. Employees are expected to refrain from such activity and to report alleged improprieties in accordance with state and federal laws.

Due Process

All staff members have due process rights that includes a right to just cause discipline and dismissal and mediation and a fair hearing, if necessary. (APPENDIX T) Below the Due Process is defined, policy is described, and steps of corrective action are delineated.

I. Due Process

Employee will have due process rights that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing, if necessary, with the President and School Board of Directors.

A. Definition

Just cause discipline will be exercised with the purpose to correct or improve job-related performance or behavior.

B. Policy

1. Most workplace performance problems will be handled by informal discussion and counseling between the principal and the employee. Just cause discipline will be applied when more formal action is required.
2. It is the school's policy and practice that discipline be progressive in nature, beginning with the least severe action necessary to correct the undesirable situation, and increasing in severity only if the condition is not corrected.
3. In addition to being progressive in nature, it is important that the degree of discipline be directly related to the seriousness of the offense and the employee's record; therefore, it is possible for steps to be skipped or repeated.

C. Steps of corrective action

1. When informal discussions and counseling have not resolved the issue or the situation warrants moving directly to formal action, the steps of corrective action may include:
 - a. Initial written warning
 - b. Subsequent or additional written warning(s)
 - c. Final written warning, which may include a suspension without pay
 - d. Termination
2. It is generally recommended that all steps be taken; however, some problems may be so serious that early steps may be eliminated.

II. Complaint Procedures

A Complaint is a claim by the Employee that this Agreement has been violated with respect to that employee.

Should such a complaint arise, the following procedure shall be the Employee's sole and exclusive remedy with respect to that complaint. Complaint procedures are highly sensitive and confidential and all parties are obligated to maintain the highest standards of confidentiality.

If an employee has a complaint, the first step in attempting to resolve the dispute is to engage in a good faith effort with the administrative staff. The good faith effort will include problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up.

If the good faith effort is unsuccessful, the employee has the right to engage in the following complaint procedure.

Step 1

An Employee having a complaint shall present the complaint in writing to the Principal within 10 calendar days of the event or condition giving rise to the complaint. Failure to file a complaint in a timely manner shall be construed as a waiver of the party's rights under this procedure. The Principal shall meet with the employee and other persons as determined by the Principal. If the complaint is not resolved within **14 calendar days** of receipt by the Principal, the complaint shall be deemed denied and the employee may proceed to Step 2.

Step 2

The Employee shall notify the President of the School Board of Directors, in writing, that a complaint is pending. Each party to the complaint (Employee and Principal) shall select two members of the five member School Board of Directors to constitute a Complaint Board, to be chaired by a designee of the Board of Directors. If a selected Board member cannot participate in a timely manner or is considered an interested party due to a conflict of interest, the nominating party may make another choice. Board members who are interested parties will excuse themselves from complaint proceedings, if such members have a conflict of interest in the subject of the proceedings.

The five-member Complaint board shall meet **within 35 days** of receipt of the complaint notification. Both parties will be given 1 hour each to present all arguments and documentation, including witnesses, to the Complaint Board. A decision as established by a majority vote of the members of the School Board of Directors / Complaint Board is final. Failure to appear before the Complaint Board will be taken as a waiver of all rights under the complaint procedure.

A written decision made by the Complaint Board will be rendered within **ten** working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision will be made within ten working days of the last Complain Board committee hearing, or as soon thereafter as is practical. If the complaint is a complaint of discrimination, action will take place within 24 hours. An investigation of the complaint will ensue to determine as many facts about the issue as possible.

Due Process

All staff members have due process rights (see APPENDIX T) that include:

- Right to just cause discipline and dismissal.
- Right to mediation and a fair hearing.
- Right to appeal before a free state arbitrator (offered to small school districts).
- Right to binding arbitration conducted by a paid arbitrator.

Grievance Procedure

If an employee has a formal grievance with a charter school employee or charter school policy, the first step in attempting to resolve the dispute is to engage in a good faith effort with the principal. The good faith effort includes problem identification, possible solutions, selection of resolution, timeline for implementation, and follow-up. A written summary of the good faith effort is included in the grievant's personnel file.

If the good faith effort is unsuccessful, the employee should submit a written complaint to the Alliance College-Ready Middle Academy #9 Board of Directors. The Board of Directors schedules a hearing at a mutually convenient time and place for discussion of the complaint with all parties involved, but in no event later than 35 days after receipt of the written complaint and after notification to the employee. Board members who are interested parties excuse themselves from grievance proceedings if such members have a conflict of interest in the subject of the proceedings.

A decision as established by a majority vote of the members of the Alliance College-Ready Middle Academy #9 Board of Directors hearing the grievance are rendered within ten working days of the completion of the hearing. In the event that additional information, investigation, or hearings are necessary after the initial hearing, the hearing may be continued and the final decision is made within ten working days of the last Complain Board committee hearing, or as soon thereafter as is practicable. Any additional proceedings are completed as soon as practical.

The decision of the ACRMA #9 Board of Directors is final. If the attempt to resolve the grievance through the hearing process is not successful in resolving the conflict the ACRMA #9 board may exercise the option of securing professional mediation or legal intervention at its discretion.

If the grievance is a complaint of discrimination, action to hear and determine an appropriate response to investigate the complaint must take place within 24 hours. An investigation by the Alliance College-Ready Middle Academy #9 Board of Directors of the complaint ensues to determine as many facts about the issue as possible. The grievance is submitted in writing to the ACRMA #9 Board of Directors.

Corrective Action

If it is determined that an employee has engaged in unprofessional behavior including, but not limited to, harassment, use or possession of alcohol or a controlled substance, excessive tardiness and/or absenteeism, or non-performance of job duties, the progressive corrective action includes a verbal warning, written warnings, and finally:

- One-day suspension without pay.

- Five-day suspension without pay.
- Dismissal.

Alliance College-Ready Middle Academy #9 shall comply with all provisions of the Educational Employment Relations Act (EERA).

ELEMENT 12: ATTENDANCE ALTERNATIVES

Pupils who choose not to attend Alliance College-Ready Middle Academy #9 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.

Alliance College-Ready Middle Academy #9 is a school of choice. No student is required to attend, and no employee is required to work at the charter school.

ELEMENT 13: RIGHTS OF DISTRICT EMPLOYEES

LAUSD Required Language *Rights of District Employees 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.

Job applicants for positions at Alliance College-Ready Middle Academy #9 are considered through an open process, and if hired, enter into a contractual agreement with the school. Any district union employee who is offered employment and chooses to work at ACRMA #9 is not covered by his or her respective collective bargaining unit agreement, although ACRMA #9 may extend the same protections and benefits in individual employee contracts.

ELEMENT 14: MANDATORY DISPUTE RESOLUTION

LAUSD-Specific Language *Mandatory Dispute Resolution.

The staff and governing board members of Alliance College-Ready Middle Academy #9 agree to resolve any claim, controversy or dispute arising out of or relating to the Charter agreement between the District and ACRMA #9, 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 ACRMA #9 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:
c/o School Director

Alliance College-Ready Middle Academy #9
Address TBD

To Director of Charter Schools:

Charter Schools Division
Los Angeles Unified School District
333 South Beaudry Avenue, 20th 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 attorneys' fees, costs and expenses associated with the mediation. The mediator's fees and the administrative fees of the mediation shall be shared equally among the parties. Mediation proceedings shall commence within 120 days from the date of either party's request for mediation following the Issue Conference. The parties shall mutually agree upon the selection of a mediator to resolve the Dispute. The mediator may be selected from the approved list of mediators prepared by the American Arbitration Association. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 4) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California. Each party shall bear its own attorney's fees, costs and expenses associated with the arbitration. The arbitrator's fees and the administrative fees of the arbitration shall be shared equally among the parties. However, any party who fails or refuses to submit to arbitration as set forth herein shall bear all attorney's fees, costs and expenses incurred by such other party in compelling arbitration of any controversy or claim.

The intent of this dispute resolution process is to:

- Resolve disputes within ACRMA #9 pursuant to the school's policies.
- Minimize the oversight burden on LAUSD.
- Ensure a fair and timely resolution to disputes.
- Frame a charter renewal process and timeline so as to avoid disputes regarding renewal matters.

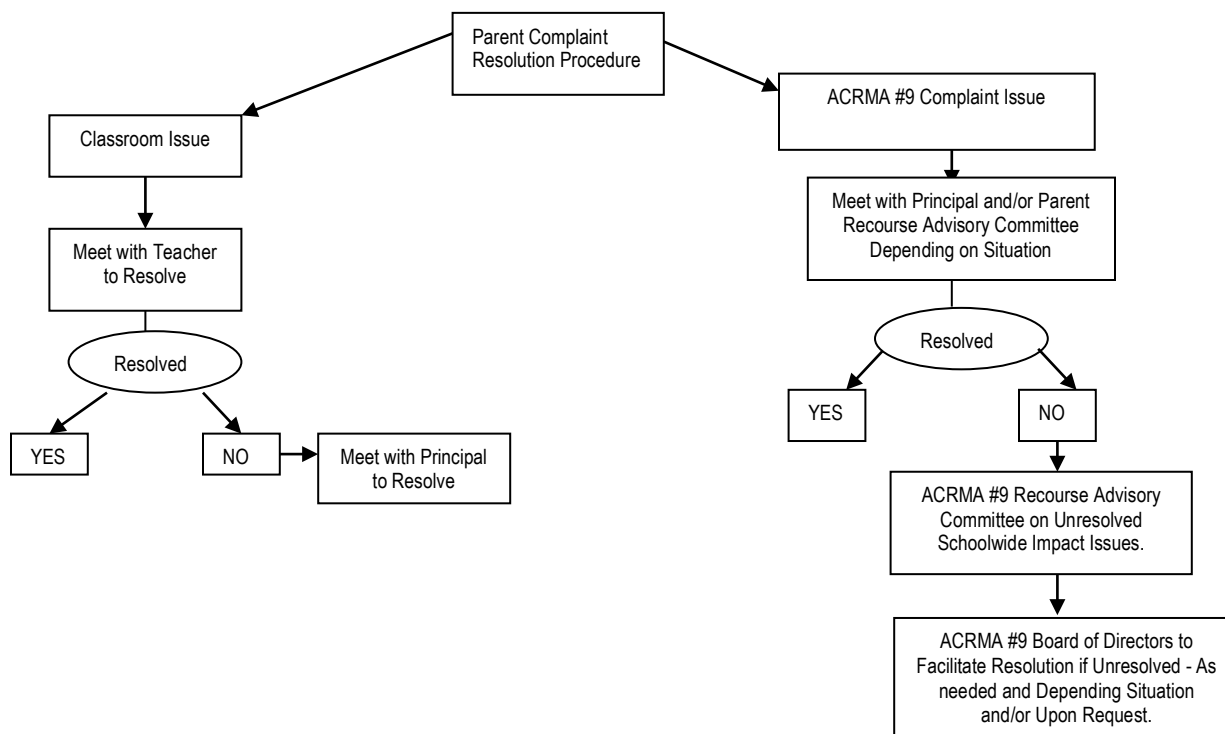
Disputes Arising Within Alliance College-Ready Middle Academy #9

Disputes arising from within Alliance College-Ready Middle Academy #9 including all disputes among and between students, staff, parents, volunteers, advisors, partner organizations, and governing board members of the school are resolved by the ACRMA #9 Board of Directors and/or principal. LAUSD agrees not to intervene or become involved in the internal dispute unless the internal dispute has given the District reasonable cause to believe that a violation of this charter or related laws or agreements have occurred, or unless the ACRMA #9 has requested LAUSD to intervene in the internal dispute.

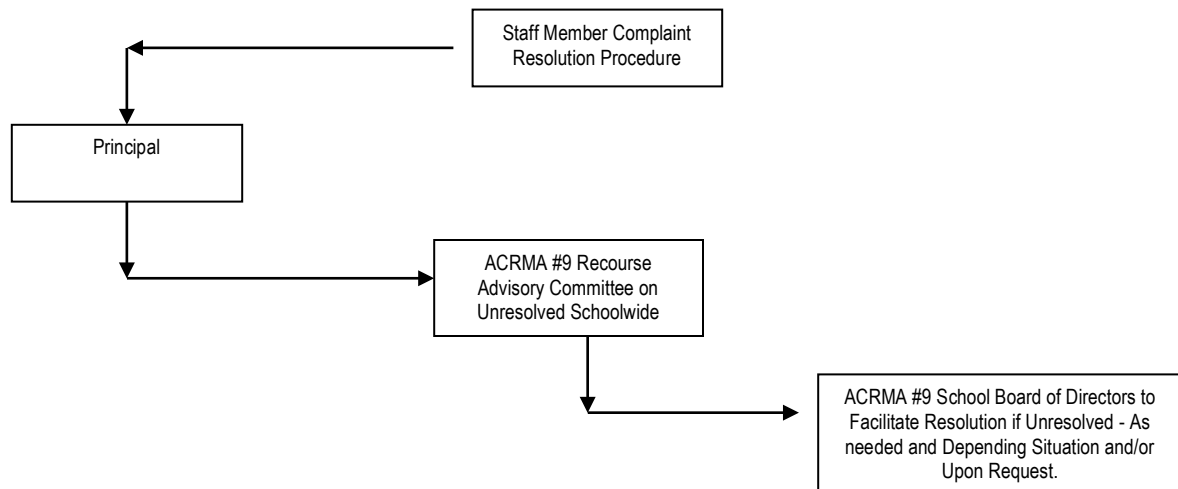
General complaint procedures to address internal issues or internal disputes that may arise between staff, the charter school, and parents are typically as follows:

a. Parent Internal Complaint Resolution Procedures - ACRMA #9 provides the following recourses to resolve parent complaints

1. Classroom Teacher
2. Parent Recourse Advisory Committee - Composition varies from school to school. Membership typically includes 2-3 parents and at least one administrator. Members volunteer and are approved by the principal. They work to mediate and resolve general complaints from parents upon request.
3. Principal
4. Charter School Recourse Advisory Committee - Composition varies from school to school. Membership typically includes parents, teachers and administrators. Members volunteer and are approved by the principal. They work to mediate unresolved general parent and/or staff issues affecting the school.
5. ACRMA #9 Board of Directors



- b. Staff (certificated, classified) Internal Complaint Resolution Procedures
ACRMA #9 provides the following recourses to resolve staff member complaints.



Term and Renewal of Alliance College-Ready Middle Academy #9

Alliance College-Ready Middle Academy #9 is encouraged to submit its renewal petition to the District's Charter School division no later than September 15 of year before the charter is due to expire.

This charter petition for ACRMA #9 requests approval of a term of five years. The requested five-year term would begin on July 1, 2013 and expire June 30, 2018. The Los Angeles Board of Education has discretion to grant a charter for up to 5 years, pursuant to Education Code 47605, and may choose the length of the charter's term in its discretion. The charter may be renewed for subsequent terms by the Board of Education of the Los Angeles Unified School District. At the time the charter renewal is submitted, ACRMA #9 and LAUSD establish a timeline to complete the renewal process.

Charter School Responsibility:

"Commencing on January 1, 2005, or after a charter school has been in operation for four years, whichever is later, a charter school shall meet at least one of the following criteria prior to receiving a charter renewal pursuant to paragraph (1) of subdivision (a):

- (1) Attained its Academic Performance Index (API) growth target in the prior year or in two of the last three years, or in the aggregate for the prior three years.
- (2) Ranked in deciles 4 to 10, inclusive, on the API in the prior year or in two of the last three years.
- (3) Ranked in deciles 4 to 10, inclusive, on the API for a demographically comparable school in the prior year or in two of the last three years.
- (4) (A) The entity that granted the charter determines that the academic performance of the charter school is at least equal to the academic performance of the public schools that the charter school pupils would otherwise have been required to attend, as well as the academic performance of the schools in the school district in which the charter school is located, taking into account the composition of the pupil population that is served at the charter school.
- (B) The determination made pursuant to this paragraph shall be based upon all of the following:
 - (i) Documented and clear and convincing data.

- (ii) Pupil achievement data from assessments, including, but not limited to, the Standardized Testing and Reporting Program established by Article 4 (commencing with Section 60640) for demographically similar pupil populations in the comparison schools.
- (iii) Information submitted by the charter school.

Amendments

Any amendments to this charter are made by the mutual agreement of the governing boards of ACRMA #9 and LAUSD. Material revisions and amendments are made pursuant to the standards, criteria, and timelines in California Education Code section 47605.

Sponsoring District Services

With the exception of services performed by LAUSD in providing fiscal oversight to ACRMA #9, all charter-requested services from LAUSD shall be on a fee-for-service basis. LAUSD may, at its discretion provide services and LAUSD determines the cost of providing such services. ACRMA #9 outsources many of the services not retained from LAUSD.

Any services rendered by LAUSD to ACRMA #9 are subject of a Memorandum of Understanding with the District determining the fee assigned to a service.

ELEMENT 15: EXCLUSIVE PUBLIC SCHOOL EMPLOYER

Educational Employment Relations Act

Alliance College-Ready Middle Academy #9 is deemed the exclusive public school employer of the employees of the Charter School for the purposes of the Educational Employee Relations Act (EERA).

As such, Alliance College-Ready Middle Academy #9 complies with all provisions of the Educational Employment Relations Act (EERA), and acts independently from LAUSD for bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice regarding professional and employment relationships. However, unless the employees elect to be represented by an organization for bargaining purposes, all employees are individually contracted.

ELEMENT 16: CHARTER SCHOOL CLOSURE

Revocation

The District may revoke the charter if Alliance College-Ready Middle Academy #9 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 ACRMA #9 if the District finds, through a showing of substantial evidence, that the Charter School did any of the following:

- ACRMA #9 committed a material violation of any of the conditions, standards, or procedures set forth in the charter.
- ACRMA #9 failed to meet or pursue any of the pupil outcomes identified in the charter.
- ACRMA #9 failed to meet generally accepted accounting principles, or engaged in fiscal mismanagement.
- ACRMA #9 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 Alliance College-Ready Middle Academy #9 in writing of the specific violation, and give ACRMA #9 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.

LAUSD-Specific Language *Closure Action

The decision to close ACRMA #9 either by the ACRMA #9 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.

LAUSD-Specific Language *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 (5 CCR), 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 ACRMA #9 will be issued by ACRMA #9 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 ACRMA #9 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 ACRMA #9 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 ACRMA #9 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

ACRMA #9 shall observe the following in the transfer and maintenance of school and student records:

1. ACRMA #9 will provide the District with original cumulative files and behavior records pursuant to District policy and applicable handbook(s) regarding cumulative records for secondary and elementary schools for all students both active and inactive 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. ACRMA #9 will prepare an electronic master list of all students to the 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. ACRMA #9 must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. ACRMA #9 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.

ACRMA #9 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 ACRMA #9. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by ACRMA #9 will be the responsibility of the ACRMA #9 and not LAUSD. ACRMA #9 understands and acknowledges that ACRMA #9 will cover the outstanding debts or liabilities of ACRMA #9. Any unused monies at the time of the audit will be returned to the appropriate funding source. ACRMA #9 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 ACRMA #9 participates, and other categorical funds will be returned to the source of funds.

ACRMA #9 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:

1. The return of any donated materials and property according to any conditions set when the donations were accepted.
2. The return of any grant and restricted categorical funds to their source according to the terms of the grant or state and federal law.
3. 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 ACRMA #9 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 ACRMA #9 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 ACRMA #9 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.

- 1) 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:
 - a) File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
 - b) File the Federal Notice of Discontinuance with the Department of Treasury (Treasury Form 63).
 - c) Make final federal tax payments (employee taxes, etc.)
 - d) File the final withholding tax return (Treasury Form 165).
 - e) 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 ACRMA #9 right to operate as a Charter School or cause ACRMA #9 to cease operation. ACRMA #9 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.

LAUSD-Specific Language *Facilities

- ☒ ACRMA #9 Location: TBD
- ☒ Names of District school sites near proposed location: LA Middle Academy MS.
- ☒ Proposed Charter School to be located within the boundaries of LAUSD.

District-Owned Facilities: If ACRMA #9 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.

ACRMA #9 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 ACRMA #9 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:

- 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.
- 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.
- 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.
- Minimum Payments or Charges to be Paid to LAUSD Arising From the Facilities.
 - (i) 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
 - (ii) Taxes; Assessments. Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services. In the event 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.
 - (i) 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.

- (ii) 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.
- Real Property Insurance. Prior to occupancy, ACRMA #9 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 co-locating 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. ACRMA #9 shall implement any corrective actions, orders to comply, or notices issued by the authorized building and safety agency. 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 Occupancy 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.