



**Our Community School**

**Charter Renewal Petition  
For a Five Year Term  
(July 1, 2020 – June 30, 2025)**

**August 19, 2019**

## Contents

Assurances, Affirmations, and Declarations .....	5
Element 1 – The Educational Program .....	7
1. General Information	11
2. Community Need for Charter School	12
3. Student Populations to be Served	36
4. Projected Enrollment	37
5. Goals and Philosophy	38
6. An Educated Person in the 21 <sup>st</sup> Century	38
7. How Learning Best Occurs	40
8. The Requirements of California Education Code § 47605(B)(5)(A)(II)	44
9. Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners	56
10. Instructional Design	57
11. Curriculum and Instruction	62
12. Comprehensive Course List	89
13. Instructional Methods and Strategies	90
14. How the School’s Instructional Methodologies and Curriculum will Ensure Student Mastery of State Standards	92
15. How the Instructional Program will Support Student Development of Technology-related Skills and Student Use of Technology.	93
16. Graduation Requirements	94
17. Credit Recovery/Transfer	94
18. WASC	94
19. College Entrance Information	94
20. Transitional Kindergarten	94
21. Academic Calendar and Schedules	94
23. Instructional Days and Minutes	100
24. Early College and Middle College High Schools	101
25. Professional Development	101
26. Teacher Recruitment	106
27. English Learners	106
28. Gifted and Talented Students and Students Achieving Above Grade Level	111
29. Students Achieving Below Grade Level	112
30. Socio Economically Disadvantage/Low Income Students	117

31. Students in Other Subgroups	118
32. “A Typical Day”	119
Element 2 – Measurable Pupil Outcomes and.....	123
Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured .....	123
1. Measurable Goals of the Educational Program	124
2. Performance Targets Aligned to State Priorities	124
3. Performance Targets for Non-Testing Grades	124
4. Other Performance Targets	124
5. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment	124
6. Data Analysis and Reporting	127
7. Grading, Progress Reporting, and Promotion/Retention	128
Element 4 – Governance .....	130
1. Governance Structure	133
2. Governing Board Composition and Member Selection	140
3. Criteria and Selection of Board Members	140
4. Meeting Requirements/Procedures of the Board & Committees	141
5. Governing Board’s Decision-making Procedures	143
6. Stakeholder Involvement	143
Element 5 – Employee Qualifications .....	145
1. Employee Positions and Qualifications	145
2. Job Descriptions	146
Element 6 – Health and Safety Procedures.....	164
1. Custodian of Records	166
2. Health and Wellness of Students	166
3. Comprehensive School Safety Plan	167
Element 7 – Means to Achieve Racial and Ethnic Balance .....	170
1. Court-Ordered Integration	170
2. Explain Plan for LAUSD Racial and Ethnic Balance Goal	171
Element 8 – Admission Requirements.....	173
1. Admission Requirements	174
2. Student Recruitment	175
3. Lottery Preferences and Procedures	175
4. Public Random Drawing Procedures	176
Element 9- Annual Audited Financials .....	178
1. Position responsible for Contracting Auditor	178

2. Working with the Independent Auditor	179
3. Auditor on approved list	179
4. How Charter School address findings, etc.	179
5. Complete Audit sent	179
Element 10- Suspension and Expulsion Procedures.....	180
1. School Climate and Student Discipline System	183
2. In-School Suspension	185
3. Scope of the School’s Disciplinary Jurisdiction	186
4. Suspension and Expulsion Offenses	186
5. Procedures for Suspension or Expulsion for Disciplinary Reasons	194
6. Expulsion	195
7. Out-of-School Suspension Procedures	195
8. Maximum Number of Suspension Days	196
9. Access to Education during Suspension	196
10. Rules for Suspension Pending Expulsion Hearing	196
11. Expulsion Procedures	196
12. Rehabilitation Plans	200
Element 11 – Employee Retirement Systems .....	201
1. Certificated Staff Members	201
2. Classified Staff Members	201
3. Other Employees	202
Element 12 – Public School Attendance Alternatives .....	203
1. How Parents and Students are Informed	203
Element 13 – Rights of District Employees .....	204
Element 14 – Mandatory Dispute Resolution.....	205
1. Specific Address for Written Notifications	208
Element 15 – Charter School Closure Procedures .....	209
1. School’s Closure Agent	216
Additional Provisions.....	217
Addendum.....	229

## Assurances, Affirmations, and Declarations

Our Community School (also referred to herein as “OCS” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School’s employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## The Fifteen Charter Elements

### Element 1 – The Educational Program

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

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

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

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

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

### **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided



- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the

reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding (“MOU”), were required to execute a new MOU setting forth the LAUSD SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

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

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

- **End of Year Suspension**

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

- **Statewide Assessment Data**

The standard file including District ID.

- **Norm day**

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

- **CBEDS**

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

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

- Dropout

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

- Monthly SESAC and Suspension data

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

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

## 1. General Information

<b><u>GENERAL INFORMATION</u></b>	
The contact person for Charter School is:	Lynn Izakowitz
The contact address for Charter School is:	10045 Jumilla Ave. Chatsworth, CA 91311
The contact phone number for Charter School is:	818-350-5000
The proposed address or ZIP Code of the target community to be served by Charter School is:	91311
This location is in LAUSD Board District:	3
This location is in LAUSD Local District:	Northwest
The grade configuration of Charter School is:	TK-8
The number of students in the first year will be:	450

The grade level(s) of the students in the first year will be:	TK-8
Charter School's scheduled first day of instruction in 2020 - 2025	August 13, 2020
The enrollment capacity is: (Enrollment capacity is defined as the total number of students who may be enrolled in Charter School regardless of student residency.)	450
The type of instructional calendar (e.g., traditional/year-round, single track/multi-track, extended day/year) will be:	Traditional Single Track
The bell schedule for Charter School will be:	TK-5th grade 8:30am - 3:00pm 6th-8th grade 8:20am - 3:15pm
The term of this Charter shall be from:	July 1, 2020 - June 30, 2025

## 2. Community Need for Charter School

OCS was originally founded by a dedicated group of parents and educators in 2005 as a K-6 school in the San Fernando Valley, and renewed by the Los Angeles Unified School District (LAUSD) Board of Education in 2009 for a second five-year term. At the time of renewal, the LAUSD Board also approved a Material Revision to add 7th and 8th grades, making Our Community School a K-8 span school. OCS was then renewed for a third term in 2014 by LAUSD. Throughout our 14 years of operation, OCS has become a valued asset in the local community, offering a TK-8 small school educational option for families through a mission of guiding our students to be empowered, ethical, and informed community members. OCS staff members, students, and families collaborate in the ongoing process of education. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

Throughout the years, OCS has achieved impressive growth and stability, building on our recognition in 2009 – just our fourth year of operations – as the California Charter School of the Year by the California Charter School Association. This honor was awarded for OCS's excellence in narrowing the achievement gap by showing student improvement across demographic subgroups, and through our ability to realize a vision of creating a democratic school community

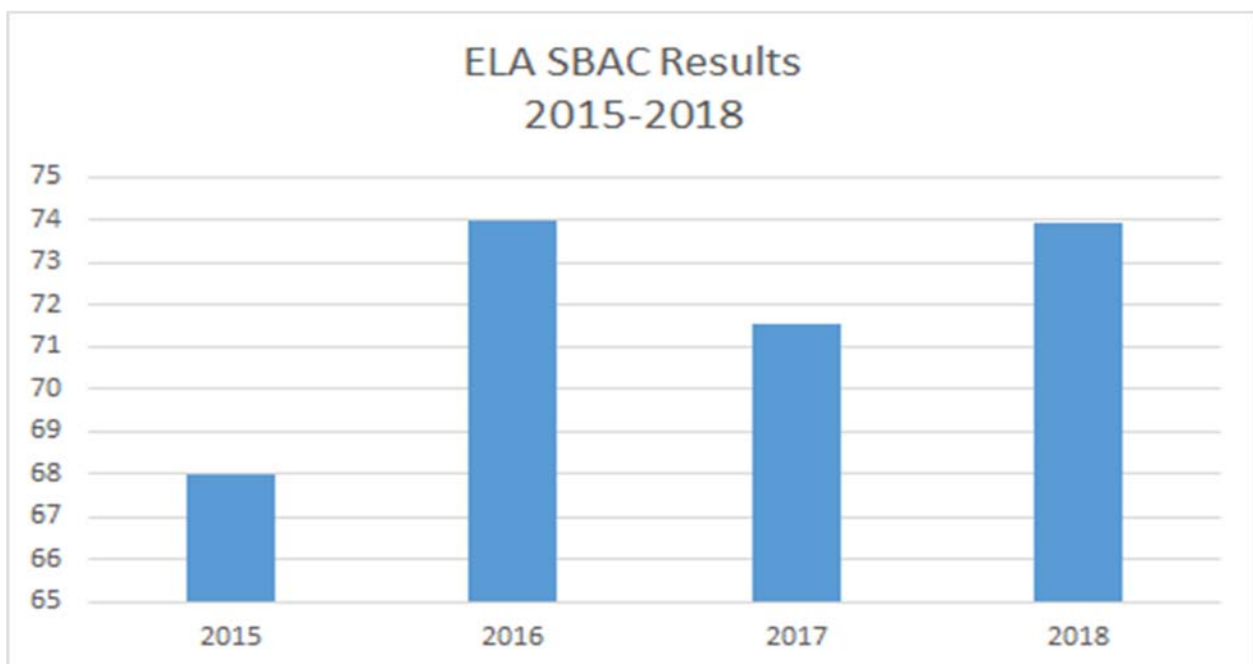
in which all stakeholders (students, teachers, parents, and community members) are valued and contributing members.

Throughout this document, Smarter Balanced Assessment Consortium (“SBAC”) and California’s version of SBAC, California Assessment of Student Performance and Progress (“CAASPP”), will be used interchangeably when discussing and analyzing state assessment data.

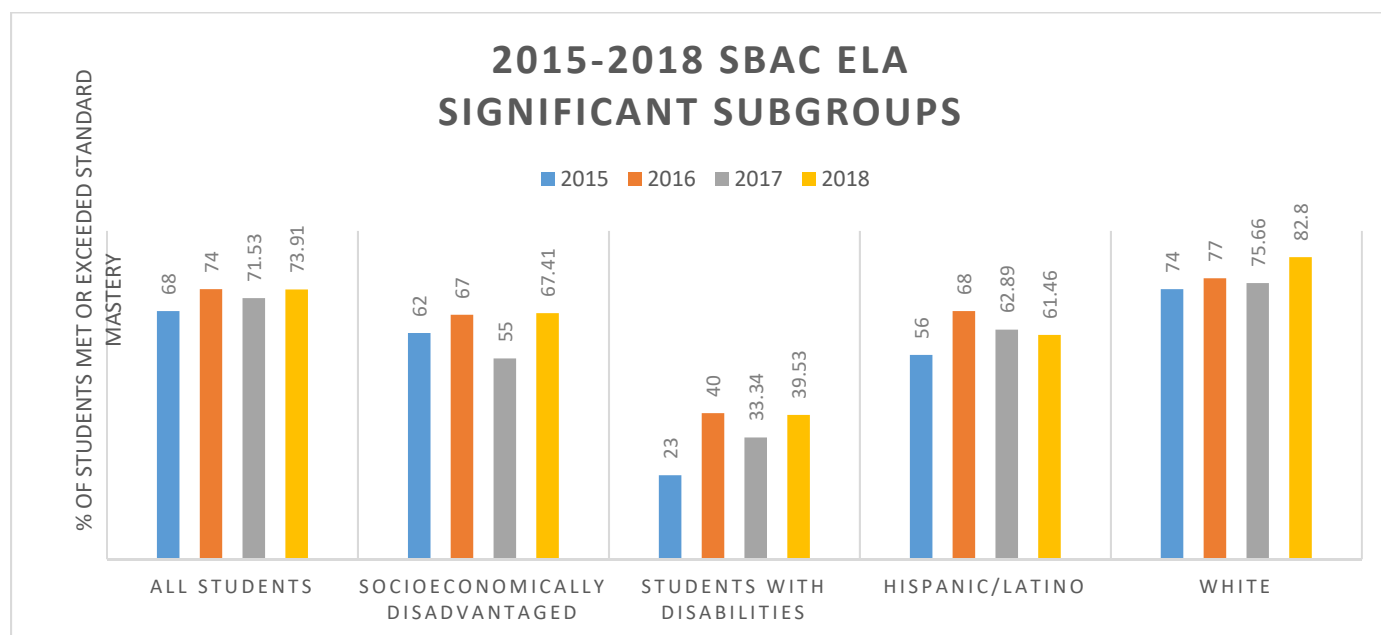
Before reviewing data, it is important to note that data reported from CAASPP is slightly different than data reported on the California Dashboard. CAASPP uses raw data such as the actual test scores to determine a school’s score. The CA Dashboard incorporates participation rate into the overall achievement scores. To determine 2018 scores on the Dashboard report, the CDE used 2018 Average Distance from Standard including Participation Rate and subtracted 2017 Average Distance from Standard including Participation Rate. The Dashboard is weighting scores with participation rate. This is why the Dashboard data will show lower scores or progress than the CAASPP website. Both of these scores are important to track progress and growth, and will be addressed throughout this document.

### **Achievement in ELA**

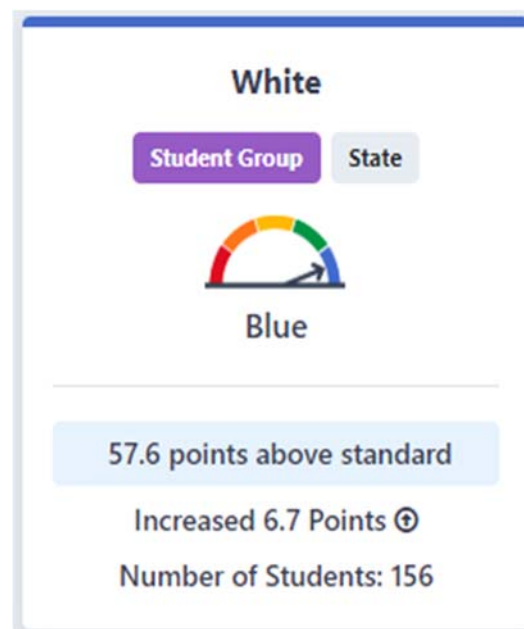
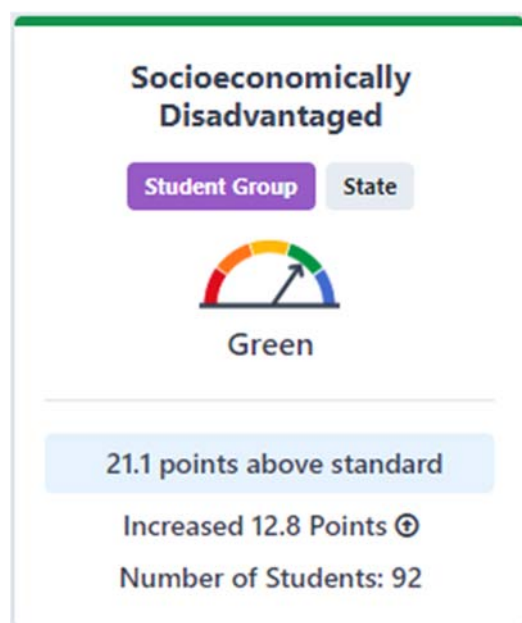
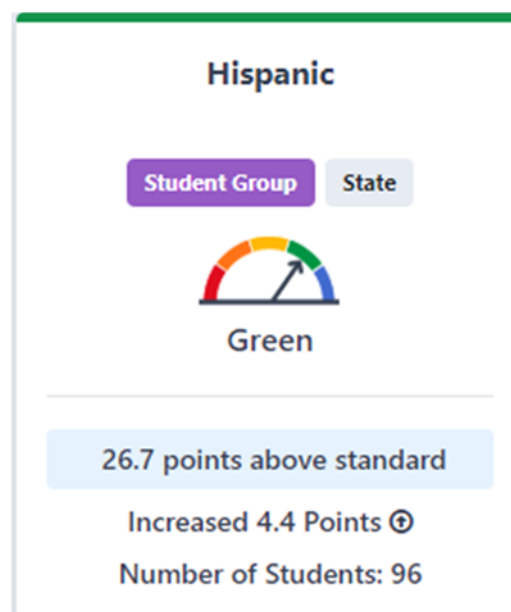
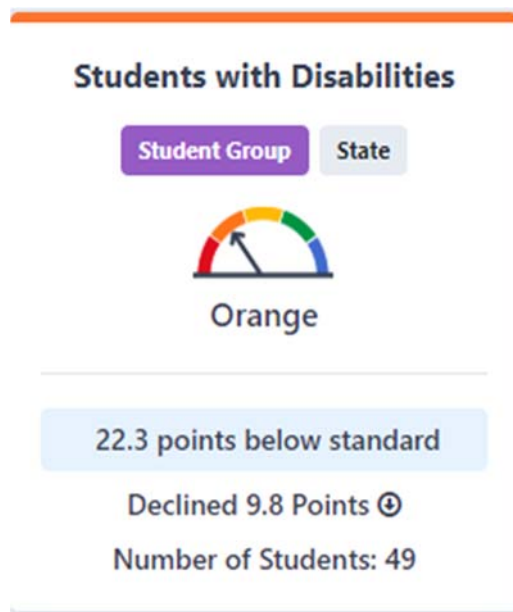
While reviewing academic achievement in English Language Arts (“ELA”) and SBAC scores, we first looked at the [caaspp.cde.gov](http://caaspp.cde.gov) website. According to CAASPP, the chart below shows that in 2015, 68% of our students scored as having met or exceeded standard mastery on the SBAC ELA assessment. This score increased to 74% in 2016 and in 2017, slightly decreased to 71.53%. In 2018, our percent of students meeting or exceeding standard mastery increased to 73.91%.



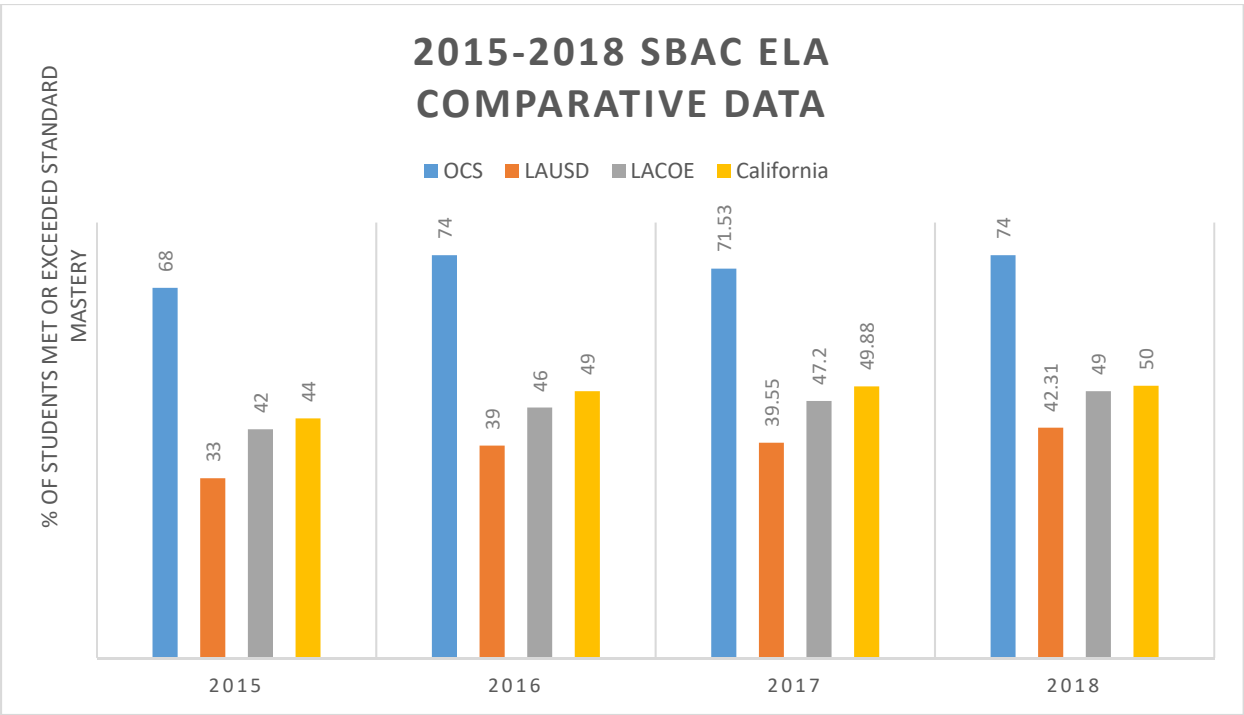
OCS has four identified significant subgroups. They are Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), Hispanic/Latino students, and White students. In 2015, SED students scored 62% as having met or exceeded standard mastery. This percent increased to 67% in 2016, then decreased to 55% in 2017, and increase again in 2018 to 67.41%. Students with Disabilities scored 23% as having met or exceeded standards in 2015 and increased by 17 percentage points to 40% in 2016. In 2017, this number decreased to 33.34%, and then increased to 39.53% in 2018. Hispanic/Latino students scored 56% in 2015, 68% in 2016 and then decreased by 5 percentage points to 62.89% in 2017. In 2018, this group scored 61.46% as having met or exceeded standard mastery. Our final statistically significant group is that of White students. In 2015, 74% met or exceeded standard mastery. In 2016, this group increased their score by 3% to 77%, and then dropped by less than 2 percentage points to 75.66%. In 2018, White students saw a 7.14 percentage point increase to 82.8% as having met or exceeded standard mastery.



In the area of Academic Achievement, OCS has met or exceeded expectations. According to the California Dashboard, OCS increased ELA scores in 2018 by 5.4 points, keeping it above standard by 47 points. These numbers allowed OCS to score in the Blue range of the Dashboard. The Dashboard shows that Students with Disabilities decreased by 9.8 points in 2018. This group scored 22.3 points below standard, and thus measured in the Orange range. Both Hispanic/Latino and Socioeconomically Disadvantaged students rated in the Green range. Hispanic/Latino students increased their scores by 4.4 points, which put them 26.7 points above standard. Socioeconomically Disadvantaged students increased their scores by 12.8 points, thus having them score 21.1 points above standard. White students increased their scores by 6.7 points, which increases their score to 57.6 points above standard and safely in the Blue area of the California Dashboard.

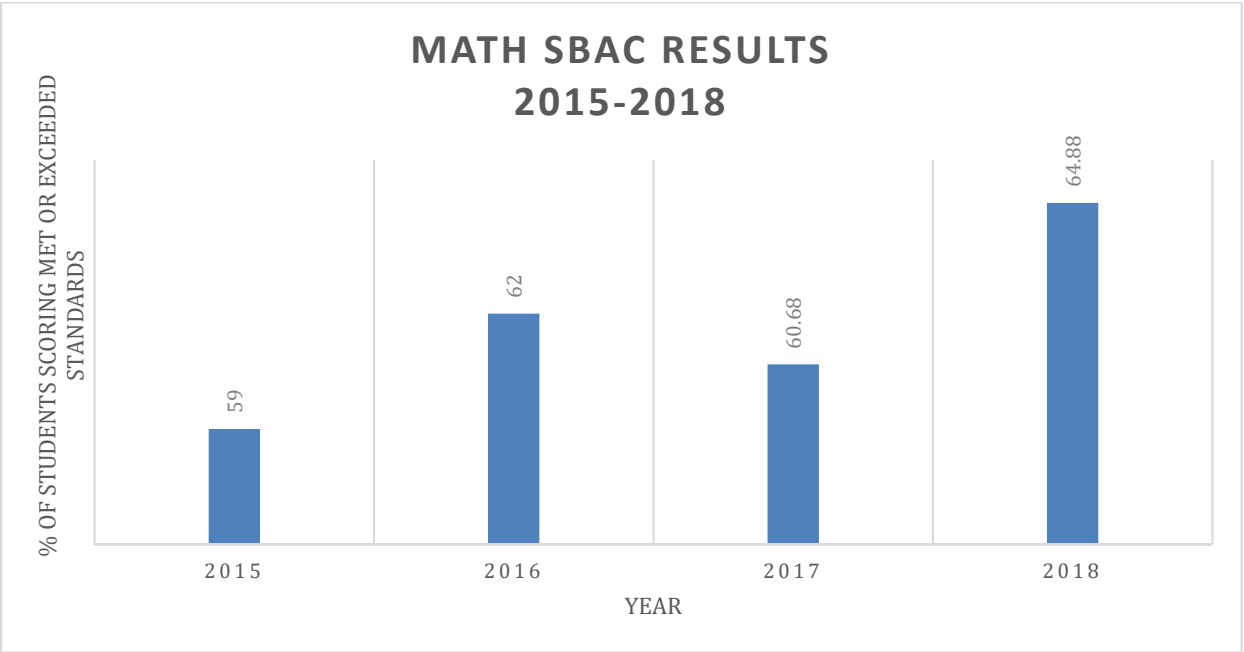


Below is a chart comparing scores between OCS, LAUSD, LACOE, and California from the SBAC ELA for the years 2015-2018. This information was obtained from [caaspp.cde.gov](http://caaspp.cde.gov). OCS continues to score highly on the SBAC ELA. In 2015, OCS scored 68% met standard or exceeded standard, while LAUSD had a score of 33%, Los Angeles County Office of Education (LACOE) scored 42%, and California scored 44% as having met or exceeded standard. In 2016, OCS scored 74%, LAUSD scored 39%, LACOE scored 46%, and California scored 49%. In 2017, OCS scored 71.53% while LAUSD had a score of 39.55%, LACOE had a score of 47.2%, and California had a score of 49.88%. In 2018, OCS had 74% of our students scoring as having met or exceeded standard mastery, LAUSD had a score of 42.31%, LACOE scored 49%, and California had 50% of its students as having met or exceeded standard mastery.



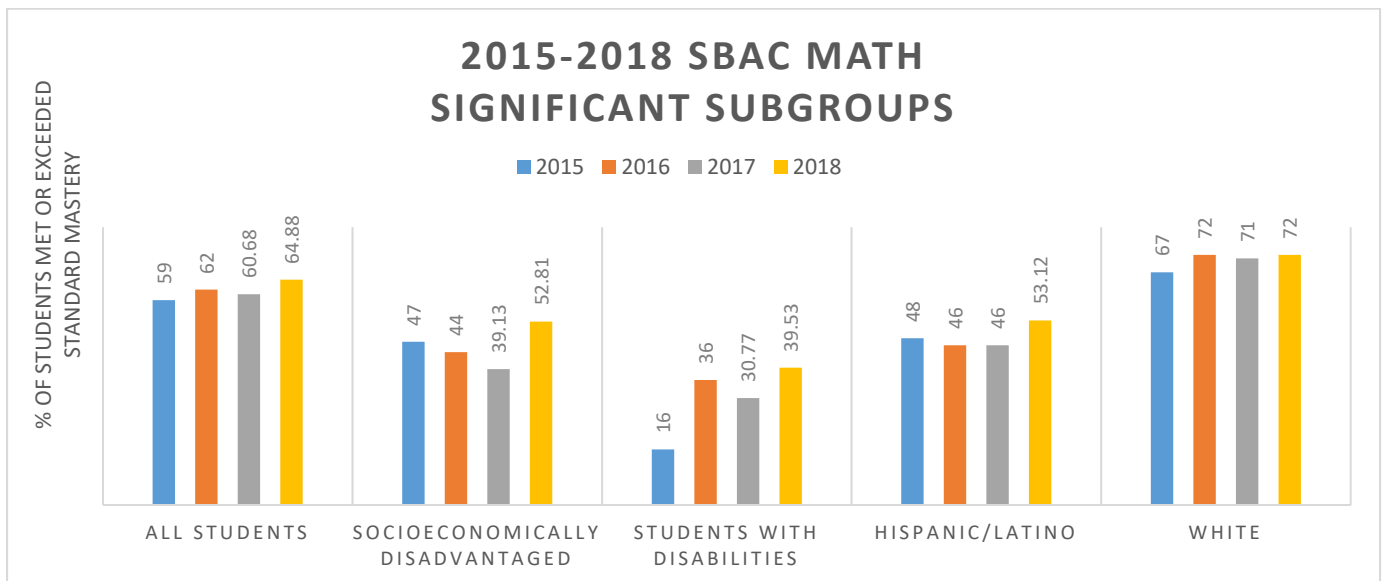
**Achievement in Math**

According to [caaspp.cde.gov](http://caaspp.cde.gov), in 2015 OCS students scored 59% as having met or exceeded math standard proficient. In 2016, that score increased by 3 percentage points with an overall 62% of students scoring as having met or exceeded standards. In 2017, there was a decrease of just 1 percentage point to 60.68%. In 2018, OCS had 64.88% of our students that tested meet or exceed math standard proficiency.

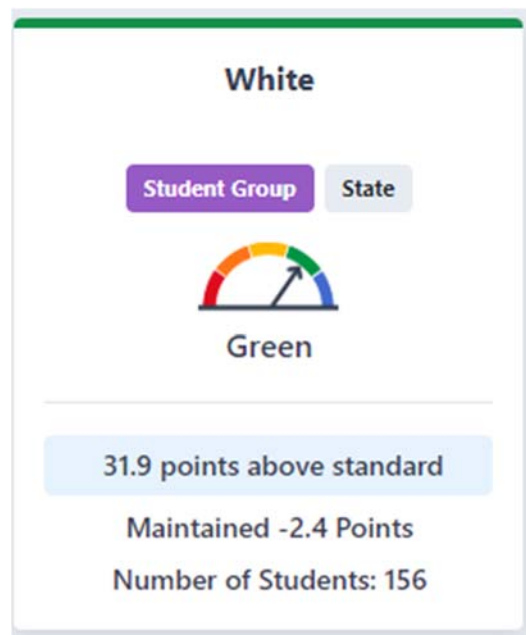
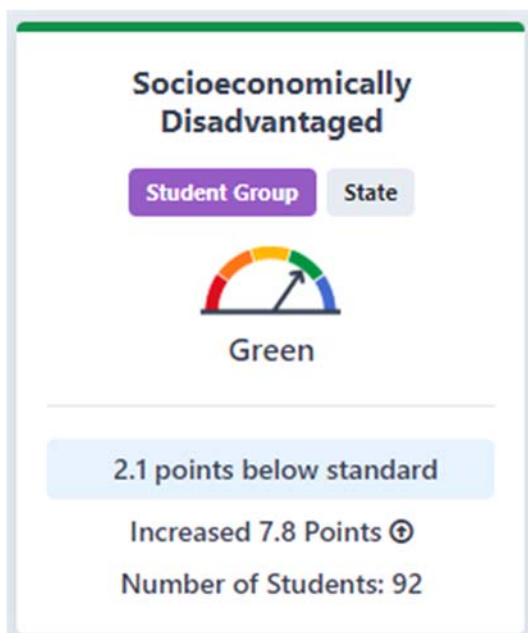
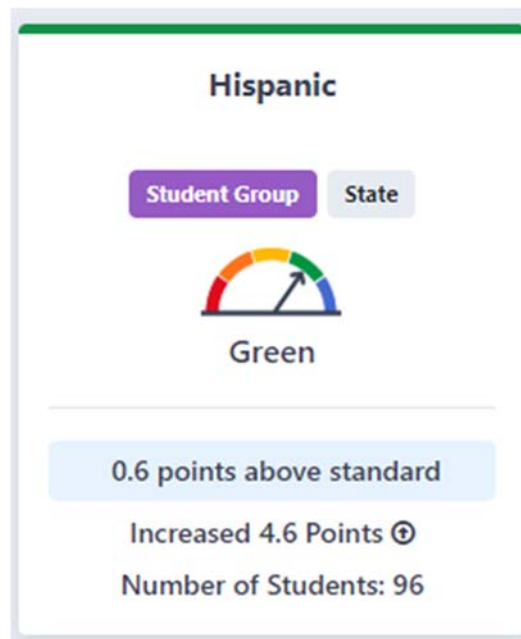
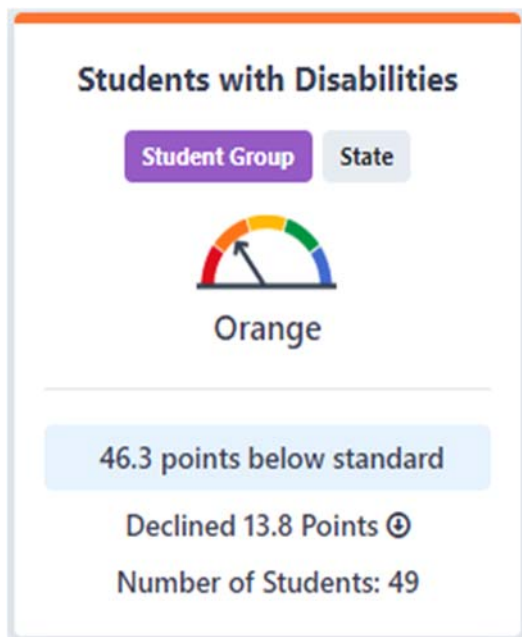




Our significant subgroups have seen both increases and decreases over the past 4 years. In 2015, socioeconomically disadvantaged students scored 47% as having met or exceeded standard mastery. This number decreased by 3 percentage point in 2016 to 44%, then decreased again by about 4 percentage points to 39.13% in 2017. In 2018, these scores increased by over 13 percentage point to 52.81%. Students with disabilities had a score of 16% as having met or exceeded standard mastery in 2015. The scores jumped by 20 percentage points in 2016 to a score of 36%, and then decreased by 6 percentage points in 2017 to 30.77%. In 2018, Students with disabilities increased their scores by 9 percentage points, to 39.53%. Hispanic/Latino students are another significant subgroup at OCS. In 2015, this group scored 48% as having met or exceeded standard proficiency, decreased by 2 percentage point in 2016 to 46%, and stayed flat in 2017. In 2018, 53.12% of Hispanic/Latino students scored as having met or exceeded standard mastery. The final subgroup of White students scored 67% in 2015, increased to 72% in 2016, decreased by 1 percentage point in 2017, and then increased back to 72% in 2018.

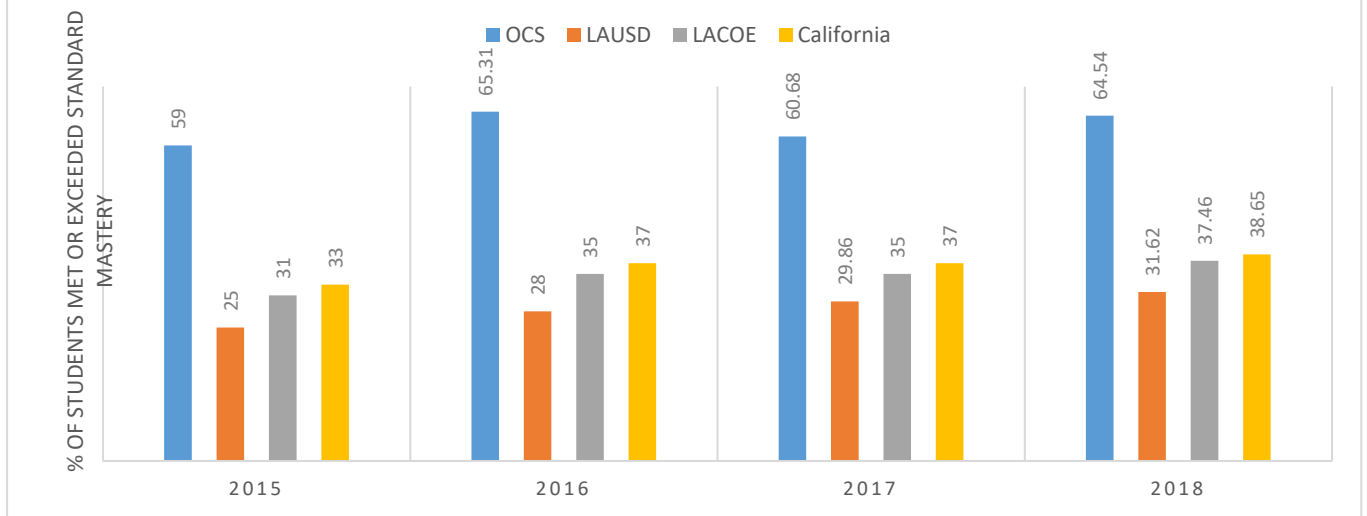


According to the California Dashboard, OCS dropped by 1 point on the 2018 SBAC Math and was 20 points above standard. With this score, OCS rated in the Green range of the Dashboard. With regard to the 2018 SBAC Math, the Dashboard reported that Students with Disabilities decreased their scores by 13.8 points, leaving them 46.3 points below standard and in the Orange range. Hispanic/Latino students scored in the Green range by increasing their scores by 4.6 points, having their overall score .6 points above standard. Socioeconomically Disadvantaged students also scored in the Green by increasing their scores by 7.8 points, keeping them below standard level by 2.1 points. White students maintained their score with a decrease of 2.4 points, and remaining at over 31 points above standard, earning them a rating in the Green range.



Below is a chart comparing scores between OCS, LAUSD, LACOE, and California from the SBAC Math for the years 2015-2018. This information was obtained from [caaspp.cde.gov](https://caaspp.cde.gov). In 2015, 59% of OCS students scored as having met or exceeded standard mastery, LAUSD students scored 25%, LACOE had a score of 31%, and overall, California had 33% of its students meeting or exceeding standard mastery. In 2016, OCS had a score of 65.31% having met or exceeded standard mastery, LAUSD had a score of 28%, LACOE had a score of 35%, and California had a score of 37%. In 2017, OCS slightly decreased to 60.68%, LAUSD increased by 1.5% to 29.86%, and LACOE and California stayed flat with their 2016 scores. In 2018, OCS increased to 64.54%, LAUSD scored 31.62%, LACOE scored 37.46%, and California had a score of 38.65%.

## 2015-2018 SBAC MATH COMPARATIVE DATA



### Similar and Resident Schools

When looking at similar school scores, it is important to notice that some of our comparison schools are K-5, while OCS is K-8. According to Martin West, assistant professor at Harvard University, middle schoolers usually see a drop in standardized test scores. Reasons contributing to this can include a change in social settings and circles, a faster paced curriculum, more complex concepts and theories, and less individualized instruction<sup>1</sup>. These reasons may have an impact on overall OCS scores.

To see how we are impacting the community and servicing our students, we have compiled data comparing OCS to both Resident Schools as identified by LAUSD and Similar Schools as identified by the California Department of Education in 2013.

### Similar School Demographics

School Name	School type	Area of LA	Enrollment	Grade levels	SED	EL	Sped
Delevan Drive Elementary	LAUSD	Eagle Rock	457	K-6	60.8%	11.6%	12.7%
Goethe International Charter	Independent Charter	Del Rey	419	TK-5	26.3%	20.5%	6.4%
Larchmont Charter	Independent Charter	Hollywood/LA	1468	TK-12	45.5%	7.0%	9.9%
Los Feliz Charter School for the Arts	Independent Charter	Los Feliz	471	K-5	41.2%	9.3%	9.3%
West Hollywood Elementary	LAUSD	West Hollywood	424	K-5	19.1%	5.7%	6.8%
Our Community School	Independent Charter	Chatsworth (NW SFV)	446	TK-8	29.10%	2.70%	14.80%

### Resident School Demographics

School Name	School Type	Area of LA	Enrollment	Grade Levels	SED	EL	SPED
Alfred B. Nobel Charter MS	Dependent Charter	Chatsworth	2419	6-8	52.8%	1.5%	7.9%
Chatsworth Park ES	LAUSD	Chatsworth	395	TK-5	67.3%	9.1%	10.9%
Dearborn ES	Dependent Charter	Northridge	548	TK-5	57.1%	9.5%	10.8%

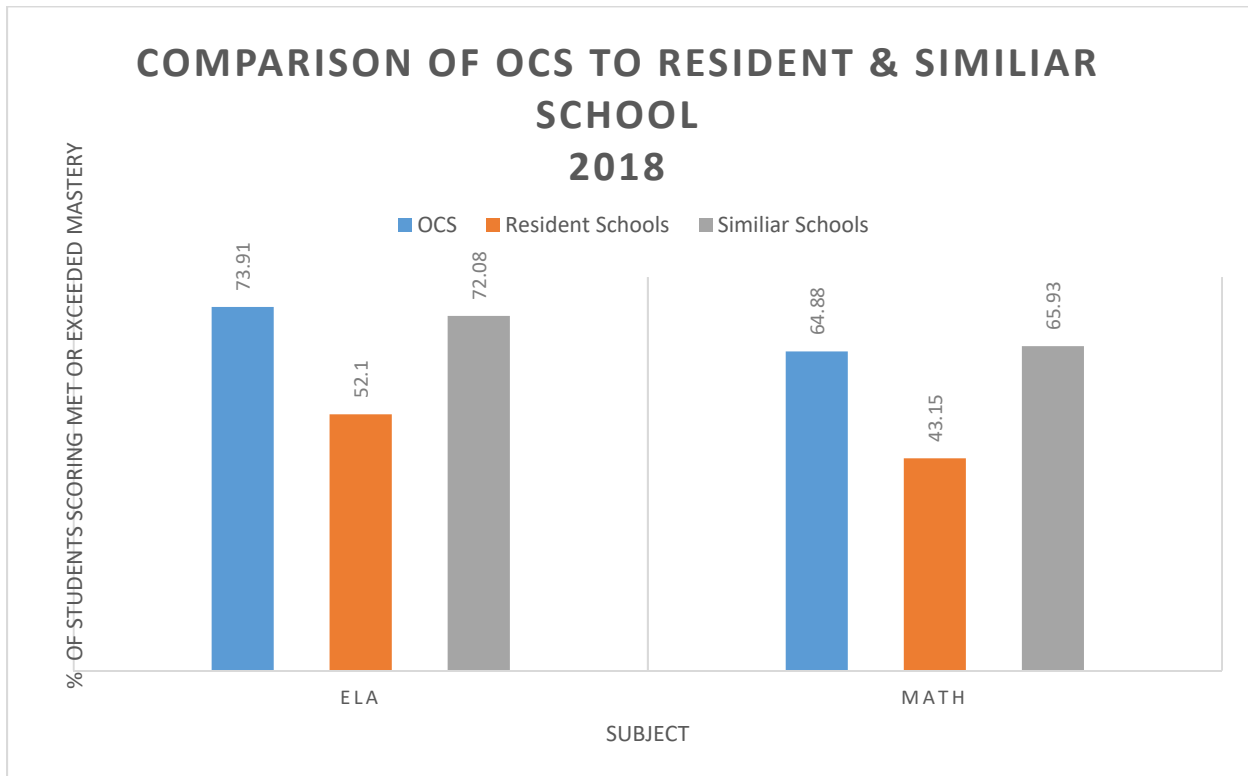
<sup>1</sup> Mary Tamer. Do Middle Schools Make Sense. (Ed. Harvard Ed. Magazine, Fall 2012)

### Resident School Demographics

School Name	School Type	Area of LA	Enrollment	Grade Levels	SED	EL	SPED
Ernest Lawrence MS	LAUSD	Chatsworth	1440	6-8	63.3%	7.4%	10.9%
Germain Academy for Academic Achievement	LAUSD	Chatsworth	551	TK-5	63.7%	10.5%	11.8%
John A. Sutter MS	LAUSD	Winnetka	822	6-8	89.5%	26.3%	20.1%
Oliver Wendell Holmes MS	LAUSD	Northridge	1315	6-8	79.8%	5.3%	13.4%
Superior Street ES	LAUSD	Chatsworth	482	TK-5	54.6%	13.1%	12.4%
Winnetka Ave. ES	LAUSD	Winnetka	492	TK-5	84.3%	35.8%	15.4%
Our Community School		Chatsworth	446	TK-8	29.10%	2.70%	14.80%

According to 2018 CAASPP scores, 73.91% of OCS students scored at the standard met or standard exceeded on the ELA SBAC. Resident schools, or those schools that our students would otherwise be required to attend had a standard met or standard exceeded median rate of 52.10%. Similar schools, or schools with similar demographics in 2013, had a standards met or standards exceeded median rate of 72.08%.

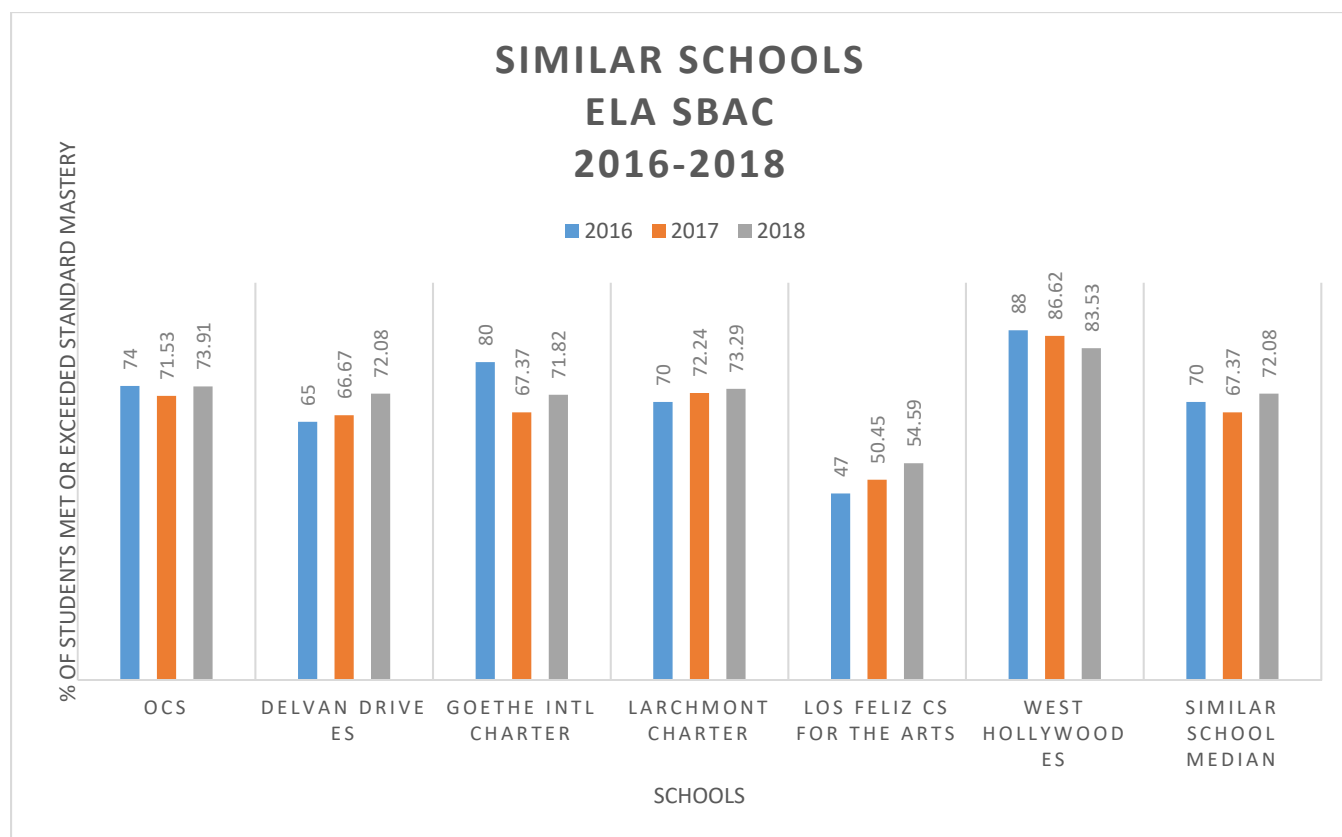
According to 2018 Math SBAC scores, OCS students had a standard met or standard exceeded median rate of 64.88%. Resident schools had a standard met or standard exceeded median score of 43.15%, and similar schools had a median rate of 65.93%.



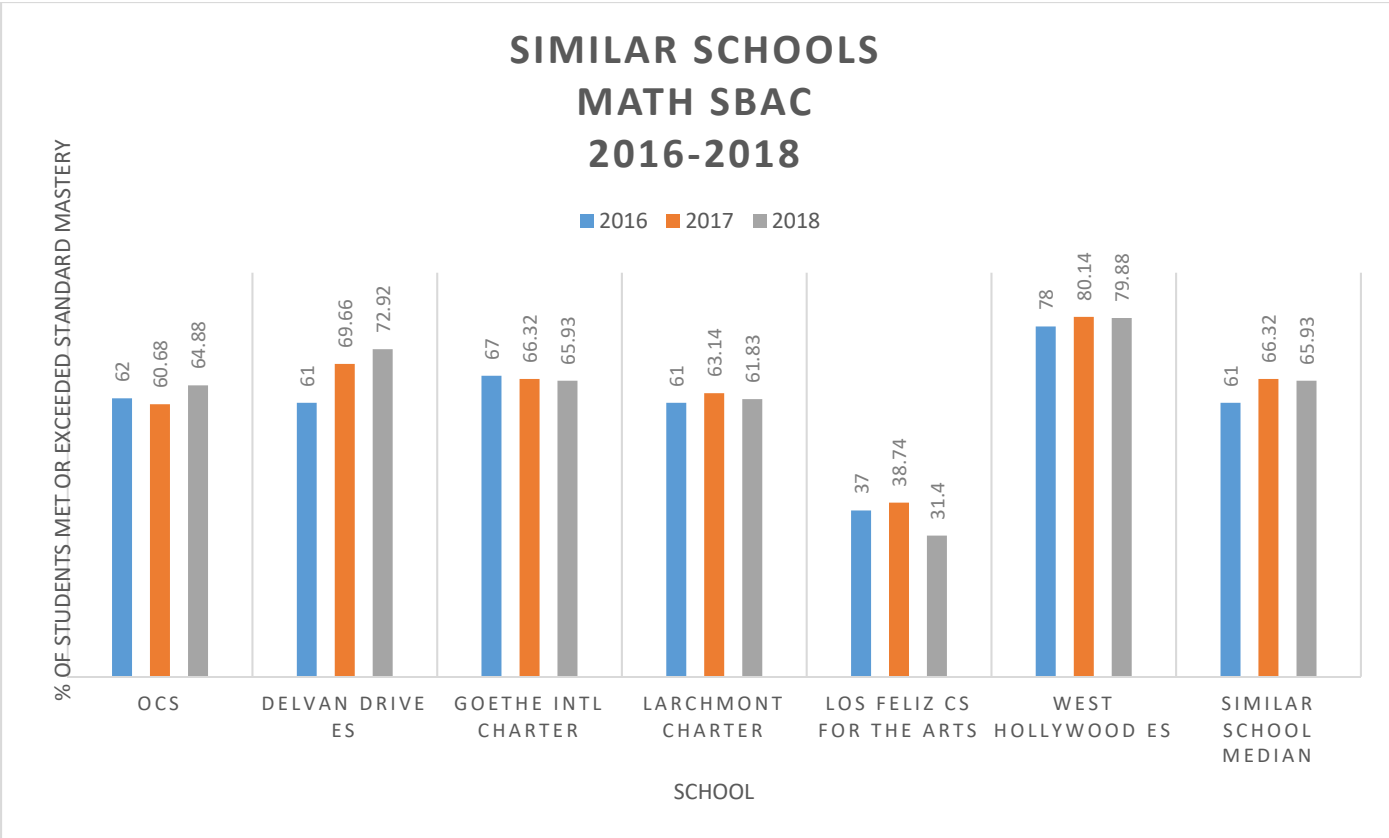
Reviewing similar school data from 2016-2018, patterns emerge. Overall, both OCS and the similar schools' median decreased the overall ELA SBAC score by less than 3 percentage points from 2016 to 2017. All similar schools showed movement through either increases or decreases +/- 1-3%. The only exception was Goethe International Charter School which decreased by about 13 percentage points.

Data from 2017 to 2018 show that OCS increased our scores by 2.38 percentage points, while the median score of similar schools was increased by 4.71 percentage points. OCS's overall score was almost 2% higher than the similar schools' median score over 3 years.

The chart below illustrates OCS scores and scores of similar schools. The schools shown have similar demographics and similar student bodies to that of OCS. With the exception of Larchmont, these schools also have enrollment numbers close to ours.



Similar school data relating to Math SBAC scores from 2016-2018 show slight movement, both in increases and decreases. While OCS decreased math scores slightly from 2016 to 2017, the 2018 scores show that we grew almost 3 points over the span. Out of the 5 similar schools, two decreased scores during this same time, and one remained flat. Overall, OCS's 2018 score was about 1% lower at 64.88% while the median similar school score was 65.93%.



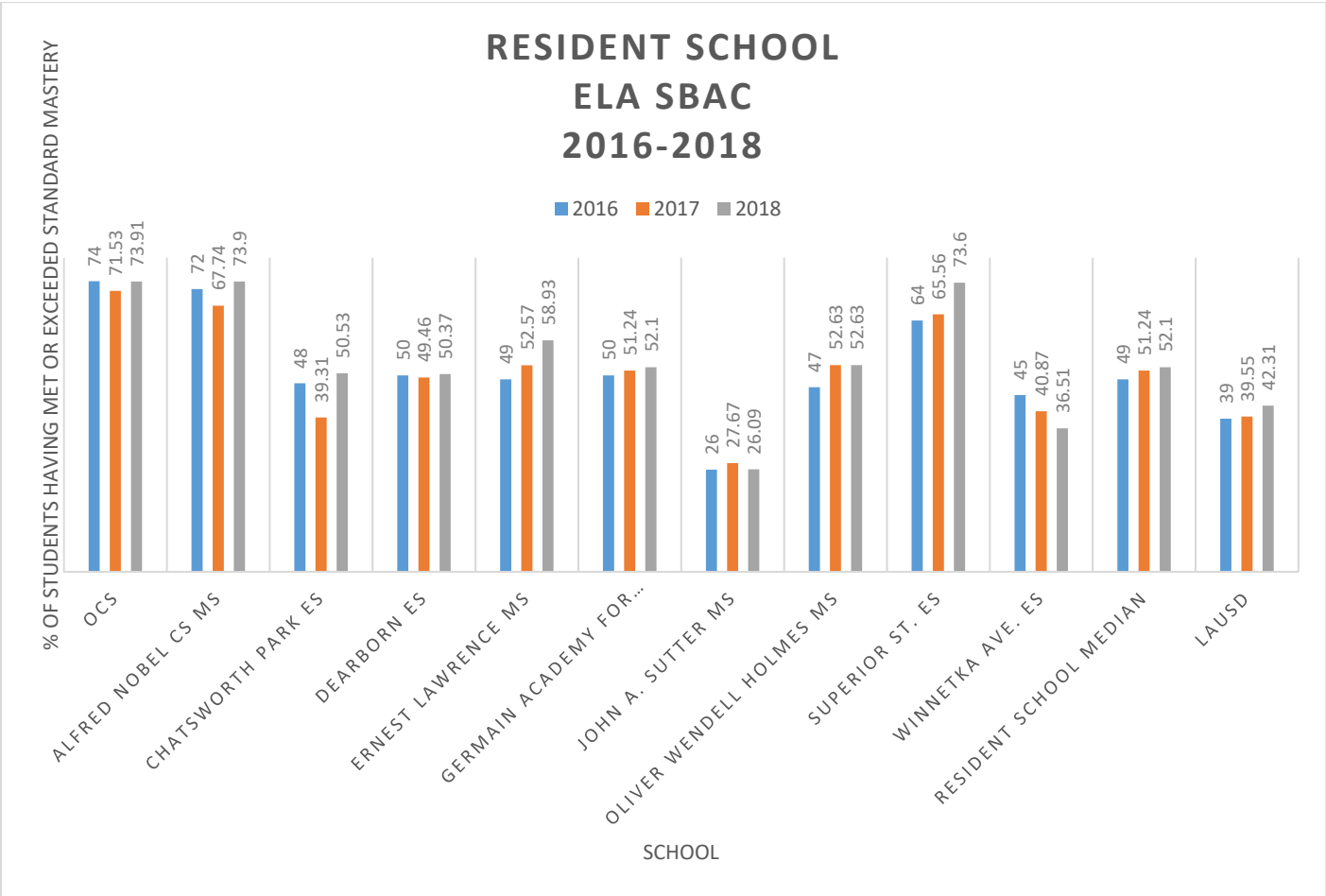
The table below shows scores for the 2018 ELA and Math SBAC scores by percent. OCS slightly outperformed similar schools in ELA, showing that we do offer our students a rigorous and enriching educational program that is on par with some of LAUSD’s high performing schools. In math, similar schools outperformed OCS by less than 2%, again, showing that our program is equal to that high performing district run or district authorized schools.

\* K-5 only schools

Similar Schools	% Met or Exceeded- ELA	% Met or Exceeded- Math
<b>Our Community School</b>	<b>73.91%</b>	<b>64.88%</b>
Delevan Drive ES*	72.08%	72.92%
Goethe International Charter	71.82%	65.93%
Larchmont Charter	73.29%	61.93%
Los Feliz Charter School for the Arts	54.59%	31.40%
West Hollywood ES*	83.53%	79.88%

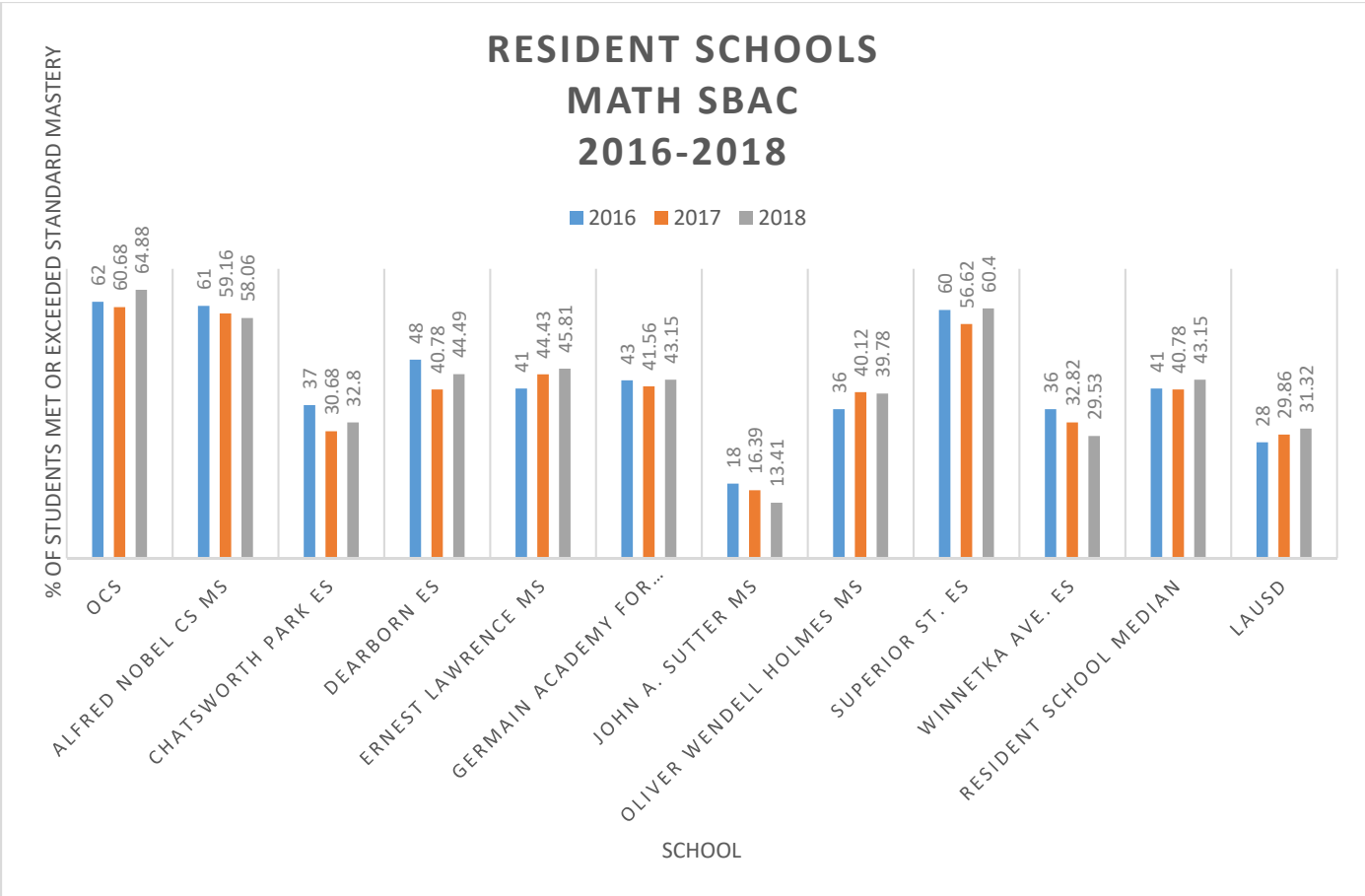
<b>Similar Schools Median</b>	<b>72.08%</b>	<b>65.93%</b>
Resident Schools		
Ernest Lawrence MS	58.93%	45.81%
Superior St. ES*	73.60%	60.40%
Chatsworth Park ES*	50.53%	32.80%
Alfred B. Nobel Charter School	73.90%	58.06%
Winnetka Avenue ES*	36.51%	29.53%
Oliver Wendell Holmes MS	52.63%	39.78%
John A. Sutter MS	26.09%	13.41%
Germain Academy for Academic Achievement	52.10%	43.15%
Dearborn ES Charter* Academy	50.37%	44.49%
<b>Total Resident Schools Median</b>	<b>52.10%</b>	<b>43.15%</b>
<b>LAUSD Districtwide</b>	<b>42.31%</b>	<b>31.32%</b>

The comparison to resident schools tells a much different story than that of the similar schools comparison. Two of the nine schools identified as resident schools demonstrated achievement similar to OCS's achievement on the 2018 ELA SBAC. OCS scored 73.91% standard met or standard exceeded, Nobel Charter Middle School scored 73.08%, and Superior St. Elementary School scored 73.60%. All other resident schools scored significantly lower. In growth, or the increase in scores from 2017 to 2018, resident schools had greater success. OCS grew by 2.38% in ELA from 2017 to 2018, while four of the nine resident schools demonstrated a greater percentage of growth for the same time period. While Dearborn ES, Germain Academy for Academic Achievement, Sutter MS, Holmes MS, and Winnetka Ave. ES had less than 1% growth to decreases in scores, Nobel Charter MS, Chatsworth Park ES, Lawrence MS, and Superior Street ES saw a greater growth percentage than OCS did.



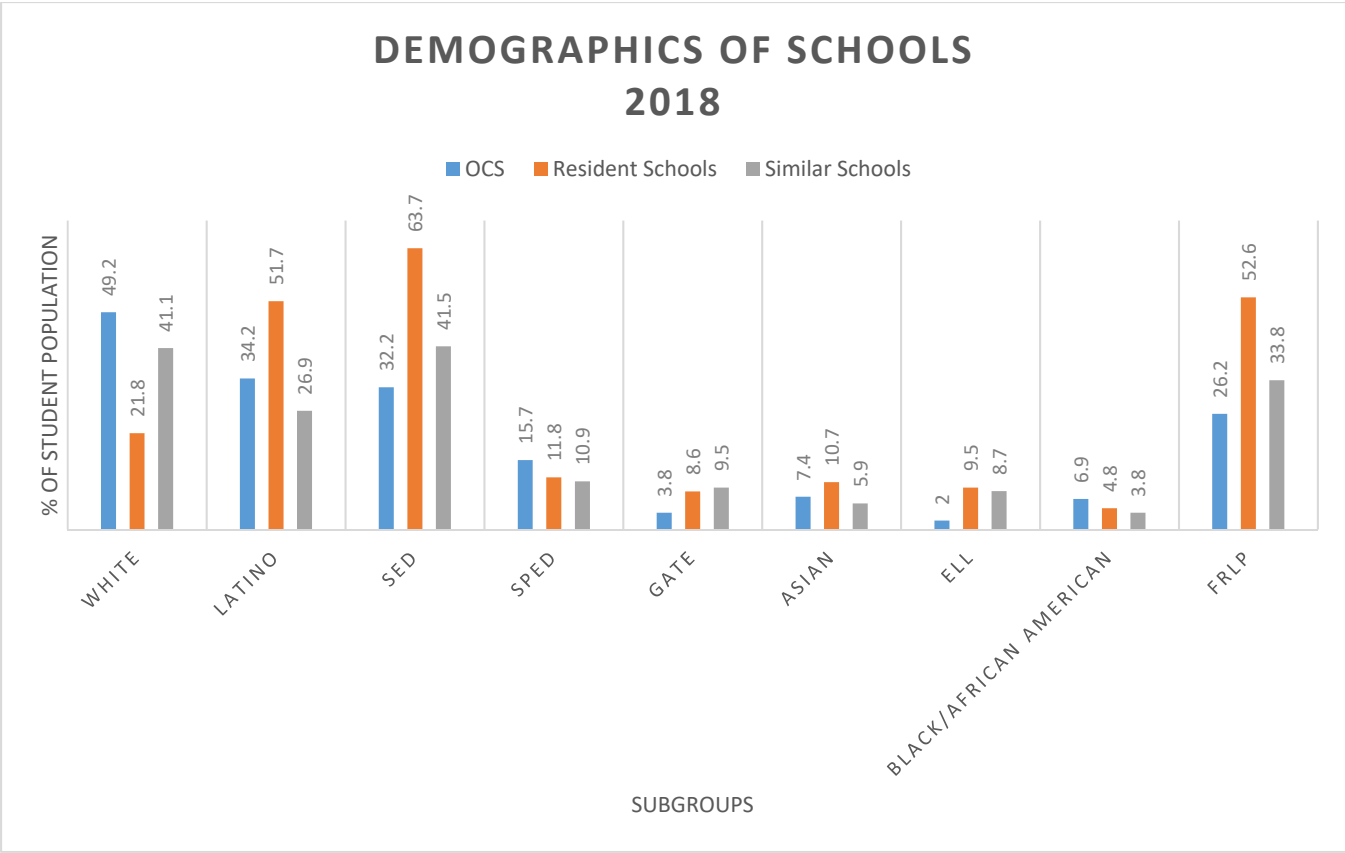
Math scores are much lower than ELA scores across the board. When comparing 2017 to 2018 Math SBAC scores, OCS demonstrated growth of 4.20%, increasing from 60.68% of our students scoring at the standard met or standard exceeded level to 64.88%. This increase was double that of the resident schools median growth, and more than three times the rate of LAUSD's overall growth in math. Out of the resident schools, only Superior Elementary School scored in the 60% range with a score of 60.40%. Nobel Charter Middle School, Sutter Middle School, Holmes Middle School, and Winnetka Ave. Elementary School all experienced decreases in math scores from 2017 to 2018.





Comparing overall scores for the entire student body is important, and so is comparing the demographics of schools. According to 2018 CALPADS demographic information, the chart below shows OCS's subgroups and how they compare to the demographics of both similar schools and resident schools. OCS is more racially diverse than similar schools, yet has a lower percentage of students qualifying for Free and Reduced Lunch or identified as socio-economically disadvantaged. We have a lower number of students identified as GATE than both similar and resident schools, and a much higher number of students with disabilities. Resident schools have higher numbers of both non-white and socio-economically disadvantaged students.

OCS has distinguished itself in our ability to serve students with disabilities in a warm, nurturing inclusive environment. According to the 2018 CASEMIS report, OCS had a SPED enrollment of 16% students with disabilities. Similar schools had a median SPED enrollment of 10%, with schools ranging from 7%-11%. Resident schools had a median of 11%. Sutter MS was the only school on either list that had a higher percentage of students with disabilities than OCS. Districtwide, LAUSD had a rate of 14%. Not only does OCS have a higher enrollment of students with disabilities, we are providing them with a sound and rigorous academic program. From 2016-2017 to 2017-2018, our students with disabilities subgroup gained 6.20% on the ELA SBAC and 8.76% on the Math SBAC.

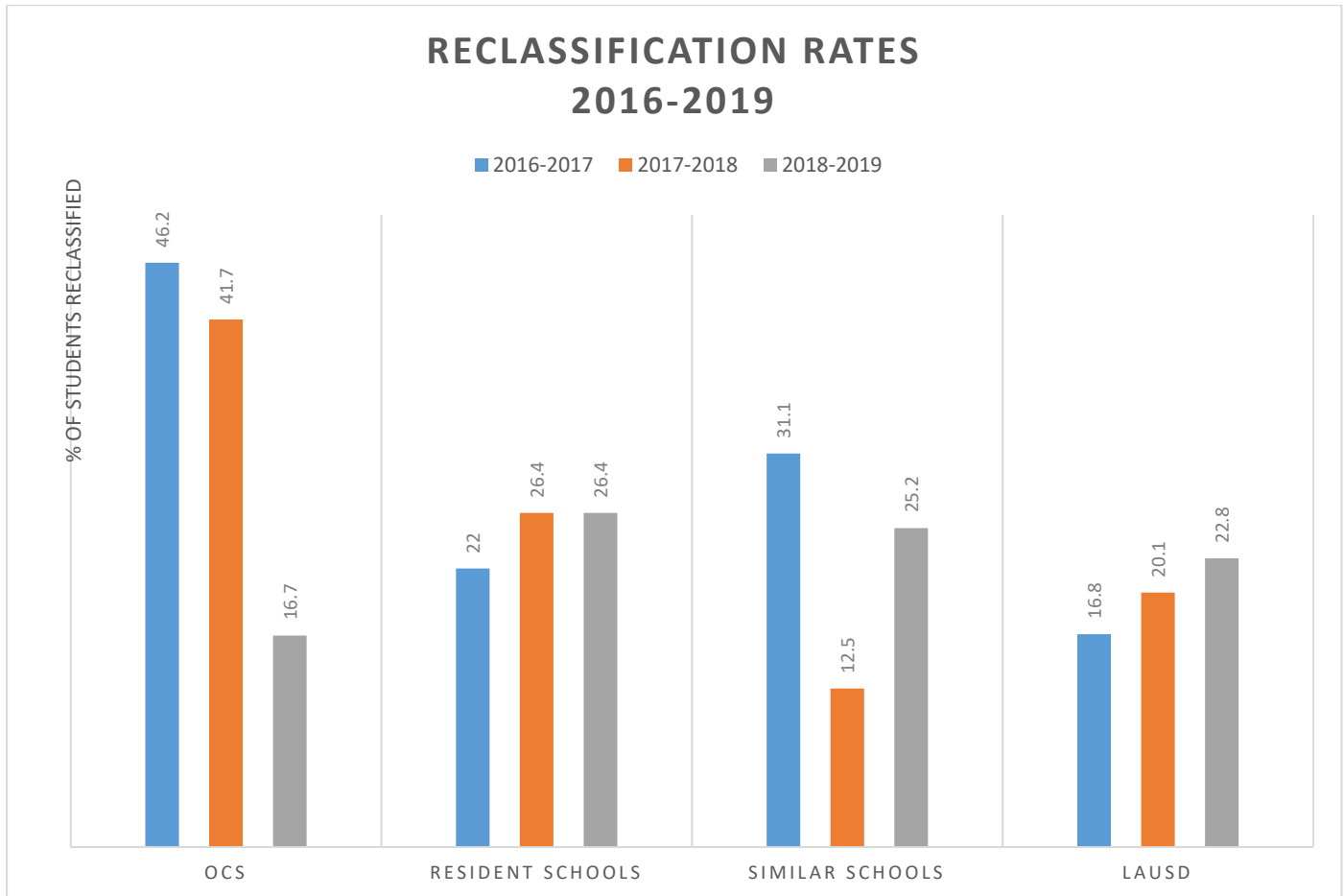


OCS determined its reclassification rate differently than LAUSD. The data sets given show that the 2018-2019 reclassification rate for English Learner was 16.7%, meaning that 2 out of 12 English Language Learners were reclassified. This data takes the number of student reclassified during 2018-2019, in this case 2, and divides it by the number of English Learners attending OCS during the 2017-2018 school year. However, during the 2018-2019 school year, OCS enrolled only 9 English Language Learners. Using this information (2 of 9 students), the number of students reclassified during the 2018-2019 year comes out to 22% which is on par with LAUSD’s rate of 22.8%. Because SBAC scores are part of the criteria used to reclassify students, OCS could not reclassify any of the 2017-2018 EL students until the 2018-2019 school year, when state testing data was released. By then, some of these students had already started school elsewhere.

According to 2016-2017 data, OCS had a reclassification rate of 46.2%, while Resident Schools had a median score of 22%, similar schools had a rate of 31.1%, and LAUSD’s overall reclassification rate was 16.8%. According to 2017-2018 data, OCS had a reclassification rate of 41.70% compared to the resident schools median of 26.4%, similar schools had a median rate of 12.5%, and LAUSD districtwide had a rate of 20.1%.

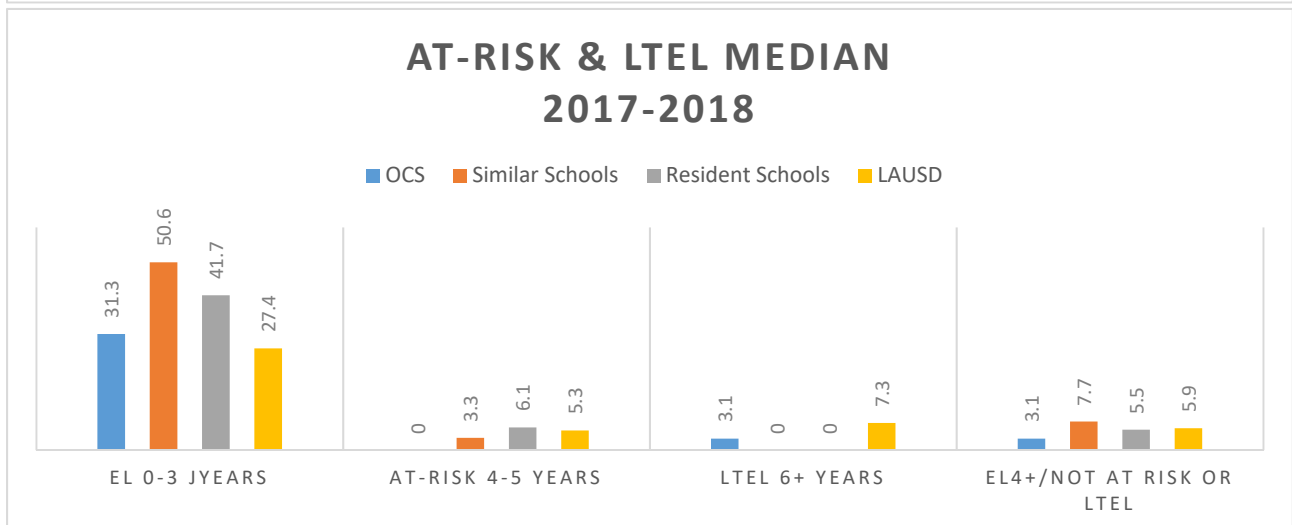
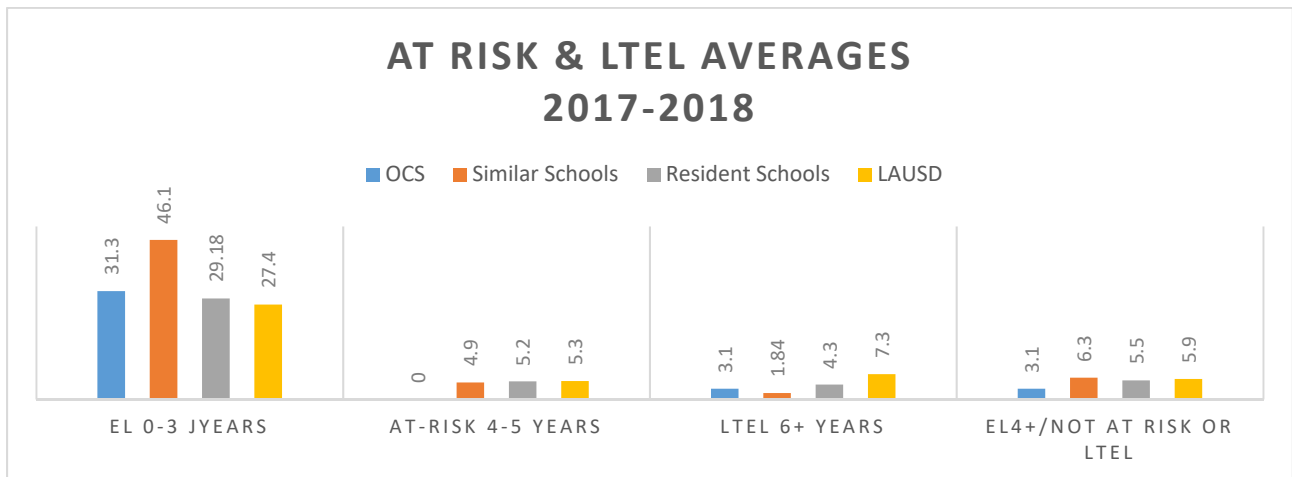
In 2018-2019, OCS, using the data provided, had a reclassification rate of 16.7%, while the resident school median remained at 26.4%, the similar school median rate was 25.2%, and LAUSD districtwide rate was 22.8%. OCS saw tremendous achievement in the reclassification rates of our ELs during 2016-2017 and 2017-2018.

As students throughout the years have been reclassified, new students have entered our EL program, and at much younger ages. Because of this, it is expected that our rate of reclassification might slow down. Our 2017-2018 EL roster included 8 out of 12 students, or 66%, in grades TK-1. The remaining 4 students on the roster, one was in 3rd grade, one was in 4th grade, one was new to OCS in 6th grade, and one was in eighth grade. Also, out of these 12, 40% were also students with disabilities. On our 2018-2019 roster, 55% of ELs are in grades K-1, three are new to OCS, and four have IEPs.



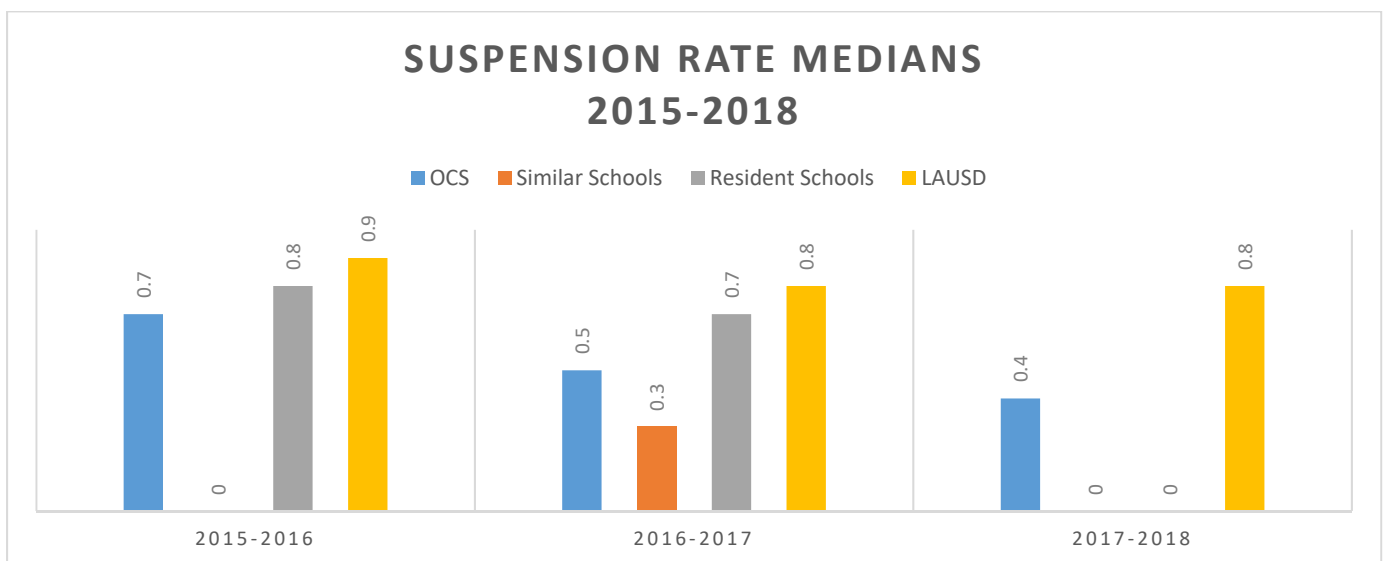
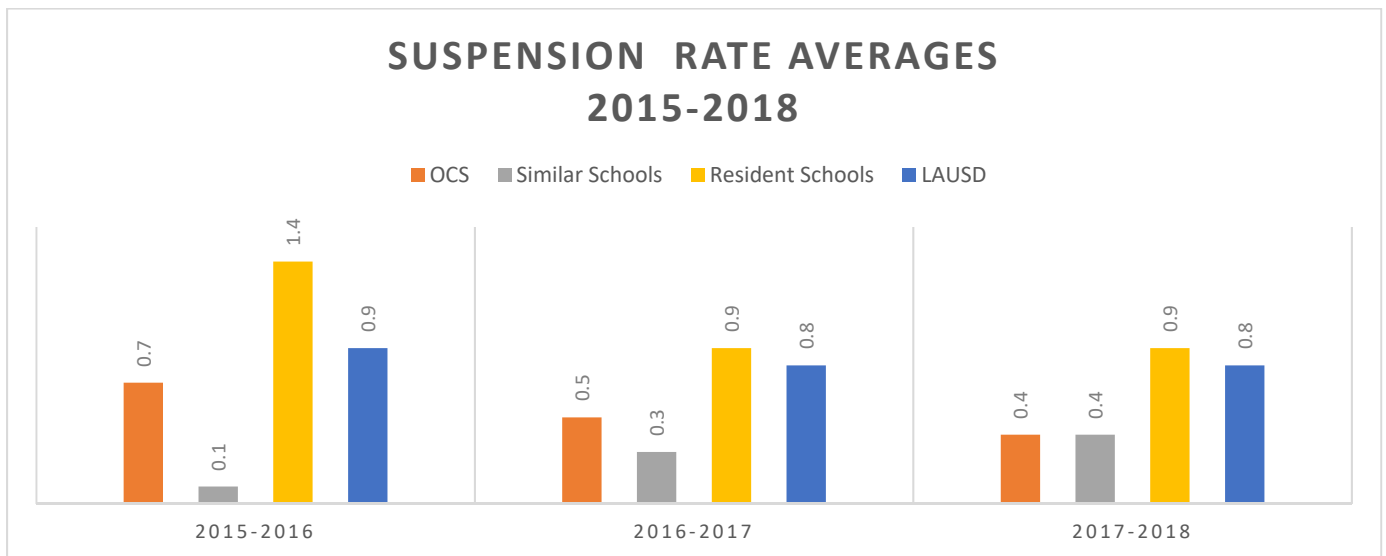
When reviewing the following data, we looked at both the average score of similar and resident scores, as well as the median score. We have done so because elementary schools serving grades K-5 will not have LTELs, while middle schools will. As a K-8 grade span school, we believe the median score cannot be reflective of all comparison schools. The charts below compare OCS percentages of LTELs and EL students At-risk of becoming LTELs with both the median and the average of similar schools and resident schools. OCS believes it is important to look at both average and median because with such a small number of ELs and only one LTEL, our data can become easily skewed. Both data sets are important because while the median looks at the middle point of a data set, with an equal number of data above and below that point, the average, or mean, of a data set is a compilation of data divided by the number of sets included. An average compares one set of data against a number representing a group of data. The median is simply the data that is in the middle of an entire data set.

Reviewing the breakdown of years students have been classified as an English Learner, it is clearly evident that the majority of OCS’s EL students are in years 1-3 of our English Language Development (“ELD”) program. The majority of EL students in lower grades can be seen across the board with our resident and similar schools, as well as with LAUSD districtwide. While OCS did not have any 4 year/At-Risk students in 2018, we are aware that as we move forward into 2019-2020, we will have one LTEL, and two at risk ELs. According to this data, OCS had 1 student who was an LTEL/6+ years and 1 student identified as EL 4+ years/not at risk or LTEL. Resident and LAUSD had fewer students identified as EL in years 1-3, and more At-Risk years 4-5 (OCS had 0 and similar schools had an average of 4.9% and a median rate of 3.3%). Similar schools (average of 1.84%, median rate of 0%) had fewer LTEL/6+ years than OCS and OCS (3.1%) had fewer than resident schools median(average rate 4.3%, median rate of 0%) and LAUSD (average rate of 7.3%). For EL 4+/Not at-risk students, OCS had fewer with a rate of 3.1 (which was one student) than similar schools (average rate of 6.3, median rate of 7.7%), resident schools (average rate of 6.7% and median rate of 5.5%), and LAUSD (rate of 5.9%).



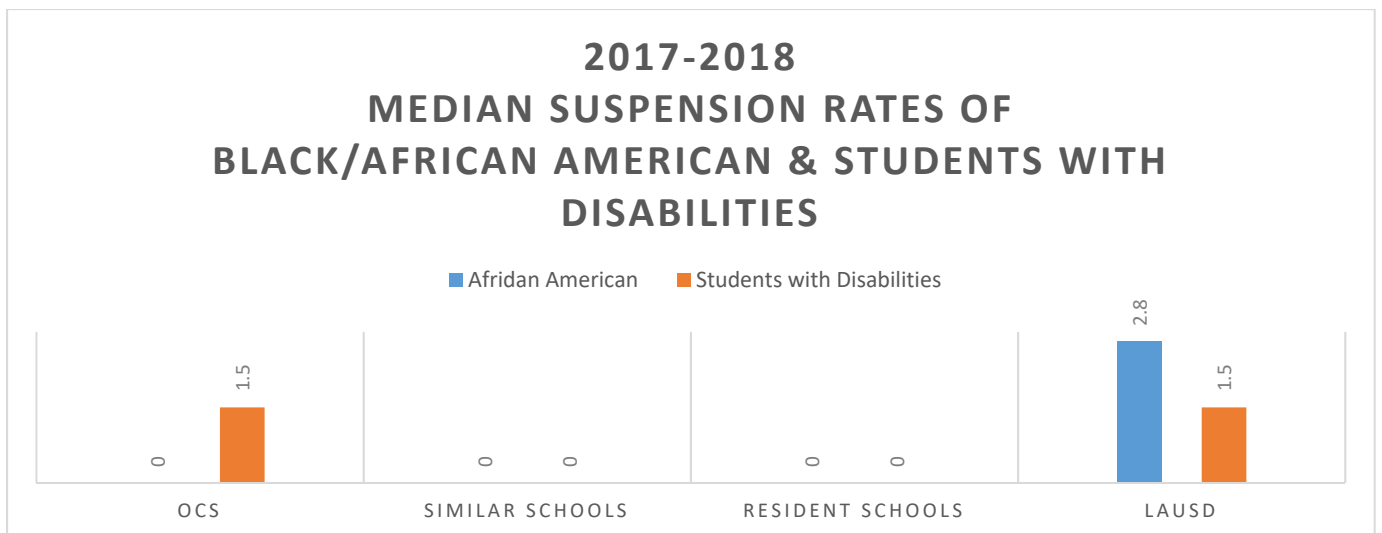
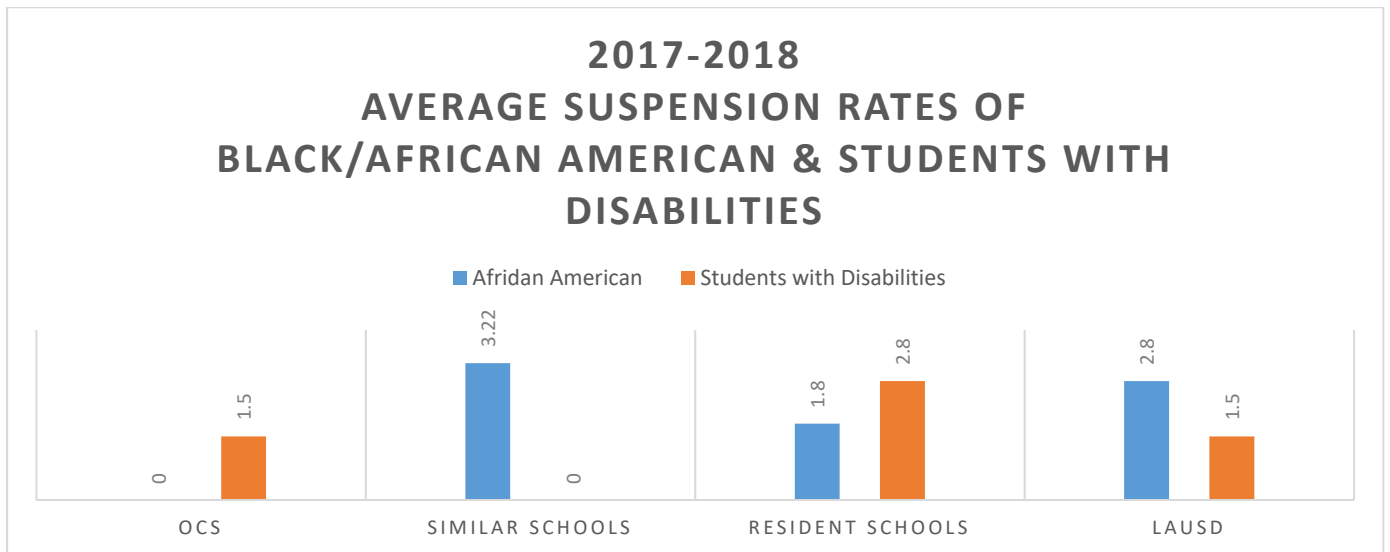
Suspension rates are another area to review when comparing OCS to both similar and resident schools. Overall, the data shows that both similar schools and resident schools are virtually equal with OCS in the area of suspension rates. Again, using both averages and median data allows us to see how OCS is making a positive impact on its community. On average, OCS has had

declining suspension rates over the past three years. Similar schools have increased the average number of suspensions during this same time period, and resident schools decreased, still at higher levels than OCS, before going flat. According to the 2015-2016 data, OCS had an average suspension rate of less than 1%, as did similar schools and LAUSD. Resident schools had an average suspension rate of 1.4%. When comparing median data, OCS, similar schools, resident schools, and LAUSD all had a suspension rate of less than 1%. In 2016-2017, the average suspension rate of OCS, similar schools, resident schools, and LAUSD were again all under 1%. The median rate for all were also under 1%. Data from 2017-2018 also shows all as having an average of less than 1% suspension rate. The median rate of suspension for 2017-2018 shows both OCS and LAUSD with less than 1%, while similar and resident schools have a median rate of 0%.



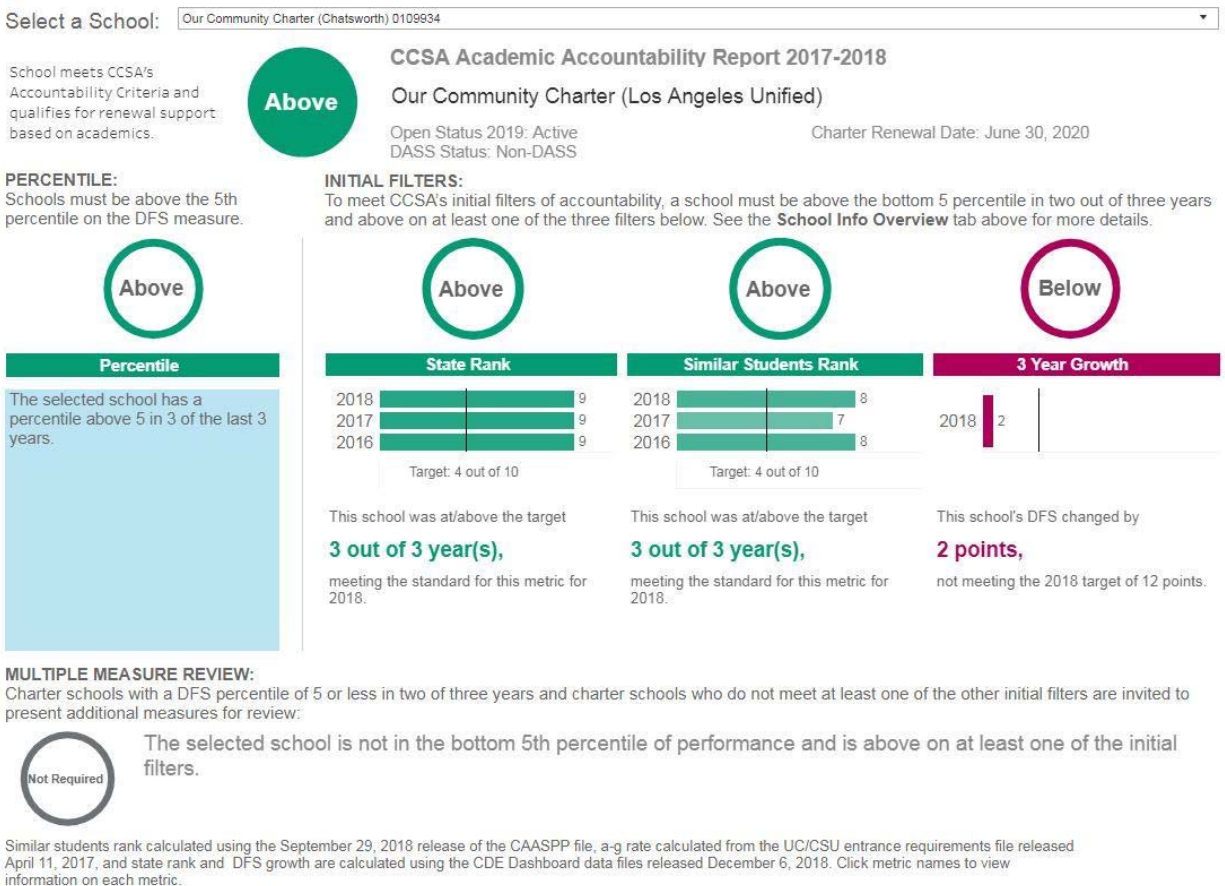
Data comparisons have also been included to address 2017-2018 suspension rates for the subgroups of Black/African American Students and Students with Disabilities. For Black/African American Students, OCS had an average rate of 0%, and similar schools had an average suspension rate of 3.22%. Resident schools had an average rate of 1.8%, and LAUSD's districtwide average suspension rate for Black/African American students was 2.8%. The median rate for this same group was 0% for OCS, similar schools and resident schools, with LAUSD having a rate of 2.8%.

Average suspension rates for Students with Disabilities for 2017-2018 were 1.5% for OCS (this equates to 1 student), 0% for similar schools, 2.8% for resident schools, and 1.5% for LAUSD. Median suspension rates for Students with Disabilities for 2017-2018 were 1.5% for OCS (this was 1 student), 0% for both similar schools and resident schools, and 1.5% for LAUSD.



In addition to meeting the needs of our community academically, we have, and continue to serve our community through strong relationships, dedicated service, and beneficial partnerships.

Another way to see how Our Community School compares to other schools is to examine the CCSA Academic Accountability Report, which compares public schools throughout California. OCS has met CCSA's minimum academic criteria and has met the academic threshold for CCSA's public advocacy support for renewal. OCS will need to meet minimum renewal requirements set by LAUSD as set forth by CA Ed. Code sections 47605 and 47607.



### Success of Key Features of Educational Program

OCS has many program features that add to our educational program. Of these, the key program with the greatest impact is that of Responsive Classroom. Responsive Classroom is an evidence-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. The program greatly impacts academic achievement because students learn organizational skills, problem solving skills, and conflict resolution skills, while developing and improving their creativity, independence, cooperation, responsibility, and self-discipline. Responsive Classroom focuses on four key areas of our educational programming. They are:

- Engaging Academics. Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.

- Positive Community. Teachers nurture a sense of belonging, significance, and emotional safety that students feel comfortable taking risks and working with a variety of peers.
- Effective Management. Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- Developmental Awareness. Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

### **Strong community relationships**

- OCS refers children and families to California State University Northridge's (CSUN) Mitchell Family Center for Counseling which is offered on a sliding scale, the Child and Family Guidance Center in Northridge, and Phillips Graduate University in Chatsworth. All of their counselors provide options such as, one-on-one counseling at OCS as needed to our students experiencing traumatic life events and/or with ongoing emotional issues that need support.
- OCS has developed an Induction program to support our teachers in completing requirements for their clear preliminary credentials through LA County Office of Education and a partnership with area charter schools.
- OCS is an active member of the local Chambers of Commerce organizations, Rotary, and Kiwanis groups.
- An annual holiday cookie drive is held and staff, parents, and students visit our neighbors throughout a 10-block radius hand delivering gifts of cookies as an appreciation for being part of our community.
- Local Chambers of Commerce organizations have recognized our past Principal Jude Stabler, Parent Organization President Tina Deer, and Volunteer Marty Fisher with awards for outstanding service.
- OCS families in need are provided with food filled backpacks every Friday to help get through the weekends.

### **Dedicated to Service**

- 7th graders have a responsibility to complete at least 8 hours of community service annually, while 8th graders complete 12 hours of community service.
- Our 5th graders organize two canned food drives a year to benefit various organizations such as MEND, North Valley Caring Services, and the San Fernando Valley Rescue Mission.
- OCS has a robust recycling program spearheaded by our environmentally aware 4th graders.
- Second grade students operate a Snack Shack for multiple days in the spring and donate proceeds to our own Panda Partners Panda Pantry, as well as to local pet shelters, Operation Gratitude, and other agencies as voted on by the students.
- Our parent organization holds a weekly "Farmers' Market" where everyone in the neighborhood is welcome to come and shop for produce (about 600 pounds a week) free of charge.



## **Beneficial Partnerships**

- CSUN's Kinesiology students provide additional PE programs for K-3<sup>rd</sup> grade students once each week.
- CSUN's Social Work Department provides OCS with a social work intern who works with small groups of students throughout the year.
- CSUN Drama students perform and present to our 6<sup>th</sup>-8<sup>th</sup> grade students, then debrief about topics such as peer pressure and family dynamics.
- OCS hosts student teachers who are pursuing their credentials from CSUN, National University and Antioch University.
- OCS hosts LAUSD SELPA Charter Operated Programs events throughout the year.
- OCS partners with The Adult Skills Center (TASC) to execute various movie night and community events throughout the year. This is done with the assistance of their clients and our 7<sup>th</sup>-8<sup>th</sup> grade students who volunteer their time to work together to put on the event.
- Panda Partners, Parent Teacher Organization (PTO) at Our Community School, divides its efforts into three main committees: Outreach, Community, and Service. These committees work with parent volunteers to enhance experiences for all stakeholder groups at OCS.

Areas Of Challenge The School Has Experienced And How They Will Be Improved In The New Charter Term

**Data Driven Instruction:** A past area of challenge has been our process of analyzing data and determining impact on student learning. To continue on our track of improving this, we now track data with consistency. Data is collected through the use of Developmental Reading Assessment 2 (DRA2) reading benchmarks, interim assessments, curriculum driven tests, and teacher created assessments. Monthly grade level cluster meetings, both with the principal and with teachers, are used to review and aggregate data while identifying patterns and students' areas of strengths and challenges. Data is tracked, and notes are collected. OCS understands the importance of identifying trends in data; is data similar across the grade or in one specific class? It is also important to ask questions and gather information regarding any potential changes in instruction or curriculum. As we have begun to build out a more robust system of reading data and using it to direct instruction, we understand and utilize the voices of our teaching staff, administration, and support staff.

Additionally, in the past we have used the DRA2 and its reading protocols at the end of trimesters as a form of assessment. This is not what the publishers intended for this program. DRA2 is supposed to be used for diagnostic purposes rather than for assessment. Because of this, we now utilize DRA2 diagnostics three times a year. DRA2 is a standardized reading test used to determine a student's instructional level in reading. The DRA2 is administered individually to students by teachers. Students read a selection (or selections) and then retell what they have read to the examiner. As the levels increase, so does the difficulty level for each selection. Teachers continue to use DRA2 results to determine whether students are reading on, above, or below grade level. By knowing student DRA2 levels, teachers can plan for small group, guided reading instruction, including targeted interventions and supplemental support. Teachers select

materials that match students' instructional levels and provide appropriate instruction to challenge them.

We are able to track progress by comparing data. We can see if students have increased their DRA2 levels and monitor the number that are at or above grade level. In addition to changing the way we use DRA2 diagnostics, we have implemented a Tier 2 program for reading.

**Response to Intervention Program (RTI):** While OCS has had a long standing Intervention program, headed by a dedicated credentialed teacher, we have continuously reviewed and revised the program based on current student needs. Through the use of our Intervention Specialist and paraprofessionals, students have been identified as needing additional reading interventions through programs such as Dibels, Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Lexia, IXL and other assessments. Paraprofessionals work with these identified students in small groups, targeting specific skills. These interventions are not meant to help with classwork or homework that students have not completed, rather the lessons presented in the small groups are thoughtful and purposeful. The Intervention Specialist works closely with the paraprofessionals in determining the lesson content, focusing on skill mastery rather than assignment completion.

**Technology:** OCS will continue focusing on integrating and utilizing technology in all of the classrooms. We have four Chromebook carts, with a total of 120 Chromebooks that are available to all classes on a reservation basis. It is important that we have procedures to receive carts so that our teachers can properly prepare lessons that integrate technology. Carts can be checked out in blocks of 1-4 hours at a time. If a class is working on a particularly time consuming project that requires constant use of the Chromebooks, arrangements can be made to check out a cart for a longer period of time. While OCS has not encountered conflicts with the computer carts, creating norms and procedures are an integral part of the school and of Responsive Classroom. The carts are housed in our Computer Lab and teachers may bring them to class. Additionally, most classes have an average of 2 computers that stay in the class, and iPads or other tablets.

Students, regardless of grade level, are encouraged to use technology while working or creating class and individual projects. For example, our 6th graders are frequently seen creating movies on iPads showcasing various scientific processes. Our 5th graders have filmed vignettes that led up to the introduction at a school assembly. Upper Grade students often use technology in their research projects, for both research as well as for presentations through PowerPoint, Prezi, Slides, or iMovie. Applications such as Kahoot! are used for professional development and content review. Additionally, our upper grade (grades 6<sup>th</sup>-8<sup>th</sup>) teachers use Google classrooms for assignment information, posting, and collection. Classroom discussions are also found on Google classrooms, as well as group projects. Kindergarten through 2nd grade classes use EPIC, a digital library that houses thousands of books, that allows students to follow along in an online book as EPIC reads to them. A majority of our elementary classrooms use Sumdog Math for additional math support and enrichment. Sumdog is played on both laptops and tablets.

All students in grades TK-6th visit our Technology Lab once a week for 45 minutes. Seventh and eighth grade students are given opportunities to take technology-centered electives such as app creation, 3-D usage, and web design. We have teamed with an outside provider to have a

dedicated Tech teacher from their organization. Our goal is to always partner with teaching organizations whose mission statements mirror ours at OCS. We want the students to have fun while engaging in technology instruction that boosts students' confidence and gives them the skills they need to succeed in our modern world.

Our teachers have also become more familiar with technology. Most classrooms are outfitted with projectors and document cameras to aid in the presentation of video, PowerPoint, Prezi, and note-taking. Our students also use these projectors to share their presentations, and practice how to present in front of a class.

Another positive change in our use of technology is that of encouraging our parents to utilize the tools and resources that technology provides. Parents have access to their children's grades and information through our Parent Portal on Illuminate, our student information system. Additionally, OCS has its own app, which is used for all messaging and calendaring of events. Weekly messages are sent out via email, and video messaging is used by our administration. Parents have access to computers in our library if they do not have reliable access to the internet.

**Changes in Leadership:** Since our last charter petition, OCS has gone through two changes to our leadership staffing. First, in February 2016, Principal Jude Stabler stepped down to return to his true passion in the classroom. Ms. Lynn Izakowitz was then hired as Principal/Executive Director. As a former board member of OCS, her understanding of the school's mission was clear, and she was able to use the mission to guide the direction of the school. In order to have a smooth transition, the OCS Board of Directors allowed for a one month transition where the outgoing principal, Mr. Stabler, and the incoming principal worked together. Since this was also towards the end of the Prop 1D construction project, Mr. Stabler stayed on through the end of the 2015-16 school year to assist in a consulting role for the construction project as needed.

During the next two years, Ms. Izakowitz served as the Principal/Executive Director and school leader. It was during this time that the Board of Directors did a self-assessment of the administrative structure of OCS. They concluded that this position of principal/executive director was too large for one person to successfully do both jobs and to move the school forward. The decision to split the position was one that would allow this new principal to focus on student achievement and the academic programming by being more attentive to the needs of the teachers in terms of coaching, professional development and best practices. This was especially important since the school's enrollment was increasing every year. In 2018-19, OCS reached its maximum capacity size of 450 students, as per our charter agreement.

In the spring of 2018, a second Principal hiring process began and thus resulted with the hiring of Dr. Julie Troletti as the new school principal. Ms. Izakowitz would be staying on as Executive Director. When Dr. Troletti came on board in July 2018, the administrative team had the summer to onboard and transition her into this new position. Since then, we have spent the 2018-19 school year introducing and getting our OCS students, families, and staff acclimated to Dr. Troletti's new leadership.

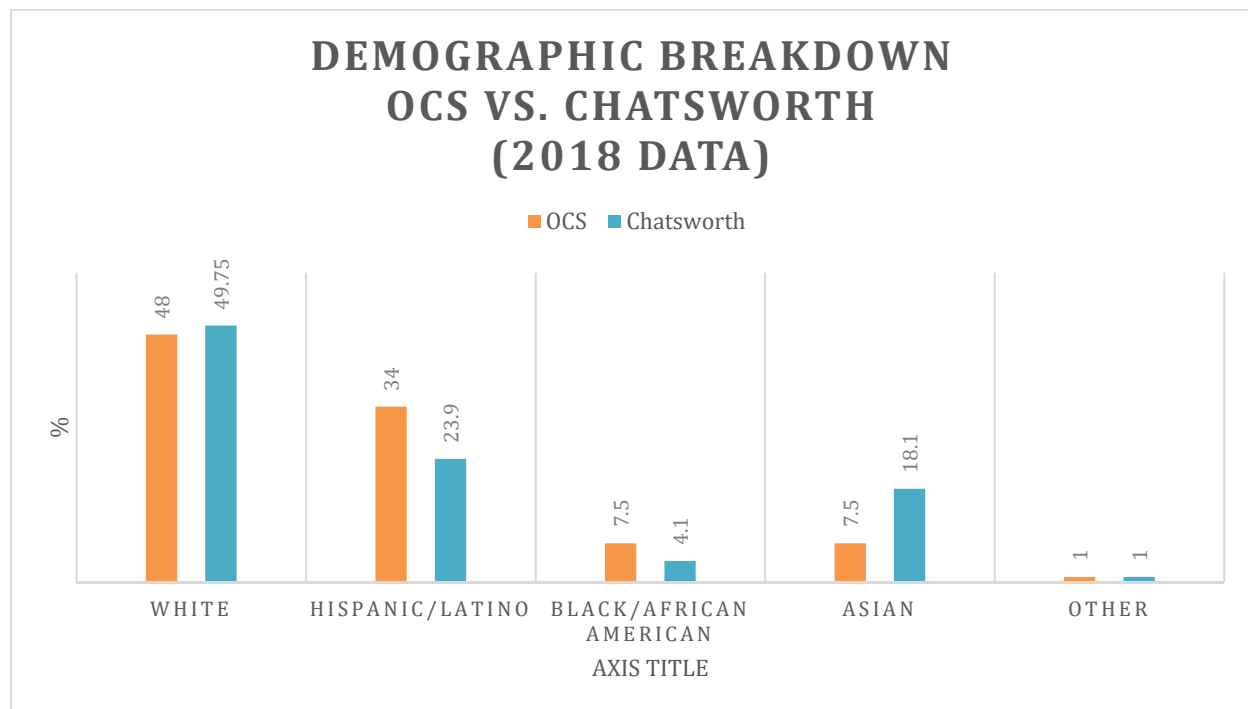
By splitting the original position into two separate ones, the principal has been able to spend more time in classrooms, observing both teachers and students. Because of the ability to focus on the

educational program, the principal has been able to work with teachers and target areas such as classroom management, reading assessments, and content specific challenges. By working closely with teachers, the principal has been able to assist in finding additional tools and resources for specific content areas as determined by each teacher.

### 3. Student Populations to be Served

Our Community School, located in Chatsworth, CA, will continue to serve students in TK-8th grade. With two classes per grade level, there is an average of 25 students per class, 50 per grade. Our students believe in our mission and vision and are dedicated to being empowered, informed, and ethical.

Demographically, Chatsworth is predominantly White, with Asian and Hispanic/Latino as being two other races that have large populations in the area. Our Community School has a diverse population and is working to recruit additional minorities to join our community. Over the past three years, the make-up of our student body has remained stable, with very little change in our ethnic demographics. Our population is mostly reflective of the community’s demographics. Over the past three years, our percentage of White students has been between 47-49%. The percentage of our Hispanic/Latino students has averaged 34%, while our Black/African American and Asian population has average at 7.5%. All other ethnicities have been stable at about 1%. According to 2018 data found on <https://statisticalatlas.com/neighborhood/California/Los-Angeles/Chatsworth/Race-and-Ethnicity#figure/race-and-ethnicity>, Chatsworth has a demographic breakdown of 49.75% White, 23.9% Hispanic/Latino, 4.1% Black/African American, 18.1% Asian, and 1% other.



Our identified subgroups are Socioeconomically Disadvantaged, Students with Disabilities, Hispanic/Latino, and White. Our subgroups are identified by our enrollment numbers. Generally, groups with 10% or more students are considered a subgroup. We use the subgroups as identified on the California Dashboard, as well as by number of students belonging to specific groups. We also use the subgroups as identified by ESSA, however do not have enough English Learners to generate scores. In 2018-2019, out of 4 subgroups, we had 32.2% that are socioeconomically disadvantaged while LAUSD has 80.8%. OCS had a 15.7% rate of students with disabilities compared to LAUSD's 13%. Over the past 4 years since our last renewal, OCS has averaged 15.75% rate of students with disabilities. OCS has an EL rate of 2% and has been actively trying to recruit additional English Learners. By comparison, LAUSD has an EL rate of 20.3%. OCS has a Hispanic/Latino population of 34.2% while LAUSD's Hispanic/Latino population is 74.1%. Our population of White students is 49.2% and LAUSD's is 10.7%. It is noteworthy to mention that OCS does not have Special Day classes, rather, all of our classes are inclusive and our students with special needs work and learn collaboratively with our general education students.

Subgroup	Percentage of Student Population (2018-2019)	
	OCS	LAUSD
<b>Socioeconomically Disadvantaged</b>	32.2%	80.8%
<b>Students with Disabilities</b>	15.7%	13%
<b>English Language Learners</b>	2%	20.3%
<b>Hispanic/Latino</b>	34.2%	74.1%
<b>White</b>	49.2%	10.7%

#### 4. Projected Enrollment

The following are our enrollment projections for the term of this charter, with class sizes of 22-27 students per class:

Grade	2020-21	2021-22	2022-23	2023-24	2024-25
K (including TK)	44	44	44	44	44
First	44	44	44	44	44
Second	48	48	48	48	48
Third	50	50	50	50	50
Fourth	52	52	52	52	52
Fifth	52	52	52	52	52
Sixth	52	52	52	52	52
Seventh	54	54	54	54	54
Eighth	54	54	54	54	54
Total	450	450	450	450	450

## 5. Goals and Philosophy

### Mission and Vision

#### Mission

Our Community School guides our students to be empowered, ethical, and informed community members. OCS staff members, students, and families strive to create a culture of acceptance and belonging where all students are honored. Our diverse and caring community integrates academics with creativity, thereby fostering independent thinkers, problem solvers, and leaders. We nurture multiple aspects of a child's development: physical, emotional, intellectual, artistic and social.

#### Vision

Our Community School stakeholders will positively impact their local and global communities by being Empowered, Ethical, and Informed.

We are dedicated and committed to the following practices that further our mission:

- Teaching the whole child: physical, social, emotional, creative, and intellectual.
- Fostering in our children conflict resolution skills, critical thinking skills, empathy, creativity, service to others, personal responsibility, and respect for diversity.
- Guiding our students to become active citizens of a democratic society.
- Meeting our students where they are and instructing students through a rigorous, Common Core-aligned curriculum using multiple approaches in a model of student-centered, "situational learning" and integrating units of study across all content areas and disciplines.
- Assessing students through informal and formal methods including CAASPP, internal assessments, and ongoing performance-based assessments.
- Cultivating a small learning community that fosters respect and student safety and that builds on the continuous process of organic teacher and student reflection and growth.

Our vision is based on the belief that every child has the ability to succeed in life. Our school motto is "Every Child is Honored at OCS," meaning that all students have potential that we must nurture and support. We continuously look for ways to improve our students' academic, physical, emotional, artistic and social achievements, as we help them establish a future of success in college, career and personal pursuits.

## 6. An Educated Person in the 21<sup>st</sup> Century

Our Community School recognizes that we exist in a rapidly changing world. Our students will have opportunities and face challenges in the future that we cannot even imagine today. Technological advances, the pace at which digital content is created, altered, and distributed, and the freedom individuals have to interact on a global scale all mean that our students need to adapt to "disruptive innovations" of technology and the resulting impact on the work force and global economy.

In *The World Is Flat*<sup>2</sup>, Thomas Friedman describes a relevant education as one that emphasizes the importance of instilling curiosity, love of learning, discernment, creativity, and interdisciplinary thinking. Today there is a growing recognition that problem-solving skills, an ability to think creatively, flexibly and analytically, and an ability to leverage resources and discern sources are not ideals, but imperatives. Not only will critical thinking skills be essential to our future, but today's students will also need to work well with others, be curious, take risks, and be unafraid to fail and try again.

At OCS, the following Schoolwide Learning Outcomes (SLOs) were created in order to actualize our mission statement and articulate this vision of our students' 21<sup>st</sup> century skills in practice. Our Community School defines an educated person in the 21<sup>st</sup> century as someone who is:

#### Empowered

- Works independently and follows directions
- Effectively communicates to peers and adults
- Able to explain thinking process
- Able to set goals and realistically self-evaluate progress
- Has experienced making a difference in the community
- Demonstrates creativity

#### Ethical

- Displays skills at being an effective group member and leader
- Demonstrates empathy
- Displays an awareness of his/her responsibility to and for others
- Tolerant and respectful of diversity in all its forms

#### Informed

- Academically proficient
- Knowledgeable about diverse cultures, current events, and the arts
- Demonstrates critical thinking skills
- Able to gain knowledge through fieldtrips and experiential learning

#### **College & Career Readiness**

While we do not offer a high school program, OCS believes that it is never too early to start preparing students with the skills and resources necessary to be successful in planning for college and/or career. We do this by creating opportunities to explore and deepen college and career knowledge and skills necessary for academic planning and goal setting. All of our students start the school year by learning about SMART goals and setting them for the upcoming year. Teachers work with students in identifying both personal and professional goals and to create action plans to help meet the goals.

---

<sup>2</sup> Thomas Friedman. *The World is Flat: A Brief History of the 21<sup>st</sup> Century*. (Farrar, Strauss and Giroux: 2005).

Our 7th and 8th graders take 55 minute electives 4 days a week that provide glimpses into different careers such as artist, marine biologist, gardener, stock broker, and financier. Our 8th grade students visit local universities including CSUN, UCLA, and USC, as well as local community colleges such as Pierce College. We have also established a relationship with SciARC (Southern California Institute of Architecture) in which our 8th graders spend the day exploring and observing students enrolled at the school.

Other important skills needed to be college and career ready include note taking strategies, effective study skills, critical thinking, and working collaboratively. These concepts and skills are taught early on at OCS and are continued to be reinforced throughout the different grade levels. Starting in 3rd grade, students are given student planners and are expected to be used daily to track assignments, due dates, and other information helpful in achieving academic success.

## **Technology**

Technology plays a large role in college and career readiness. Students in grades TK-6 have weekly dedicated time in the computer lab. An outside vendor provides quality technology lessons to our students in areas including keyboarding, responsible internet usage, coding, utilizing Google suite tools, creating presentations using Powerpoint, Prezi, and other platforms, as well as using Microsoft products effectively. Seventh and eighth students are given opportunities to take technology-centered electives that include app creation, 3-D usage, and web design. Chromebook carts are provided to allow for hands-on integrated learning that incorporates various elements of technology.

In Kindergarten and 1st grade classes, students use class computers and tablets to access online programs such as Epic and Lexia. Our youngest kids are able to read or follow stories and play games on their own and during centers. Our secure network and firewall prevent students from accessing unwanted material. In grades 2-6, students create documents, presentations and movies using various software and applications. Additionally, they use supplemental curriculum such as Mystery Science to add to the core standards and content areas. Students in grades 7 and 8 rely on technology to help with experiments, class and individual projects, yearbook creation, and class assignments. Additionally, technology electives such as coding, robotics, web design, and application design are offered to our upper grade students. Whether it is on a desktop, laptop, tablet, or iPad, our students are given an array of tools since technology is as necessary in education today as a pencil.

## **7. How Learning Best Occurs**

Consistent with our SLOs, we believe learning best occurs when a school provides an instructional program that creates Empowered, Ethical and Informed students:

### **Empowered**

We believe students must understand their own learning processes and reflect on their own progress in order to become empowered in their own learning. In an International Reading



Association study called “Project CRISS”<sup>3</sup> researchers looked at how student self-reflection improves reading comprehension. Their premise holds across content areas. Students who are able to use meta-cognition to realize when they are understanding something well and when they are not and need to go back and reread, re-learn or re- calculate become more competent learners. We work with students regularly to help them determine what they know and are able to do and what they still need to work on. Students are taught to use rubrics to self-evaluate their written work and other project-based tasks. They participate annually in presenting their own self-evaluation of their learning for the year in our spring Student-Led Conferences.

We believe stakeholders must be empowered to have a voice in school operations. In *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*<sup>4</sup>, the evidence suggests that parental involvement needs to be more than superficial to help maintain real change for students. Schools in which parents have a real say in determining school policy, culture, and goals act more in harmony with parents’ values, and once the parents and the school are working together the students flourish. At OCS parents are involved in all levels of the school. We have parent volunteers in the classroom, our parent organization, Panda Partners, parents on School Site Council, and parent volunteers involved in all facets of school life. Parents come to several meetings throughout the school year, and the administration and Board is accessible and welcoming to parent input and concerns.

We believe that teachers at OCS must also be empowered stakeholders in the process of education. At OCS, the faculty has opportunity to provide input and feedback about curriculum, instruction, and assessment practices, working with the principal to study and implement best practices. Teachers can be Community Advisors to the Board. They have the ability to take an active role in the conversation, give their opinion, ask questions, and bring information back to other staff members. Most importantly for instructional quality, OCS has regular Critical Friends Group protocols that are used during some staff meetings. At those meetings, teachers focus on sharing best practices and exploring student work. This type of dedicated time for teachers to collaborate on developing their teaching and lesson planning abilities has been shown to be a strongly effective method of school reform<sup>5,6</sup>.

We believe that learning best occurs when students are engaged in their own community via service learning opportunities at all grade levels. Since the founding of OCS, service learning has been an integral part of teaching our students empowerment and ethics. Research has shown that involvement in civics and community service increases students’ commitment to school and makes them more likely to graduate high school<sup>7</sup>. Student involvement in real-world service learning -- such as helping to solve problems at recess in the student senate, managing a school recycling program, conducting food drives for local community organizations, and managing the

---

<sup>3</sup> C. Santa. Project Criss: Evidence of Effectiveness. (O’Neill & Associates, 2004).

<sup>4</sup> Anne T. Henderson & Karen L. Mapp. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. (National Center for Family and Community Connections and Schools, 2002).

<sup>5</sup> Mike Schmoker. *Tipping Point: From Feckless Reform to Substantive Instructional Improvement*. (Phi Delta Kappan, February 2004).

<sup>6</sup> Marnie Curry, Maryl Gearhart, Judith Kafka, & Judith Warren Little. *Looking at Student Work for Teacher Learning, Teacher Community, and School Reform*. (Phi Delta Kappan, November 2003).

<sup>7</sup> Christine Cress. *Civic Engagement and Student Success: Leveraging Multiple Degrees of Achievement*. (Association of American Colleges & Universities; Fall 2012).

school lost and found -- give students a sense of ownership and meaning within their school experience. Students feel empowered because they are doing important work the school community needs accomplished.

#### Ethical

We believe learning best occurs in a culture of caring and respect. Teaching, modeling, and practicing ethical behavior is an important part of the OCS curriculum. Using the Responsive Classroom model, which are based on decades of research in ethical human development, we spend the first six weeks of school teaching and modeling respectful behavior in the class and school playgrounds. Students learn through direct instruction how to behave appropriately in school and how to effectively handle conflicts when they arise. Students build a sense of community and trust as they learn to work and play together in a constructive and positive atmosphere. They have developed an intrinsic motivation to do what is right and feel empowered to be appositive voice on our campus.

We believe equity is a critical part of how learning best occurs: OCS is dedicated to providing equal access and the opportunity for success to students of all backgrounds and ability levels. This dedication to educational equity is reflected across OCS practices from recruitment and enrollment to our data-driven culture of reviewing student achievement and working to close the achievement gap for all students. The respect and high level of expectation for all students is maintained by teachers and administration. We have people on staff who can translate verbal conversations in Spanish, Farsi, and Tagalog. OCS maintains a continuum of educational services to help students with many different needs from gifted to learning disabled.

We have also found that learning best occurs in an environment where students feel safe, valued, and heard. Through the use of Responsive Classroom, teachers and students work together in creating a sense of community. Through morning meetings, brain breaks, peaceful learning communities, academic choice, and cooperative learning, OCS classrooms incorporate opinions, thoughts, dreams, and goals of all, staff and students alike. At OCS, students' ideas and methods are valued, and students can choose and share their methods. OCS has small class sizes and takes measures to ensure that all children feel safe, valued, and excited about school. When students make mistakes, they are used as learning sites for all students, Students need to understand that making mistakes is part of the learning process, more importantly, they need to feel safe in making mistakes.

#### Informed

We believe that we must continually inform our instructional practices with the latest research in curriculum and instruction. At OCS, every faculty member evaluates and pilots curriculum that maintains standards-based instruction through a hands-on and concrete experience with content that moves students into abstract understanding of complex concepts. Through professional associations such as the Association of Supervision and Curriculum Development (ASCD), the National Council of Teachers of Mathematics (NCTM), the Coalition of Essential Schools, the International Reading Association (IRA) and more, our faculty are expected to keep up-to-date on current research-based practices. Furthermore, professional development experiences through Growing Educators, the Los Angeles County Office of Education, curriculum providers, and conferences on brain research and instructional practices inform our vision of how students learn

best.

We believe that learning best occurs through a data-driven culture and continuous analysis of a variety of formative and summative assessment data. OCS currently uses Illuminate to analyze student assessments in order to continually refine and refocus instruction based on evidence of student learning. Teachers work in grade level teams and grade span clusters to develop appropriate assessments and to accurately score student work. They examine the results of school assessments and most recent CAASPP results in order to make instructional decisions about what to re-teach, which students need small group instruction or interventions, and what areas would benefit from being taught different ways. Data-driven instruction grounds teaching practices in the reality of student learning.

We believe that learning best occurs when teachers set increasingly high expectations on students and focus instruction on academic excellence. Students are offered challenging work that requires critical thinking and the ability to articulate one's ideas. When students are struggling, OCS teachers do not lower their expectations, instead they find creative new ways to teach, they work with colleagues to develop intervention plans for specific students. Teachers work with parents and the student to develop accountability. Due to OCS's commitment to small classroom sizes, teachers are best able to get to know their students varied needs and affinities for learning. The curriculum at OCS requires complex critical thinking and a high competency of academic skills. Our charter school does not offer students "busywork," excessive drill and practice, or the chance to opt out of academic tasks that seem challenging.

We believe that learning best occurs when there is strong communication between home and school. Parents are our partners in educating students. At the start of each school year, teachers facilitate Family Conferences meetings with each classroom family. Parents, teacher and student meet to document the student's strengths, challenges, goals, and plan next steps for each member of the team. SMART goals are created, giving students concrete milestones in which to strive to meet. These goals are referred to throughout the year and new goals set as needed. Keeping parents well informed of their child's progress and development is key to engaging them as stakeholders in their child's education. OCS sends home student Assessment Reports as well as semester Report Cards twice a year. We hold two formal parent-student-teacher conferences annually, plus additional conferences when needed. Parents are encouraged to attend three to six parent education events a year. Teachers send home formal classroom newsletters once per month and maintain in-person, phone, and email communication regularly. The principal sends home weekly newsletters about school curriculum and activities. *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* by editors Henderson and Mapp, collects and explains expansive evidence of how parental involvement supports student achievement. The first step of involvement is information. Teachers offer support and ensure there is ongoing collaboration and connection between home and school.<sup>8</sup> We therefore involve parents in all levels of OCS – parents are staff members, committee members, and volunteer in the classroom. The level of parent involvement in OCS is quite striking, not only do parents support the school; they are an integral part of its structure.

---

<sup>8</sup> Anne T. Henderson & Karen L. Mapp. *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*. (National Center for Family and Community Connections and Schools, 2002).

## 8. The Requirements of California Education Code § 47605(B)(5)(A)(II)

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

The following chart details the charter school's annual goals, for all pupils pursuant to California Education Code § 52052, for each of the eight (8) state priorities identified in California Education Code § 52060(d), including specific annual actions the school will take to achieve each of the identified annual goals. To the extent that the targets set forth in the charter do not meet state requirements, the state targets shall supersede the state standardized assessment goals here in the chart.

# LCFF STATE PRIORITIES

## GOAL #1

*OCS will provide a high quality, comprehensive, instructional program that focuses on differentiation, increasing rigor and real world challenges to prepare students for ongoing education.*

Related State Priorities:

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

Local Priorities:

- :  
:

### Specific Annual Actions to Achieve Goal

1. *Provide additional professional development for teachers that support reaching proficiency levels in English Language Arts for all subgroups, especially English Learner, Low Income, Foster Youth, and Students with Disabilities.*
2. *Increase planning and specific small group teacher supports in the area of differentiation.*
3. *Provide additional professional development in mathematics to allow teachers to continue to improve mastery of math curriculum.*
4. *Purchase new or replacement equipment, software, and supplies as needed so that students have access for their academic growth.*

### Expected Annual Measurable Outcomes

**Outcome #1:** Students will increase ELA proficiency rate by 2 percentage points annually.

**Metric/Method for Measuring:** Assessments, SBAC scores

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	73%	75%	77%	79%	81%	83%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	67%	69%	71%	73%	75%	77%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	39%	41%	43%	45%	47%	49%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	61%	63%	65%	67%	69%	71%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	82%	84%	86%	88%	90%	92%

**Outcome #2:** Students will increase Math proficiency rate by 2 percentage points annually.

**Metric/Method for Measuring:** Assessments, SBAC

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	64%	66%	68%	70%	72%	74%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	52%	54%	56%	58%	60%	62%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	39%	41%	43%	45%	47%	49%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	53%	55%	57%	59%	61%	63%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	72%	74%	76%	78%	80%	82%

**Outcome #3:** Increase number of students progressing by at least one level in the RTI program by 3% annually.

**Metric/Method for Measuring:** Dibels reports

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	39.7%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	35%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	Services offered through SPED- not RTI	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	30%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024

Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	42%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024

### LCFF STATE PRIORITIES

#### GOAL #2

*To increase parent outreach for stakeholder feedback from once per year to twice per year while increasing support of home-school collaboration.*

**Related State Priorities:**

- |     |     |     |
|-----|-----|-----|
| x 1 | □ 4 | x 7 |
| x 2 | x 5 | x 8 |
| x 3 | x 6 |     |

**Local Priorities:**

- :  
□:

#### Specific Annual Actions to Achieve Goal

1. *Using technology to enhance two-way communication with parents to allow for more information sharing, tracking of volunteer hours, sharing of volunteer opportunities, and increase stakeholder input.*
2. *Ensure continued family support in accessing grade book, report cards, and assessment data via Illuminate Parent Portal.*
3. *Enhancing Parent Education Night Series to provide high quality parent education and assistance for families that will help students in academic and social-emotional growth areas.*

#### Expected Annual Measurable Outcomes

**Outcome #1:** Increase number of families participating in annual survey by 3%.

**Metric/Method for Measuring:** Survey responses

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	57%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	57%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	57%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*

Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	57%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	57%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024

**Outcome #2:** Increase number of families using school app for communication by 5% annually.

**Metric/Method for Measuring:** School app (ParentSquare in 2019-2020) usage, number of messages opened

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	85%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	85%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	85%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	85%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	85%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024

**Outcome #3:** Increase average attendance at Parent Education Nights annually by 5%.

**Metric/Method for Measuring:** Sign-in sheets, rsvps



APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	25%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	20%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	20%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	15%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	30%	5% increase over baseline	5% increase over 2020-2021	5% increase over 2021-2022	5% increase over 2022-2023	5% increase over 2023-2024

**LCFF STATE PRIORITIES**

**GOAL #3**

*Increase ongoing development in the area of research and mission based strategies for developing academic and social-emotional learning.*

Related State Priorities:

- x 1      x 4      x 7
- x 2      x 5      x 8
- x 3      x 6

Local Priorities:

- :
- :

**Specific Annual Actions to Achieve Goal**

1. *ELPAC and Intervention Specialist will maintain regular reports and additional professional development to show growth and intervention strategies and reevaluate needs of students that are not making marked progress.*

2. Continue Illuminate professional development and training for staff and teachers on effective implementation of new systems, such as data assessments, report cards, gradebooks, data analysis, and behavior monitoring for all grades.
3. Purchase Common Core based materials for language arts, math, and NGSS science materials. Purchase curriculum to aid when working with students with characteristics of dyslexia, as well as continue to increase resources to be used with intervention. Maintain Unique curriculum to create alternate curriculum for special education population
4. Responsive Classroom training for new teachers or those not yet trained. Mindful Schools training for select staff who will be coaches.
5. Training for Paraprofessionals to aid when working with students one-on-one or in small group.

**Expected Annual Measurable Outcomes**

**Outcome #1:** Students will practice tenants of Responsive Classroom every day, in every classroom.

**Metric/Method for Measuring:** Informal observations, students interviews, teacher feedback

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** Students will have Common Core and NGSS aligned materials for all core classes.

**Metric/Method for Measuring:** Curriculum inventory, classroom observations, teacher supply requests

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%

African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

**Outcome #3:** Increase in number of parents using our SIS, Illuminate to stay informed of student progress and outcomes by 3% annually.

**Metric/Method for Measuring:** Parent log on reports, number of parents asking for information from office

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	80%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	75%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024

**GOAL #4**

<i>Ensuring OCS continues to hire highly qualified staff and provides ongoing professional development</i>	Related State Priorities:		
	X 1 X 2 X 3	X 4 X 5 X 6	X 7 X 8
Local Priorities:			
□:			
□:			

**Specific Annual Actions to Achieve Goal**

1. *Verify teaching credentials prior to offering of employment.*
2. *Create PD task force made up of teachers to determine Professional Development topics.*
3. *Ensure ELPAC coordinator gets additional professional development in the area of EL instruction and ELPAC.*
4. *Conduct PD on differentiation strategies to ensure academic accessibility for all students.*
5. *Maintain records for all credentialed teaching assignments to manage current credential status, TB and Department of Justice status and all teacher training requirements.*
6. *Hire new SPED teaching assistant and Behavior Implementation Interventionist to support growing SPED student population.*

**Expected Annual Measurable Outcomes**

**Outcome #1:** Teachers with appropriate credentials and state required licensures will teach Students.  
**Metric/Method for Measuring:** Credential checks, new hire reports

APPLICABLE STUDENT GROUPS <i>* represents statistically insignificant group</i>	Baseline	2020- 2021	2021- 2022	2022- 2023	2023- 2024	2024- 2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** Students performing below grade level will participate in Tier 2 interventions.  
**Metric/Method for Measuring:** Tier 2 rosters

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	60%	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	70%	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students
Foster Youth	*	*	*	*	*	*
Students with Disabilities	NA (interventions provided by SPED department)	NA	NA	NA	NA	NA
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	60%	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	55%	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students	85% or more of qualifying students

**Outcome #3:** Students will receive a mission driven education that allows all students to become empowered, informed, and ethical.

**Metric/Method for Measuring:** SLO report cards, student observations

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Foster Youth	*	*	*	*	*	*

Students with Disabilities	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	85%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024

**GOAL #5**

<i>Maintain an effective technology system for instruction and operation of the school, as well as, a safe, secure and orderly campus.</i>	Related State Priorities:		
	X 1 X 2 X 3	X 4 <input type="checkbox"/> 5 X 6	X 7 <input type="checkbox"/> 8
	Local Priorities:		
	<input type="checkbox"/> : <input type="checkbox"/> :		

**Specific Annual Actions to Achieve Goal**

- Maintain all wifi services to enhance accessibility.*
- Use Category 2 Erate funds to revamp hardware throughout campus to improve wifi connectibility.*
- Office manager to review all Erate applications and deadlines twice per year.*
- Determine facilities needs to ensure a safe and conducive learning environment including maintenance of our campus*
- Use a computerized lottery system.*

**Expected Annual Measurable Outcomes**

**Outcome #1:** All classrooms will have wifi access available for devices used by students.

**Metric/Method for Measuring:** repair logs, work orders, classroom checks

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*

Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

**Outcome #2:** Students in TK-6 will receive technology instruction at least once a week.

**Metric/Method for Measuring:** class schedule

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	100%	100%	100%	100%	100%	100%
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	100%	100%	100%	100%	100%	100%
Foster Youth	*	*	*	*	*	*
Students with Disabilities	100%	100%	100%	100%	100%	100%
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	100%	100%	100%	100%	100%	100%
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	100%	100%	100%	100%	100%	100%

**Outcome #3:** Parents using technology to check student attendance will increase by 3% annually.

**Metric/Method for Measuring:** Parent usage reports, decrease in # of parents calling office for this information.

APPLICABLE STUDENT GROUPS <i>* represent statistically insignificant group</i>	Baseline	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students (Schoolwide)	35%	3% increase over baseline	3% increase over 2020-2021	3% increase over 2021-2022	3% increase over 2022-2023	3% increase over 2023-2024
English Learners	*	*	*	*	*	*
Socioecon. Disadv./Low Income Students	35%	3% increase	3% increase	3% increase	3% increase	3% increase

		over baseline	over 2020- 2021	over 2021- 2022	over 2022- 2023	over 2023- 2024
Foster Youth	*	*	*	*	*	*
Students with Disabilities	35%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
African American Students	*	*	*	*	*	*
American Indian/Alaska Native Students	*	*	*	*	*	*
Asian Students	*	*	*	*	*	*
Filipino Students	*	*	*	*	*	*
Latino Students	35%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024
Native Hawaiian/Pacific Islander Students	*	*	*	*	*	*
Students of Two or More Races	*	*	*	*	*	*
White Students	35%	3% increase over baseline	3% increase over 2020- 2021	3% increase over 2021- 2022	3% increase over 2022- 2023	3% increase over 2023- 2024

## 9. Goals for Enabling Pupils to Become and Remain Self-Motivated, Competent, and Lifelong Learners

The program at Our Community School has been carefully designed to develop students to be self-motivated and competent, who view themselves as life-long learners:

**Self-motivated learners:** Our Community School employs a constructivist, integrated curriculum to engage students in learning. Through our student-centered, differentiated, hands-on learning, students come to understand that they can achieve and they can experience the rewards and confidence that come with achievement. Motivation and engagement contribute to students' attainment of the content, skills, and strategies necessary for achieving the California Common Core State Standards ("CA CCSS") for ELA/Literacy, Mathematics, ELD, and all other content areas. Self-motivation allows students to sustain effort and persist in the face of challenging texts and tasks.

**Competent learners:** Through backwards design and a focus on examining student work and understanding student achievement data, OCS teachers ensure that students meet learning objectives grounded in the CA CCSS and Next Generation Science Standards ("NGSS"), California State Social Studies, as well as other content and performance standards. Students have multiple opportunities for practice, and are continuously asked to reflect on their own learning, in writing and in speech, so they gain an understanding of the ways they learn best. A growing sense of mastery propels our students to reach far beyond their current instructional levels.



Life-long Learners: Beyond mastering specific skills and facts, students at Our Community School learn how to learn and how to think. Student learning at OCS is structured in the context of real-world scenarios with meaningful context for the individual learner. In this way, students actively participate in their own learning, seeing the relevance and applications of their education in the world around them. Building curiosity for the world around them and an enduring interest in the world of words and ideas serve our students well in secondary school, college and beyond.

These foundations ensure our students attain the levels of literacy, language, and content knowledge necessary to eventual career and college success and thoughtful participation in civic life.

## 10. Instructional Design

Our Community School offers students an engaging and community-centered TK-8 education. In an environment designed to balance academics with creativity, students become independent thinkers, problem solvers, and leaders who become ethical, empowered, and informed members of our society. OCS believes that a strong home-school connection helps children succeed; we welcome and involve parents at all levels of the charter school: from governance, to school events, to classroom volunteering. We believe that all children can meet and exceed state standards when they are given high expectations and a personalized, supportive community in which to excel.

The following details Our Community School’s educational philosophies and instructional methodologies. To be clear, instruction at OCS starts first with the California content and performance standards, which drive the creation of lesson plans and the assessment of both student and teacher achievement. The following describes in more detail the methodologies we will employ to ensure our students will master the content standards:

- Integrated Hands-On Learning
- Responsive Classroom
- Understanding by Design
- Intentional Use of Data to Drive Instructional Decisions

### **Integrated Hands-on Learning**

The pedagogical foundation for the educational program at OCS starts with constructivism: people learn best when learning is based on their prior knowledge and takes into account the environmental factors which may influence a student’s acquisition of knowledge. (Vygotsky, 1978).<sup>9</sup> With constructivism, the learning experience is differentiated, beginning with each learner’s level of understanding and guiding students in building upon prior knowledge in a hands-on way. Students in a constructivist model are given the means to explore, solve problems, reflect on situations and demonstrate their knowledge individually and in groups, allowing learners to “construct” their own meaning.<sup>10</sup>

---

<sup>9</sup> Lev Vygotsky. *Mind in Society: The Development of Higher Psychological Processes*. (Harvard University Press, 1978).

<sup>10</sup> Extensive research documents the success of the constructivist model with historically under-served populations, including increased test scores, improved self-confidence, whole development and critical thinking skills (Amaral,

In simplest terms, differentiated instruction involves creating multiple paths to learning for diverse learners.<sup>11</sup> This differentiated, student-centered approach to instruction enables teachers to focus on the specific needs, skills, challenges and learning styles of each individual student to ensure that each and every student meets our high expectations for standards mastery. Each experience is an opportunity to construct new meaning through discussion, collaboration, and reflection to integrate new concepts. Teachers also scaffold the learning of students and differentiate instruction by breaking down tasks, using modeling, prompting, and coaching to teach strategies for thinking and problem solving to help students become proficient at conducting the relevant inquiry activities<sup>12</sup> leading ultimately to mastery of California Common Core Standards and other performance and content standards.

Through integrated hands-on learning, our students engage in complex and challenging tasks and problem-solving, both independently and in small groups, engaging in a depth of learning that creates true understanding beyond rote memorization of facts. Through projects, assignments, and experiences, content is mastered in an engaging, relevant way for students of all ages, enabling students to acquire, communicate, and investigate worthwhile knowledge in depth. Integrated hands-on learning also requires students to make choices, interact, collaborate, and cooperate, regardless of ability, level of language development, or background.<sup>13</sup> Students are able to demonstrate the kinds of understandings that they have (or have not) achieved in the course of the regular charter school curriculum. Through group learning, students have the opportunity to interact with and learn from other students on more complex tasks than they could engage in alone, provides immediate feedback, encourages them to explore their own and other students' ideas, and helps develop communication and interpersonal skills. In these ways, each student's existing beliefs, theories and perceptions are challenged through conversation, hands-on activities, or experiences.

Learners work actively with concrete materials, try out ideas, solve problems, make mistakes and correct them, and have opportunities to stop and reflect on what they have done. The more actively engaged children are in the learning process, the more effectively they will understand and retain concepts and skills that are delineated in the CA CCSS.

At OCS, constructivism and experiential, or hands-on learning, support an integrated approach to learning that recognizes the inherent connections between language arts, science, math and social studies. An integrated curriculum helps students apply skills, provides students with multiple perspectives with which to build an integrated knowledge base, and encourages depth and breadth in learning. OCS teachers create integrated units of study based on the CA CCSS and other performance and content standards

---

2002; Mester, 2008; Hollins, King, J. and Hayman, 1994; Mathison & Young, 1995; Thornton & McEntee, 1995; McCombs, 1994; O'Neil & Drillings, 1997; Freire, 1995; Marlowe and Page, 1998).

<sup>11</sup> Carol Ann Tomlinson. Mapping a Route Toward Differentiated Instruction. (Personalized Learning, September 1999, v57, 1) pp.12-16.

<sup>12</sup> Phyllis C. Blumenfeld et al. Motivating Project-based Learning: Sustaining the Doing, Supporting the Learning. (Educational Psychologist, v26, 1991).

<sup>13</sup> Howard Gardner & Sienna Moran. The Science of Multiple Intelligences Theory: A Response to Lynn Waterhouse. (Educational Psychologist, v41, 4, 2006) pp.227-232.

These units incorporate non-fiction text and literature, writing and presentation tasks, and technology in order to include all students and to further deepen their literacy skills.

Studies have shown that students in school with integrated curriculum – e.g., writing in science, math concepts tied to social science such as currency, etc. -- experience improvement in writing and content knowledge as well as an increase in motivation and an increase in the amount of time they stayed in school.<sup>14 15 16</sup> Similar studies show that students in interdisciplinary programs make connections among different subject areas to answer open-ended questions, retain what they have learned, apply learning to real-life problems, have fewer discipline problems, and have lower absenteeism. This research and our own experience with our students justify our belief that an integrated curriculum enables students to understand concepts at a deeper level and to connect learning across content areas. Students are more engaged and more apt to use critical thinking skills and retain information when content learning is integrated with technology, classroom projects, service learning, and the arts.

OCS students are surrounded by reading and writing tasks that are connected to meaningful experiences in their classroom. Kindergarteners must read charts on the wall to find out whose turn it is to water the garden or to feed the class pet. First grade students read the agendas they wrote to announce what is next at all charter school assembly or the notes they took to report back from the Student Senate. Older students create charts to keep track of how much they have raised in funds from recycling or what steps they need to take to publish their writing in the *OCS Times*. Through our integrated curriculum and our service learning curriculum, OCS students have ample opportunity to use written language in meaningful communication. Teachers use charts, student work, rubrics and signs to create a language-rich environment in all grade levels.

### **Responsive Classroom**

In alignment with this hands-on, integrated approach, the Responsive Classroom is an evidence-based education approach associated with greater teacher effectiveness, higher student achievement, and improved school climate. Through a variety of activities, students learn organizational, problem solving, and conflict resolution skills, while developing and improving their creativity, independence, cooperation, responsibility, and self-discipline. At Our Community School, Responsive Classroom practices help educators develop competencies in four key domains—each of which enables and enriches the others:

- **Engaging Academics.** Teachers create learning tasks that are active, interactive, appropriately challenging, purposeful, and connected to students' interests.
- **Positive Community.** Teachers nurture a sense of belonging, significance, and emotional safety that students feel comfortable taking risks and working with a variety of peers.

---

<sup>14</sup> Pamela R. Aschbacher. *Humanitas: A Thematic Curriculum*. (Educational Leadership, October 1991).pp.16-19

<sup>15</sup> C. Levitan. *The Effects of Enriching Science by Changing Language Arts from a Literature Base to a Science Literature Base on Below Average 6<sup>th</sup> Grade Readers*. (Journal of High School Science Research, 1991) pp.20-25.

<sup>16</sup> L. Willett. *The Efficacy of Using the Visual Arts to Teach Math and Reading Concepts*. (Annual Meeting of American Educational Research Association, April 1992).

- **Effective Management.** Teachers create a calm, orderly environment that promotes autonomy and allows students to focus on learning.
- **Developmental Awareness.** Teachers use knowledge of child development, along with observations of students, to create a developmentally appropriate learning environment.

Professional development in the Responsive Classroom approach strengthens educators' ability to:

- Design lessons that are active and interactive;
- Use effective teacher language to promote academic and social growth;
- Encourage engagement by giving students meaningful choices;
- Start each day in a way that sets a positive tone for learning;
- Set high expectations and teach students how to meet them;
- Establish routines that promote autonomy and independence;
- Build a sense of community and shared purpose; and
- Teach students 21st century skills such as critical thinking, problem-solving, communication, collaboration, creativity, and innovation.

Researchers from a three-year randomized controlled study funded by the U.S. Department of Education at the University of Virginia's Curry School of Education found that teachers' use of Responsive Classroom practices was associated with reading and math achievement outcomes.<sup>17</sup>

The associations between Responsive Classroom practices and achievement were equally strong for children eligible for free/reduced price lunch and those not eligible, and the association between teachers' use of Responsive Classroom practices and math achievement appears to be stronger for students who are initially low achieving than for others. Furthermore, use of Responsive Classroom strategies results in higher levels of mathematical discourse, better use of and translation among mathematical representations, lessons with greater cognitive depth, coherence and accuracy.

### **Understanding by Design**

OCS faculty are trained in the Understanding by Design (UbD) framework for improving student achievement through standards-driven curriculum development, instructional design, assessment, and professional development. Developed by nationally recognized educators Grant Wiggins and Jay McTighe and produced by the Association for Supervision and Curriculum Development (ASCD), UbD is based on the following key tenets:

1. A primary goal of education is the development and deepening of student understanding.
2. Evidence of student understanding is revealed when students apply knowledge and skills within authentic contexts.

---

<sup>17</sup> <https://www.responsiveclassroom.org/research>

3. Effective curriculum development reflects a three-stage design process called “backward design.” This process helps to avoid the twin problems of “textbook coverage” and “activity- oriented” teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, are needed for quality control, to avoid the most common design mistakes and disappointing results. A key part of a teacher’s job is ongoing action research for continuous improvement. Student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explain, interpret, apply, shift perspective, empathize, and self-assess. These “six facets” provide conceptual lenses through which students reveal their understanding.
6. Teachers, schools, and districts benefit by “working smarter”—using technology and other approaches to collaboratively design, share, and critique units of study.

The UbD framework is guided by research from cognitive psychology<sup>18</sup> summarizing 30 years of research in learning and cognition. Insights from the research about how skill and understanding are most effectively acquired clustered into five areas: (1) memory and structure of knowledge, (2) analysis of problem solving and reasoning, (3) early foundations, (4) metacognitive processes and self-regulatory capabilities, and (5) cultural experience and community participation. Teachers learn critical UbD principles including:

- Learning must be guided by generalized principles in order to be widely applicable. Knowledge learned at the level of rote memory rarely transfers; transfer most likely occurs when the learner knows and understands underlying concepts and principles that can be applied to problems in new contexts. Learning with understanding is more likely to promote transfer than simply memorizing information from a text or a lecture.
- Experts first seek to develop an understanding of problems, and this often involves thinking in terms of core concepts or big ideas. Novices’ knowledge is much less likely to be organized around big ideas; novices are more likely to approach problems by searching for correct formulas and pat answers that fit their everyday intuitions.
- Research on expertise suggests that superficial coverage of many topics in the domain may be a poor way to help students develop the competencies that will prepare them for future learning and work.
- Curricula that emphasize breadth of knowledge may prevent effective organization of knowledge because there is not enough time to learn anything in depth. Curricula that are “a mile wide and an inch deep” run the risk of developing disconnected rather than connected knowledge.
- Feedback is fundamental to learning, but feedback opportunities are often scarce in classrooms. Students may receive grades on tests and essays, but these are summative assessments that occur at the end of projects. What is needed are formative assessments, which provide students with opportunities to revise and improve the quality of their thinking and understanding.
- Many assessments measure only propositional (factual) knowledge and never ask

---

<sup>18</sup> John D. Bransford, Ann L. Brown, & Rodney R. Cocking. *How People Learn: Brain, Mind, Experience, and School from Early Childhood Development and Learning: New Knowledge for Policy.* (2001).

whether students know when, where, and why to use that knowledge. Given the goal of learning with understanding, assessments and feedback must focus on understanding, and not only on memory for procedures or facts.

- Expert teachers know the structure of their disciplines and this provides them with cognitive roadmaps that guide the assignments they give students, the assessments they use to gauge student progress, and the questions they ask in the give and take of classroom life. The misconception is that teaching consists only of a set of general methods that a good teacher can teach any subject, and that content knowledge alone is sufficient.

### **Intentional Use of Data to Drive Instructional Decisions**

Finally, at OCS, regular assessment helps teachers to build on students' current levels of understanding. Teachers and instructional leaders continuously assess their own efficacy and impact with individual students in the classroom utilizing specific data and analysis of sub-groups, whole class, grade level and whole school achievement. Types of assessments include the CAASPP, classroom portfolios, classroom assessment data, benchmark assessment scores, math and writing benchmarks, and report card data. Data analysis takes place during regular staff development sessions, where teachers and school leaders continuously look at student work and data in order to inform, structure and refine teacher assessment, curriculum, pedagogy, and student services. Our Community School ensures that all members of our faculty receive appropriate training, support, time and resources to develop their skills and engage fully in this process.

In addition to summative assessments, our teachers use formative assessment strategies to gauge student learning and direct intervention, enrichment, and reteach lessons. Checking for understanding through reflection, open ended questions and other forms of formative assessments allow for immediate student feedback and teacher response. While summative assessments are crucial to track data and determine growth and achievement, OCS believes that it is better to understand students' content knowledge and address any knowledge gaps before it gets to the summative stage. It is this belief that is at the heart of using data to drive instruction.

## **11. Curriculum and Instruction**

OCS implements an academically challenging integrated TK-8 curriculum, incorporating standards-based materials while focusing on the innovative instructional approaches as detailed above. Our academic program is centered on mastery of the CA CCSS and NGSS, including the foundational skills embedded in anchor standards in ELA and Math. Our active, engaging curriculum integrates meaning making, language development, effective expression, content knowledge, and foundational skills.

Literacy proficiency is essential for success in high school and in college, and at OCS, every teacher is a literacy teacher. Thus, the Common Core Literacy Standards in History/Social Sciences, Science and Technical Subjects infuse the content areas. We believe that students who meet these standards and are exposed to powerful literature across subjects and genres develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and

purposeful expression in language. With a solid foundation in literacy and language, OCS students are equipped to master content in secondary school, college and beyond. Furthermore, the CA CCSS in Mathematics call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing “habits of mind” that foster mastery of mathematics content as well as mathematical understanding, outcomes that prepare TK-8 students for higher mathematics.

Below is a table of the curriculum according to grade level. Our teachers have autonomy in deciding on which text and program best meets the needs of our students. We believe learning is a very personal skill and that students do not all learn the same way. To allow for this individualization, we have to look to many sources rather than one cookie cutter way of teaching.

**TK-2nd Grade Curriculum Guide**

	<b>TK/K</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>Math</b>	Go Math IXL	Go Math IXL	Go Math IXL
<b>Reading</b>	Good Habits, Great Readers Centers The Letter People (phonics) Lexia IXL	Good Habits, Great Readers Centers Lexia IXL	Good Habits, Great Readers Center Lexia IXL
<b>Writing</b>	Writers’ Workshop Social Studies/Science	Writers’ Workshop Social Studies/Science	Writers’ Workshop Teacher created Materials
<b>ELD</b>	Curriculum provided components	Curriculum provided components	Curriculum provided components
<b>Social Studies</b>	Teacher created UBD Units	Teacher Created UBD Units	Teacher Created
<b>Science</b>	The California Education &the Environment Initiative (EEI) Curriculum Teacher Created Based on NGSS	The California Education &the Environment Initiative (EEI) Curriculum Teacher Created Based on NGSS	The California Education &the Environment Initiative (EEI) Curriculum Mystery Science

	<b>TK/K</b>	<b>1st Grade</b>	<b>2nd Grade</b>
<b>PE/Health</b>	Teacher created/standard aligned	Teacher created/standard aligned	Teacher created/standard aligned
<b>Spelling</b>	Words Their Way Explode The Code IXL	Words Their Way Explode The Code IXL	Words Their Way IXL
<b>Grammar</b>	Teacher Created	Teacher Created	Teacher Created

### 3rd-5th Grade Curriculum Guide

	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<b>Math</b>	Go Math IXL	Go Math IXL	Go Math IXL
<b>Reading</b>	GHGR for whole group and centers IXL	Ready Common Core GHGR IXL	Ready Common Core Book Clubs (Teacher Created) IXL
<b>Writing</b>	Writers' Workshop Good Habits, Great Writers	Writers' Workshop Good Habits, Great Writers	Writers' Workshop Good Habits, Great Writers
<b>ELD</b>	Curriculum provided components	Curriculum provided components	Curriculum provided components
<b>Social Studies</b>	The California Education &the Environment Initiative (EEI) Curriculum	The California Education &the Environment Initiative (EEI) Curriculum	The California Education &the Environment Initiative (EEI) Curriculum
<b>Science</b>	EEI Teacher Created NGSS Aligned	EEI Teacher Created NGSS Aligned	HMH Dimensions
<b>Spelling</b>	Words Their Way IXL	Words Their Way IXL	Wordly Wise IXL



	<b>3rd Grade</b>	<b>4th Grade</b>	<b>5th Grade</b>
<b>Grammar</b>	Skills for Super Writers	Skills for Super Writers	Wordly Wise
<b>PE/Health</b>	Teacher created/standard aligned	Teacher created/standard aligned	Teacher created/standard aligned

**Upper Grade Curriculum Guide**

	<b>6th Grade</b>	<b>7th Grade</b>	<b>8th Grade</b>
<b>Math</b>	California Math IXL	California Math IXL	California Math IXL
<b>Reading</b>	Pearson: myPerspectives Novels based on history content External texts curated by teacher IXL	Pearson: myPerspectives Historical fiction novels based on history content External texts curated by teacher IXL	Pearson: myPerspectives Historical fiction novels based on history content External texts curated by teacher IXL
<b>Writing</b>	Pearson: myPerspectives Writers' Workshop	Pearson: myPerspectives Writers' Workshop	Pearson: myPerspectives Writers' Workshop
<b>ELD</b>	Curriculum provided components	Curriculum provided components	Curriculum provided components
<b>Spelling</b>	Pearson: myPerspectives Teacher-created embedded in writing IXL	Pearson: myPerspectives Teacher-created embedded in writing IXL	Pearson: myPerspectives Teacher-created embedded in writing IXL
<b>Grammar</b>	Pearson: myPerspectives	Pearson: myPerspectives Ready Common Core Language	Pearson: myPerspectives Ready Common Core Language

	6th Grade	7th Grade	8th Grade
History	TCI: History Alive!	TCI: History Alive!	TCI: History Alive!
Science	HMH Dimensions	HMH Dimensions	HMH Dimensions

**Language Arts Program CORE:** At OCS, we strongly believe that a standards-based, balanced literacy approach best serves the needs of the emerging reader and writer. Using books by known experts in balanced literacy such as Patricia Cunningham<sup>19</sup>, Gail E. Thompkins<sup>20</sup> and Diane Snowball<sup>21</sup>, we will seek to educate children in a meaningful language-rich environment. Children will be assessed frequently throughout the school year using reading assessments such as Reading Results or DIBELS. Students who struggle are closely monitored and provided with intervention.

### Reading

The reading instruction program at OCS educates students to be highly capable readers with the ability to apply their comprehension and analytical skills in becoming fully functioning citizens in our democracy. We believe high levels of comprehension in all genres builds the foundation for academic success. OCS provides students with English Language Arts instruction that results in the ability to read, write, and communicate with competence and confidence in English across a range of personal and academic contexts. We take a balanced approach that some reading material should be at independent reading levels, some more difficult for particularly interesting topics, and, finally, some challenging text for instruction which needs to be scaffolded.

In all grade levels, students read closely to determine what the text says explicitly and to make logical inferences from it, and cite specific textual evidence when writing or speaking to support conclusions to provide a Common Core standard-based, balanced literacy program, our teachers selected to implement Pearson’s Good Habits, Great Readers (“GHGR”) language arts curriculum. Teachers use Writers’ Workshop model to instruct in writing, as well as Words Their Way for vocabulary and spelling development and Zaner Bloser Handwriting.

The GHGR program is a comprehensive reading and writing curriculum for Kindergarten through 5th grades. The program supports a proven approach to literacy learning through small group and whole group instruction. Shared reading lessons provide an opportunity for teachers to introduce key reading strategies and skills and build a common way of talking about books. During guided reading teachers provide follow-up instruction targeted to specific developmental levels. The GHGR program is premised on the seven research-based habits and strategies of great readers. It is rooted in the theory that good readers utilize specific actions (good habits) while they read, and that teachers can help students learn these habits. The program’s goal is to develop both Great Readers and Great Teachers. This program draws on the body of reading comprehension research that views reading as an active process of making sense of the text. The seven habits

<sup>19</sup> Patricia Cunningham. Phonics They Use. (2004).

<sup>20</sup> Gayle Thompkins. Literacy for the 21<sup>st</sup> Century: A Balanced Approach. (Prentice Hall, 1996).

<sup>21</sup> Diane Snowball. Spelling K-8 Planning and Teaching. (Stenhouse Publishers, 1999).

are as follows:

- Great Readers See themselves as Readers
- Great Readers Makes Sense of Text
- Great Readers Use What They Know
- Great Readers Understand How Stories Work
- Great Readers Read to Learn
- Great Readers Monitor and Organize Ideas and Information
- Great Readers Think Critically About Books

**Ready Common Core Reading** is a rigorous standards-based program that builds strong, independent readers through instruction and practice with high-interest, complex informational, and literary texts. The instruction is organized around confidence-building, gradual release of responsibility model. Close reading habits are taught through authentic, complex texts that reach across the content areas. Ready Common Core is taught using whole-class instruction and small-group differentiation.

Students practice and develop skills of good reading including summarizing, predicting, visualizing, reading with expression, using text features, asking questions, making inferences, and using prior knowledge through the utilization of **Book Clubs**. Students work within differentiated small book clubs reading a variety of novels. Student choice is used to engage students in selecting developmentally appropriate and high-interest novels. During book club reading, students take on different jobs such as predictor: making predictions about events or characters in the book, connector: connecting events in the book to personal experiences or texts, and discussion director: leading discussions with high-order thinking questions that relate to the themes of their book

The **Letter People** curriculum is used in Kindergarten and works on Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension through the use of thematic lettered puppets. The program engages students at all levels through the use of songs and stories that help students with phonics and pre-reading skills.

OCS students understand complex text and ideas as well as reason, analyze, persuade, and problem solve. Through literature, students learn about the world, civic life, and the human heart, being well-read, and helping them reach their potential. Thus, OCS students encounter a significant representation of the best classic and contemporary literature including novels, biographies, essays and plays. OCS uses a state standards-aligned, text-based reading/language arts program called Pegasus II in grades 1 to 6. OCS uses *Where the Wild Things Are*, *Sarah*, *In the Year of the Boar*, *Jackie Robinson*, and *Sarah, Plain and Tall* to help teach students effective comprehension strategies using stories they love.

Beginning in kindergarten, students listen to stories and create storyboards to demonstrate their comprehension. As students advance in reading levels, they both listen to and read a variety of texts, and learn to use reading comprehension strategies (predicting, connecting, questioning, monitoring, clarifying, summarizing, inferring and visualizing) in concert to analyze, evaluate, and interpret what they read. Reading strategies are posted on classroom walls for teacher reference

during reading instruction to help students with metacognition (the ability to understand the thinking process). Teachers use strategies such as think-alouds, wherein they use reading strategies, model them aloud, and then have students practice them during read-alouds, shared reading, guided reading, reciprocal reading and independent reading. Guided reading groups use books organized by reading levels to facilitate targeted instruction based on the needs of the individual students. Read alouds are frequently connected to integrated curriculum units as they are taught in the classroom. Teachers use a diversity of print and digital sources so that students integrate and evaluate content, visually and quantitatively, as well as in words.

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

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

Next, students understand the craft and structure of all types of texts, interpreting words and phrases as they are used, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Students in grades K-8 analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. They also assess how point of view or purpose shapes the content and style of a text.

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

Our grades 6th-8th use Pearson's myPerspectives as our primary language arts curriculum. **myPerspectives** is an English language arts curriculum that values the perspective of the learner, collectively and individually, and provides next-generation learning experiences that promote higher achievement and develop the competencies needed for college and career readiness. Interactive learning blends print and technology in a student-centered, teacher-inspired classroom. This program creates an interactive, engaging, and relevant learning environment through readings, meaningful activities, and purposeful performance tasks. myPerspectives encourages social collaboration as well as student ownership of learning through goal setting, choice, and reflection.

## Writing

OCS's writing instruction is rooted in a constructivist approach. Students select topics that are close to their hearts and write for real audiences, not just their classroom teacher. Teachers work together in grade level teams to develop standards-based units centered on deep, essential questions, which culminate in writing projects. These units respond to relevant issues of social justice or current events that affect students' lives and community. To create these units teachers apply training they have received in the Understanding by Design approach to curriculum design as well as in the National Writing Project approach to teaching.

Writing instruction at Our Community School helps students figure out reading "from the inside out."<sup>22</sup> As children write, they use their letter-sound knowledge, develop knowledge they have read about, and practice the art of writing that they have analyzed in models that they have read. Children who write become more fluent in reading. Grammar and spelling are taught throughout the writing process and supplemented by direct instruction of standards-based skills at each grade level as appropriate.

Similar to the New York City public schools,<sup>23</sup> OCS bases its writers-workshop-style writing instruction on the teachings of Teacher's College Columbia University professor Lucy Caulkins. Using the California Common Core State Standards in ELA/Literacy teachers plan mini-lessons and create writing projects that align with grade level standards and are also a central part of many interdisciplinary studies. OCS writing workshops adhere to the following guiding principles:

- *Provides multiple times each week for children to work on their writing.* During each day's writings workshop, children rehearse, plan, draft, revise, and edit writing on topics that are usually chosen by the child. During the year in a writing workshop, the children work on a variety of writing, including narratives, opinion/argument pieces, and informational/explanatory writing. During the writing workshop, children usually do not write about books, but instead, they write their own books. At the end of a unit of study, children's writing is "published." Publishing can be as simple as having a class of older children meet with younger children to read aloud their finished work. However, it does incorporate taking a draft through the phases of the writing process until it is in keeping with standardized English grammar and spelling as appropriate for the grade level.
- *Explicitly teach children habits and strategies of writing, and then coach them so they can apply those strategies during independent writing.* Explicit instruction is usually provided through the ten-minute-long mini-lesson, which occurs at the start of writing workshops. Teachers are encouraged to design mini-lessons in which they demonstrate a strategy and provide children with assisted practice using that strategy. Although a mini-lesson might contain a few minutes of shared reading, reading aloud, or interactive writing, none of these activities would in and of themselves qualify as a mini-lesson, because mini-lessons are meant as a time for explicit and direct instruction.
- *Assess and coach writers through individual and, sometimes, small group conferences.*

---

<sup>22</sup> Richard Allington and Patricia Cunningham. *Schools That Work: Where All Students Read and Write*. (Boston: Allyn and Bacon, 2002). p. 59.

<sup>23</sup> From the NYC Board of Education website on 3/26/05 [www.nycenet.edu](http://www.nycenet.edu)

These conferences generally begin with research and assessment. Teachers move among children during the writing workshops, holding three- to five-minute-long conferences or longer small group meetings as students write and reflect on their writing.

The core of writing instruction is built upon the steps of the writing process, i.e. brainstorming, drafting, revising, editing, & publishing. Students produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. As they develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, OCS students use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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

The writing process approach includes the use of mini-lessons. Teachers present “mini-lessons” which follow a set format: introduction of the concept and connection to the writing students are doing; modeling of the writing concept; shared application of the concept; students try it on their own; students apply the concept to their own writing. As students grow older they learn how to write at increasing deeper levels of depth and complexity.

**Words Their Way** is a vocabulary program based on years of research. The classroom-proven framework of this successful series is keyed to the five stages of spelling and orthographic development. This program offers a no nonsense method for studying words. It offers detailed directions for teachers working with students in each stage of spelling development, from emergent through derivational relations.

Additionally, we are aware that rarely can one program meet the needs of all students. Because of this, we encourage our teachers to supplement the prescribed curriculum with additional tools and resources that might better fit specific needs or activities.

Our 3rd-5th grade classes also use **Daily 5** as a way to allow students academic choice while working in the area of Language Arts. Daily 5 is a literacy framework that instills behaviors of independence, creates a classroom of highly engaged readers, writers, and learners, and provides teachers with the time and structure to meet diverse student needs. During Daily 5, students are able to determine which activities to work on, while understanding that all assigned tasks will need to be completed by the end of the week. Teachers also use this time to work with small groups on specific ELA skills, offering additional to support to those in need, and additional

extensions where appropriate.

Examples of Increasing Levels of Depth and Complexity

Grade	Complexity
TK/K	Use a combination of drawing, dictating, and writing to name what they are writing about and supply some information about the topic.
1 <sup>st</sup>	Name a topic, supply some facts about the topic, and provide some sense of closure.
2 <sup>nd</sup>	Introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.
3 <sup>rd</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, and details.</li> <li>c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.</li> <li>d. Provide a concluding statement or section.</li> </ul>
4 <sup>th</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within categories of information using words and phrases (e.g., another, for example, also because).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>
5 <sup>th</sup>	<p>Examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none"> <li>a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</li> <li>c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</li> <li>d. Use precise language and domain specific vocabulary to inform about or explain the topic.</li> <li>e. Provide a concluding statement or section related to the information or explanation presented.</li> </ul>

6 <sup>th</sup>	<p>Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from the information or explanation presented.</li> </ol>
7 <sup>th</sup>	<p>Examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/ contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> <li>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</li> </ol>
8 <sup>th</sup>	<p>Include career development documents (e.g., simple business letters and job applications), to examine a topic and convey complex ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ol style="list-style-type: none"> <li>a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</li> <li>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</li> <li>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</li> <li>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</li> <li>e. Establish and maintain a formal style.</li> </ol>



f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
---

### **Listening and Speaking**

Children enter kindergarten already understanding 3,000 to 5,000 words that they can use in oral, grammatically correct sentences.<sup>24</sup> Through conversations with parents, peers, and other adults, oral language is the most important resource they use to find new information and discover how their world works. Unfortunately, for many children entering into grammar school means entering teacher-dominated classrooms. The teacher talks; the students are expected not to talk, but to sit still and listen. The decline of using speech as a tool is a “major reason for inhibition of students’ abilities to reason and to forecast as they progress from lower to higher grades.”<sup>25</sup> Students may begin to feel frustrated when speech, their major learning tool, is shunned or taken away altogether, and often develop a negative attitude toward school.

Being able to speak and listen effectively provides foundation for reading and writing long before formal instruction begins, and a student’s success in reading and writing is directly related to his or her understanding of oral language.<sup>26</sup> Children use speech to describe their experiences, to predict what will happen in the future, and to talk about events in the past. Oral language influences students’ earliest attempts to read and write, and they use it to tell us if they understand what they read and write. Throughout life, oral language continues to be an essential tool to learn, acquire new information, engage in intellectual dialogue, and to communicate ideas well after reading and writing proficiency have been achieved.<sup>27</sup>

At Our Community School, listening and speaking skills are both directly taught and embedded into all activities and academic subjects. This is largely based on the Responsive Classroom approach to teaching. Across grades K-8, students prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively. They integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally, and evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.

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

Our use of the Responsive Classroom approach to teaching supports the integration of listening and speaking. We know that cognitive growth takes place largely through social interaction, and

---

<sup>24</sup> E. P. Hiebert, *Every Child a Reader*. (Center for the Improvement of Early Reading Achievement, 2004), p. 2-7.

<sup>25</sup> C. Stabb. *What Happened to the Sixth Graders: Are Elementary Students Losing Their Need to Forecast and to Reason?* (Reading Psychology, 1996), pp. 7, 289-96.

<sup>26</sup> E. P. Hiebert, *Every Child a Reader*. (Center for the Improvement of Early Reading Achievement, 2004), p. 2-7.

<sup>27</sup> J. L. Lemke. *Making Text Talk*. (Theory-into-Practice, 2001) pp. 136-41.

academic and social success requires that children both learn and practice social skills, specifically cooperation, assertion, responsibility, empathy, and self-control. These ideas are regular components of the school day at OCS, and are especially tangible in Morning Meetings and the Peaceful Learning Communities.

## **Language**

Students demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. They also show a command of the conventions of Standard English capitalization, punctuation, and spelling when writing. Students apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Cognitive science research is making it increasingly clear that reading comprehension requires a student to possess a lot of vocabulary and a lot of background knowledge, therefore OCS explicitly teaches students figurative language, word relationships, and nuances in word meanings. Students acquire a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening and demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

OCS believes that students need to read across content areas and learn deeply within science and social studies and that reading comprehension cannot and should not be taught in isolation from other content areas. Thus, we support language development by teaching students how to clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.<sup>28</sup>

**English Language Development:** English Language Development (ELD) instruction is conducted daily during dedicated ELD instructional time. Each grade uses ELD components created by the curriculum publishers to accompany the various programs used in the classroom. Additionally, ELD practice is provided through the use of online programs such as IXL and Lexia. Integrated ELD instruction is provided throughout the day and throughout subjects through concept scaffolding, vocabulary, discussion, and movement.

**Math Program CORE:** The mathematics program at OCS, which has long been aligned with the concepts and skills now detailed in the CA CCSS for Mathematics, educates students to be powerful mathematicians with the ability to use their deep conceptual understanding of mathematics and their proficiency with basic facts to solve both routine and novel problems. In alignment with the CA CCSS, the Framework for Mathematics instruction and the National Council of the Teachers of Mathematics, we seek to balance skill instruction with conceptual learning and problem solving. OCS uses research-based methodology, interdisciplinary projects, and a schoolwide mathematics curriculum aligned with the mathematics state standards.

The CA CCSS-aligned mathematics curriculum at OCS is problem-based, offering all students

---

<sup>28</sup> The Center for Comprehensive School Reform and Improvement. The Hidden Costs of Curriculum Narrowing (August 2006).

the opportunity to learn mathematical concepts and procedures with understanding. According to the California Framework for Mathematics (2013), “the standards call for learning mathematical content in the context of real-world situations, using mathematics to solve problems, and developing ‘habits of mind’ that foster mastery of mathematics content as well as mathematical understanding. The standards for kindergarten through grade 8 prepare students for higher mathematics. The standards for higher mathematics reflect the knowledge and skills that are necessary to prepare students for college and careers and productive citizenship.”

Go Math is used for students in K-5th grades. This math program is organized into units of study based on groups of related skills and standards, with inquiry based lessons that build on critical thinking, analysis, and stamina. Lessons focused on depth of content knowledge, math talk questions, prompting students to use varied strategies and to explain their reasoning. Teachers encourage the use of manipulatives and drawings with the goal of transitioning from concrete pictorial understanding to a more abstract mathematical reasoning.

Mathematical Tools as Learning Supports (Manipulatives and Pictorials):

1. Each user must construct his/her own meaning about mathematical tools
2. Tools are used with purpose to solve problems and not as props
3. Tools are used to help students record, communicate and think about mathematical problems

Equity and Accessibility

1. Tasks are made accessible to all learners
2. Every student has a voice in class discussions
3. Every student contributes

California Math is used for Math 6, Math 7, and Math 8. Common Core aligned materials allow our students to utilize higher thinking skills while gaining experience with real-world situations, as well as the writing component of math. California Math incorporates three components of rigor: conceptual understanding, application, and procedural fluency. They are embedded in resources, lessons, and practice state assessments.

OCS math teachers employ at least two types of lessons—concept and skills lessons. We ask students to concentrate on the conceptual, while offering lessons that build students’ ability to develop, practice, and apply new skills to solve problems. Both accuracy and efficiency can be improved with practice, which can also help students maintain fluency. But students also have to understand when to use a specific calculation, and why, in order to apply it to real-world problems.

The gradual-release model of instruction is use to gradually withdraw support as students gain mastery of the math standard. In order to measure whether or not students have gained a deep understanding of a mathematical concept, assessment items include multiple representations. EngageNY.org specifies three “buckets” of multiple representations:

1. Procedural Skills: These apply to standards that reference verbs such as compute, solve, identify, interpret, use, make, and find solutions. Procedural representations are most often multiple-choice questions that require students to apply and identify mathematical processes in various ways.
2. Conceptual Understanding: These representations use verbs such as understand,

explain, represent, and describe when applied to standards, which results in students having to combine mathematical practices.

3. Application: Unique to the Common Core, application standards are represented by tasks. In general, in order to complete these tasks, students must use both procedural knowledge and conceptual understanding

Research shows “teaching that focuses on interactive participation can improve problem solving and conceptual mastery, with no ill effects on computational mastery.”<sup>29</sup> Mathematical discourse is embedded in the Standards for Mathematical Practice as “construct viable arguments and critique the reasoning of others.” It has often been described as teaching students to “think like mathematicians.”

At OCS, Webb’s Depth of Knowledge levels are used to guide critical thinking instruction and reflection. Students are guided through these varied levels using guided practice and specific questioning strategies and work products. Students use several of these levels in any given day or class. Ultimately our goal is to have students working toward greater mastery of levels 3 and 4 with regularity.

Level of Complexity (measures a student’s Depth of Knowledge)	Key Verbs That May Clue Level		Evidence of Depth of Knowledge
<p><b>Level 1 Recall/Reproduction</b> Recall a fact, information, or procedure. Process information on a low level.</p> <p>Bloom</p>	<p>Arrange Calculate Cite Define Describe Draw Explain Give examples Identify Illustrate Label Locate List Match</p>	<p>Measure Name Perform Quote Recall Recite Record Repeat Report Select State Summarize Tabulate</p>	<ul style="list-style-type: none"> <li>▪ Explain simple concepts or routine procedures</li> <li>▪ Recall elements and details</li> <li>▪ Recall a fact, term or property</li> <li>▪ Conduct basic calculations</li> <li>▪ Order rational numbers</li> </ul>
<p><i>Know/Remember</i> “The recall of specifics and universals, involving little more than bringing to mind the appropriate material.”</p> <p><i>Comprehend/Understand</i> “Ability to process knowledge on a low level such that the knowledge</p>			<ul style="list-style-type: none"> <li>▪ Identify a standard scientific representation for simple phenomenon</li> <li>▪ Label locations</li> <li>▪ Describe the features of a place or people</li> <li>▪ Identify figurative language in a reading passage</li> </ul>

<sup>29</sup> C. D. Bruce. Student interaction in the math classroom: Stealing ideas or building understanding. Retrieved from <http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Bruce.pdf>.

<p><b>Level 2 Skill/Concept</b> Use information or conceptual knowledge, two or more steps</p> <p>Bloom</p>	<p>Apply Calculate Categorize Classify Compare Compute Construct Convert Describe Determine Distinguish Estimate Explain Extend Extrapolate Find Formulate</p>	<p>Generalize Graph Identify patterns Infer Interpolate Interpret Modify Observe Organize Predict Relate Represent Show Simplify Solve Sort Use</p>	<ul style="list-style-type: none"> <li>▪ Solve routine multiple-step problems</li> <li>▪ Describe non-trivial patterns</li> <li>▪ Interpret information from a simple graph</li> <li>▪ Formulate a routine problem given data and conditions</li> <li>▪ Sort objects</li> <li>▪ Show relationships</li> <li>▪ Apply a concept</li> <li>▪ Organize, represent and interpret data</li> <li>▪ Use context clues to identify the meaning of unfamiliar words</li> <li>▪ Describe cause/effect</li> </ul>
<p><i>Apply</i> “Uses information in another familiar situation.” (Executes - Carries out a procedures in a familiar task) (Implements - Uses a procedure in an unfamiliar task)</p>			
<p><b>Level 3 Strategic Thinking</b></p> <p>Requires reasoning, developing a plan or a sequence of steps, some complexity</p> <p>Bloom</p>	<p>Appraise Assess Cite evidence Check Compare Compile Conclude Contrast Critique Decide Defend Describe Develop Differentiate Distinguish</p>	<p>Examine Explain how Formulate Hypothesize Identify Infer Interpret Investigate Judge Justify Reorganize Solve Support</p>	<ul style="list-style-type: none"> <li>▪ Solve non-routine problems</li> <li>▪ Interpret information from a complex graph</li> <li>▪ Explain phenomena in terms of concepts</li> <li>▪ Support ideas with details and examples</li> <li>▪ Develop a scientific model for a complex situation</li> <li>▪ Formulate conclusions from experimental data</li> <li>▪ Compile information from multiple sources to address a specific topic</li> <li>▪ Develop a logical argument</li> </ul>
<p><i>Analyze</i> “Breaking information into parts to explore understanding and relationship.”</p> <p><i>Evaluate</i> “Checks/Critiques – makes</p>			

<p><b>Level 4</b>  <b>Extended Thinking</b>          Requires an investigation, time to think and process multiple conditions of the problem. Most on-demand assessments will not include Level 4 activities.</p> <p>Bloom</p>	<p>Appraise          Connect          Create          Critique          Design          Judge Justify          Prove Report          Synthesize</p>		<ul style="list-style-type: none"> <li>▪ Design and conduct an experiment that requires specifying a problem; report results/solutions</li> <li>▪ Synthesize ideas into new concepts</li> <li>▪ Critique experimental designs</li> <li>▪ Design a mathematical model to inform and solve a practical or abstract situation.</li> <li>▪ Connect common themes across texts from different cultures</li> <li>▪ Synthesize information from multiple sources</li> </ul>
<p><i>Synthesize</i>          “Putting together elements and parts to form a whole</p> <p><i>Evaluate</i>          Making value judgments</p>			

**Social Studies CORE:** In many ways, Social Studies are at the heart of the curriculum at Our Community School. To understand how human beings function within groups and with one another to govern their world and to create cultures that sustain us is fundamental learning for all people. Paulo Freire once wrote that we “read the word in order to read the world.”<sup>30</sup> All of the academic skill people learn in reading, writing and problem solving must be applied to real human problems in the world around us or there is no purpose in developing the skill. At OCS our social studies curriculum is integrated with other content areas as much as possible to give meaningful context for the study.

Through the Teaching American History grant project completed in collaboration with other area charter schools and the Constitutional Rights Foundation, several OCS faculty developed several UbD interdisciplinary social studies/history units for grade levels K-6. We also use core literature that relates to the social studies standards. In upper grades, students use *History Alive!* Teachers also use resources from Rethinking Schools, Facing History and Ourselves, Teaching Tolerance and the Diversity Council to develop units that represent the multi-story complex web of intertwining traditions and cultures that is an integral part of our country’s history. Just as science must include experiments, Social Studies must include role play, whether this means Kindergarteners negotiating the rules to govern the block city they have created, second graders figuring out the role of producers and consumers for the snack shack, or a living history museum by fourth graders based on their enacting the stories of immigrants to California. Through these role-play experiences, students will have the opportunity to debate, collaborate, articulate, research and develop an ethical, civic, and cultural context for the lives and history of human beings.

<sup>30</sup> Paulo Freire. *Pedagogy of the Oppressed*. (1970).

In order to make our social studies curriculum relevant and important in our student's lives, we also incorporate the following five elements: fieldtrips, geography, civics, social justice and service learning:

Grade	CCSS SS Question	Project	ELA Connection	Assessment
TK / Kindergarten	What is our neighborhood like?	Children construct buildings and homes from cardboard boxes and create a cityscape	Students write sentences describing their building, students write sentences describing their fieldtrips, teacher reads books such as: <i>Tar Beach</i> by F. Ringgold and <i>Window</i> by J. Baker	Students must create a labeled drawing of the city they have built
1 <sup>st</sup>	Who is responsible for enforcing the rules? What are the consequences if people choose to break these rules? What is our community like? How is our life different from those who lived in the past, and how is it the same? How do many different people make one nation?	Students develop the list of rights and responsibilities for their classroom.	Students write about which right and responsibility is important to them; illustrate it. Books such as: <i>For Every Child</i> , an adaptation of the UN Convention of the Rights of Children and <i>The Conversation Club</i> by D. Stanley	Each student orally explains the rights and responsibilities list to their parent in Student-Led Conference.
2 <sup>nd</sup>	How do families remember their past? Why do people move?	Students	Students write friendly letter to family member with interview questions, students write up personal timeline using interview answers, books: <i>The Bracelet</i> by Y. Uchida and <i>A Chair for My Mother</i> by V. Williams	Each student writes a booklet comparing and contrasting their lives to the lives of their grandfather.
3 <sup>rd</sup>	Why did people settle in California? Who were the first people in my community? Why	Students create a Native American museum in their class and share it with other	Students write research reports about the tribe, students write interviews to ask of a modern American Indian person, students write fictional	Students write articles for OCS Times about what is the same and what is different for the Chumash

Grade	CCSS SS Question	Project	ELA Connection	Assessment
	did people move to my community? How has my community changed over time?	students.	diaries of the life of a Native American person. Books include: <i>The Rainbow Bridge</i> by A. Wood and R. Florzack	tribe today or compare and contrast what myths and truths about Chumash life.
4 <sup>th</sup>	Why did different groups of immigrants decide to move to California? What were their experiences like when they settled in California? How did the region become a state, and how did the state grow?	Students develop a mock trial about rights of farm workers based on a real trial of farm workers vs Taco Bell	Students write journals from different perspectives of people living in California 1800 to 1850. Students read and discuss <i>Esperanza Rising</i> .	Each student creates a newspaper with headlines and articles that explain the major changes and trends in California during the time period.
5 <sup>th</sup>	Why did different groups of people decide to settle in the territory that would become the United States?	Students participate in a Boston Colony simulation in which each student takes on a role in the village and must	Students keep journals about the life of their character. They read and discuss <i>Johnny Tremain</i> .	Students write a research paper explaining the political, religious, social, and economics of one of the colonies.
6 <sup>th</sup>	How did the environment influence human migration, ancient ways of life, and the development of societies? What were the early human ways of life (hunting and gathering, agriculture, civilizations, urban societies, states, and empires), and how did they change over time? How did the major religious	Students create and perform plays based on myths from ancient civilizations	Students read myths from ancient civilizations, choose a myth to turn into a play and develop characterization, dialogue and an engaging plot based on the original myth. Students read and discuss <i>The Lightning Thief</i> .	Students create oral reports and PowerPoint presentations about the culture including facts about the regional geographic, political, religious, and social structure.



Grade	CCSS SS Question	Project	ELA Connection	Assessment
	and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, and Confucianism) support individuals, rulers, and societies?			
7 <sup>th</sup>	How did the distant regions of the world become more interconnected through medieval and early modern times? What were the multiple ways people of different cultures interacted at sites of encounter? What were the effects of their interactions? How did the environment and technological innovations affect the expansion of agriculture, cities, and human population? What impact did human expansion have on the environment?	Students create illuminated manuscripts using printing press methods; Students develop a timeline of Renaissance scientific discoveries.	Students read biographies of people from the Renaissance times and must write their own oral presentations about one person's biography.	Students write an analytical essay about what impact the Renaissance time period has on our culture today.
8 <sup>th</sup>	What did freedom mean to the nation's founders, and how did it change over time? How and why did the United States expand? Who is considered an American?	Students develop debates on important but divisive issues of today and compare them to the debates of the time preceding the Civil War	Students read <i>Chains</i> by L.H. Anderson and compare and contrast the revolutionary war to the civil war. Students read and discuss "The Gettysburg Address."	Students write a persuasive essay as a letter to the editor of a newspaper of the time period incorporating key facts about why the civil war started.

**Science CORE:** A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives.

Consistent with the OCS school-wide philosophy of experiential, child-centered learning, OCS's science program focuses on students using the scientific process to engage in solving real life scientific problems. Teachers create units of study based on the NGSS. The CA NGSS are organized by these categories in addition to Engineering Design: Life Sciences, Earth and Space Sciences, and Physical Sciences.

#### Structure and Arrangement of the CA NGSS

NGSS are standards, not curriculum. Standards are goals that reflect what a student should know and be able to do. The CA NGSS does not dictate the manner or methods by which the standards are taught. The standards contain Performance Expectations (PEs) written in a way that express the concepts and skills to be performed but still leave curricular and instructional decisions to local educational agencies, districts, schools and teachers.

Every CA NGSS standard has three dimensions: Disciplinary Core Ideas (DCI) scientific and engineering practices (SEP), and cross-cutting concepts (CCC). SEPs and CCCs are designed to be taught in context, integrated with multiple core concepts throughout each year. Engineering is integrated with the science standards through the Engineering Technology Standards (ETS), also called the Engineering Design Standards. These standards are arranged in grade bands: kindergarten through second, three through five, six through eight, and nine through twelve. The ETS standards emphasize core ideas of engineering design and technology applications.

The Topic arrangement of the standards organizes the standards by “big ideas”. Topic examples include, but are not limited to: Chemical Reactions, Structure and Function, or Space Systems. Both arrangements support connections across the grade and between grade levels, and contain California Common Core State Standards (CA CCSS) connections: English Language Arts Standards (ELA) and Mathematics Standards.

TK-5 grade levels utilize hands-on, inquiry-based experiments and experiences through the use of comprehensive learning kits combined with teacher created materials that builds upon previous knowledge. Each standard-aligned kit is thematically-based for the unit of study. Supplemental materials include videos (i.e. “Magic School Bus”, “National Geographic for Kids”), standards-based ecology units, and trade books specifically pertaining to the current science topic being taught (i.e. a natural disaster unit would include books and technology resources on earthquakes, volcanoes, hurricanes, tornadoes, and other natural disasters).

Unit themes are based on inquiries such as “Why do some things change and some things stay the same?” or “How and why do human beings and animals find or create shelters?” Teachers reinforce the connections between science, math, engineering, and technology as they promote skills in questioning; developing and using models; planning and carrying out investigations; collecting, analyzing, and interpreting data; constructing explanations; designing solutions; engaging in argument from evidence; and synthesizing and communicating information. Students learn to be logical in making assumptions, accurate when collecting data, insightful when drawing conclusions, and unbiased when supporting statements with reliable scientific evidence.

Students in grades 5-8 use Houghton Mifflin Harcourt's Dimensions curriculum for the respective grade-level. This curriculum believes that children are natural scientists—born with a curiosity that fuels learning. This program puts students in charge of their learning and enables teachers to seamlessly guide students on this new instructional path. Aligned to NGSS, Dimensions allows for better engagement, deeper understanding, and greater student achievement. Paired with the comprehensive hands-on kits, students are able to build meaning through experience, as well as through trial and error. By the end of grade eight, students will become independent scientific researchers with strong expository reading and writing skills who are able to implement student-created scientific experiments.

**Geography:** Geography is incorporated into humanities themes beginning in TK/Kindergarten. Wooden, calibrated sets of unit blocks are regularly used as a concrete material which requires that the builder(s) reproduce environments/services which are the focus of their studies. Students demonstrate in concrete terms their grasp of information and understanding of how the real world works, and demonstrate the strength of their spatial perception skills. Studies of mapping lend themselves to this medium, on the journey from concrete structure to map legends replete with symbols. Older students have numerous opportunities to focus on the geography of the areas populated by the peoples they study, including using and making of maps. Understanding where they are in space and how to locate themselves on maps and understanding the point of view and purpose of different types of maps will be an important element of geography.

**Civics:** Civics is about how people organize and function in governments. Each individual has rights and responsibilities within our own society in understanding and voicing our opinions about important issues that the government is developing law about. OCS believes that all students should be engaged in voicing their opinion and understanding their rights and responsibilities as citizens. All students are involved in developing their rights and responsibilities within their class community and discussing the consequences through our Responsive Classroom curriculum. The eighth grade develops a student government at OCS every year. This student government gives all of the students at OCS an experience in civics as it applies to their lives. Students in grades 7<sup>th</sup> and 8<sup>th</sup> will be engaged in exploring issues that are important to them and developing community service projects around them. These projects will involve local government such as the neighborhood and city council. OCS students of all grade levels write letters to state and federal politicians about issues that interest them and to find out more about the workings of the government. The students at OCS practice civics within the school community and communicate with local government about the civics of our current society.

**Social Justice:** As a charter school that is concerned with teaching all children and giving all students an equal chance, we must also address issues of social justice. We incorporate curriculum about social justice at all levels, from Kindergarteners learning about transportation methods that will also incorporate learning about Rosa Parks and the Bus Boycott that she helped to spark, to fourth graders learning about the rights and controversies about day laborers of today compared with those of the age of the Dust Bowl, to eighth graders learning about current slavery practices. Social justice curriculum is about taking the big concepts of history and applying them to current day issues and asking, What is fair? What is just? How shall we decide? How will we respond? What can we do? A social justice curriculum in the middle school environment gives

students access to powerful ideas in history and expects them to form powerful connections between the past and the present. By critically examining historical mistakes and historical achievements, students will learn to evaluate current events and form judgments about them. From these judgments, students are called upon to act with historical awareness. This critical approach to history will prepare our students for college-prep high school courses.

**Service Learning:** Research demonstrates that high-quality service learning has positive effects on K-12 students' academic performance and school engagement. Overall, service-learning students have significantly higher science and social studies scores than comparison students. Service-learning students in grades 7-12 reported more cognitive engagement in English/language arts than others. For students in grades 2-5, service-learning was linked to greater behavioral, affective, and cognitive engagement in school.<sup>31</sup> Service experiences integrated with the curriculum are linked to greater gains in subject matter knowledge, understanding the relevance of school learning, and overall academic performance.<sup>32 33</sup>

At OCS, children learn about being of service to others through community service projects they develop and implement with classroom teachers. At OCS, we believe that students learn best by *doing* and that service learning provides students the opportunity to do something active to make a difference. Service learning incorporates problem solving, analysis, and planning. Students must identify a problem, discuss solutions, identify one they are able to achieve and then develop a plan of action. The teacher guides them through this process but students must work together to find solutions. Service learning enables students to have real experiences in making a difference in their world. Students' service learning projects range from helping to serve lunch at a local homeless shelter to participating in a local beautification project to writing letters to the editor about an issue of great concern to the class, to raising money to buy a village a farm animal through Heifer International. Service learning projects often stem from the integrated curriculum projects developed by the teacher, but may also address issues that come up during the school year through student experiences.

#### Music (Non-core)

Orff Shulwerk music lessons are offered to all OCS TK-3rd students. This method of teaching music through students using rhythmic instruments, chants, rhythm and body movement is an internationally recognized practice in music in collaboration with others from a young age. Students are also taught how to innovate and create new additions to the music based on the patterns of the piece. By playing along with others, who may or may not be playing the same parts, OCS students learn to listen, collaborate, and create with others.

OCS offers music classes for grades 4-6 on other instruments including guitars and drums. With their base in Orff Shulwerk, OCS students quickly learn how to play other instruments. OCS students also learn songs to sing that bring the community together at all charter school assemblies and celebrations. Weekly music class offers OCS students who are strong musically

---

<sup>31</sup> Shelley Billig, Linda Hofschire, Stephen Meyer, & Lois Yamauchi. Student Outcomes Associated with Service-Learning in a Culturally Relevant High School Program. (Journal of Prevention & Intervention Community, February 2006) v32, 1-2, pp. 149-64.

<sup>32</sup> K. Dewsbury-White. The Relationship of Service-Learning Project Models to the Subject Matter Achievement of Middle School Students. (Michigan State University, 1993).

<sup>33</sup> Shelley Billig and Andrew Furco. Service Learning: The Essence of the Pedagogy

a chance to shine in school. Studies of music and brain development reveal that learning to play a musical instrument with two hands encourages growth of dendrites between the two hemispheres of the brain.

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

TK/Kindergarten to 6<sup>th</sup> grade have no less than 200 minutes of P.E. instruction every 10 days, while 7<sup>th</sup>& 8<sup>th</sup> grade students have no less than 400 minutes every ten days. OCS believes that Physical Education should be fun, non-competitive, and accessible to all OCS students. With childhood obesity on the rise Physical Education is even more important than ever. OCS teachers use the California P.E. and Health Education standards to develop P.E./Health classes that support students in developing gross motor skills, spatial awareness, sportsmanship, and a positive attitude about physical fitness in keeping one's body healthy.

Students learn about their bodies and their physical fitness as they do activities that promote aerobic health, flexibility, muscle strength and healthy body composition. In elementary grades we emphasize the way in which students move through space and time in their environment, the way in which the student and a partner move in space together, continuity and change in movement, the manipulation of objects in time and through space, and the manipulation of objects with accuracy and speed. In upper grades we emphasize working cooperatively to achieve a common goal, meeting challenges, making decisions, and working as a team to solve problems. OCS partners with the California State University Northridge Kinesiology department to provide teacher professional development and model lessons from student teachers in P.E.

Health education is also an important aspect of the OCS program for the whole child. In TK-2 students learn about healthy habits such as washing their hands and covering their noses and mouths while sneezing. They also learn about good nutrition and hygiene such as regular teeth brushing. In the 3<sup>rd</sup> and 4<sup>th</sup> grades, students learn more about the systems of the body and how they interrelate for good health. In 5<sup>th</sup> grade students have their first lessons within same gender groups about the changes puberty will bring for them. OCS uses the state Physical Fitness standards and the Health education framework to develop grade appropriate lessons in these content areas.

OCS is also in compliance with The California Healthy Youth Act, which took effect in January 2016. This law requires us to provide students with comprehensive sexual health education, along with information about HIV prevention, at least once in middle school. While parents are allowed to opt out, we do partner with an outside educator for this curriculum, that also covers gender identity, the importance of consent, and other topics related to sexuality and personal growth for students in grades 6-8.

#### **Foreign Language (Non-Core)**

OCS does not offer Foreign Language for any grade at this time.

#### **Technology (Non-Core)**

OCS has a technology-rich environment for students in all grades. Our full-time Technology teacher collaborates closely with classroom teachers, and provides instruction at least once per week to all classes, covering basic keyboarding, Office Suite (Word, Powerpoint, etc.), coding, photoshop and more. Our 7<sup>th</sup> and 8<sup>th</sup> grade students are able to take electives in technology,

ranging from web design, application design, and graphic arts. OCS has a dedicated computer lab, as well as four mobile Chromebook carts and individual tablets and laptops in all classrooms.

### **Innovative Curricular Components of the Educational Program**

OCS's educational program is designed to serve the "whole child" through an emphasis on students' role in a democratic society and active participation as a speaker, learner, listener and teacher. Students are asked to explain their math thinking in front of the class, work together to conduct science experiments, discuss themes and textual evidence with their peers in book clubs, work together to produce and perform plays based on ancient mythology, share the inspiration for their cardboard vehicle with the student body during an assembly, and collaborate with small and large groups across all content areas, requiring communication and organization through discussion and planning. Even on Field Day, an annual school-wide celebration involving team-building physical activities, one can witness a sixth-grade student quieting down his rowdy and eager multi-grade "family" so that the kindergartener in the group can be heard and allowed to express her opinion. The daily experience of being someone else's supportive listener, giving constructive feedback and support, as well as having to speak in front of small and large groups is a primary focus throughout the year.

Innovative elements of our program also include:

**Responsive Classroom:** Class management and community building programs, based on research in moral and ethical development, such as Ruth Sidney Charney's *Teaching Children to Care*, have led to a school-wide culture of respect and kindness. OCS believes that a strong student is also someone who makes ethical choices in life. At OCS, each school day begins with a Morning Meeting/Advisory, a regular opportunity to learn and exercise social skills, and "to merge social, emotional, and intellectual learning."<sup>34</sup> Cooperation, assertion, responsibility, empathy, and self-control are modeled and practiced through oral sharing, active listening, and dialogue. Children learn how to listen respectfully, look at the person who is speaking, speak clearly, and to offer thoughtful questions and comments related to the topic. The four components of the Morning Meeting for grades TK-5 are greeting, sharing, group activity, and morning message. Listening and speaking skills are specifically demonstrated in the greeting and sharing portions. For upper grade students, Advisory provides an important check-in with an attentive teacher on both academic issues (study skills and habits, college awareness/readiness) as well as psycho-social concerns (managing peer challenges, etc.).

**Community Service Learning:** Students of all grade levels participate in school-level and/or off-campus service learning opportunities. Our 7<sup>th</sup> graders volunteer eight hours of community service, while our 8<sup>th</sup> graders volunteer 12 hours of community service at local charities such as Heal the Bay, LA Public Libraries, pet adoption organizations, nursing homes, Operation Gratitude and more.

---

<sup>34</sup> Responsive Classroom: Level One Resource Book. (Turners Falls: Northeast Foundation for Children, Inc., 2007).

**Student Empowerment:** At OCS, staff members and students work together to develop an environment of empowerment, including learning conflict resolution strategies. Students are supported to become independent and adept at solving conflict among themselves and to speak to each other directly and respectfully. Students are supported by teachers to manage Morning Meetings and Student- Led Assemblies, where students learn and practice public speaking through presentations in the form of speeches, skits, songs, PowerPoint presentations, and more. Students of all ages learn to speak articulately and with confidence to the entire charter school population. Every year at the last-day-of-school celebration students from each class TK/Kinder to 8<sup>th</sup> speak about the highlights of their school year, and the attending adults express amazement at the poise and confidence of even the youngest OCS students at this event.

Through regular Peaceful Learning Communities (PLCs), students show appreciation for and resolve conflicts with one another. PLCs are scheduled at least once per week in all classrooms, although PLCs generally happen more often. In a PLC, all students sit in a circle, where they can clearly see and be seen by their peers. Behavioral expectations regarding both listening and speaking in these circles are taught early in the year. The activity begins with appreciations: students vocally acknowledge one another for acts of kindness, friendly behavior, or words of encouragement. After a few minutes of appreciations, students are allowed to vocalize problems they have with one another. This starts with an appreciation, and is followed by both the concern and what that student needs to make things better. Although monitored by teachers, PLCs allow students to orally brainstorm solutions for one another, and students in conflict with each other must explain their perspective to one another and the group.

Student Senate is made up of 2 students from every class, regardless of grade, and is led by our 8th graders. During the monthly meetings, students engage in discussions and problem solving about issues such as developing consistent handball rules, choosing school spirit days and planning a school field-day event. Students develop the ability to articulate their ideas to others, to participate in a representational democracy and to learn about being responsible to bring information and reports back and forth between the Senate meetings and their classrooms.

Each school year begins with Family Conferences at which students, parent, and teacher meet to discuss student strengths, challenges, then develop goals and specific next steps for each member of the conference to implement. Students also explain and share their academic progress with their parents every year at the spring Student-Led Conferences in which they reflect on their learning, identifying successes, challenges and future academic goals. Students have a meaningful say in their educational environment, and through this experience they become more engaged and invested in their own education.

At OCS, students and staff members alike are on a first name basis. We promote this approach because we believe it fosters a more personal relationship, removes language barriers, and puts students in a better position to take charge of their own learning and feel more confident to question adults, all part of becoming an empowered student. According to Catherine Heuzenroeder, titles do not ensure respect. "Respect isn't one way; respect is earned, not assumed, in all walks of life," said Sue Charleston, head of school primary years at Woodville

Gardens School in South Australia.<sup>35</sup>

OCS students also play active roles in our events outside of the school day. OCS has an Annual Talent Show every winter. While parents work with the talent and rehearsals, it is the students that are in charge of stage set up, prop usage, sound and light operations, and ushering of the audience. Our students work with parents in creating and setting up back-drops and are able to manage one another throughout the rehearsals, and eventually the performance. Not only does this empower our students, it gives our 7th and 8th graders opportunities for leadership roles and includes those that might not be comfortable performing, but want to help with the production.

Additionally, students play an integral role in our Spring Faire. Students are responsible for setting up and running the game booths. They spend time working with the Spring Faire adult volunteer leaders and assisting them as needed. Both set-up and take down of the event would not be possible without the support and assistance of the students. Excitement builds for the kids as they move from visiting the Faire in younger grades to being able to work the Faire in upper grades.

Students in the Musical Theater elective class work with the teacher to choose, arrange, and perform their individual and group piece. The students work with the teacher, rather than for the teacher in creating their performance. Also, during the 8th grade graduation, a selection of graduates emcee the event. It is with their leadership that the event's program is executed. They are poised and ready to guide everyone through their graduation.

The OCS Student Ambassador Program is open to 6th-8th graders who are in good standing academically, behaviorally, and attendance wise. With teacher recommendation, students are invited to become an Ambassador. Ambassadors are responsible for giving school tours to prospective parents and local businesses, offering directions and information at Back to School Night, Open House, and other school events, and representing OCS in the community. They are wonderful leaders who are empowered and informed.

**Stakeholder Voice:** Through various means, all stakeholders at OCS have a voice. Parent participation on School Site Council, active volunteerism on campus and in support of our charter school, and frequent home-school communications, allow parents to play an integral role in all aspects of school operations. Parents are also active on our hiring committees. All potential teaching candidates conduct a sample lesson that is observed by students, parents and staff members. Regardless of the time of the year, parents and students are brought in to participate in this lesson, and then to interview the candidate alongside staff, and give their feedback.

Students have a voice through the creation of their classroom and school-wide norms, participation through Student Senate and the openness of adults on campus to listen to their concerns. Staff have a voice through Critical Friends Group protocols, Cluster meetings, an open door policy of administration and more. External community has a voice through public speaker time at Board Meetings and various events and meetings that are to the public. It is due to the uniqueness of all stakeholders having a voice that has strengthened the education system here at OCS.

---

<sup>35</sup> Catherine Heuzenroeder. Students on First-name Basis with Teachers as Titles Become Old School.(February 2018).



## Intervention and Enrichment Programs

### Intervention Programs

OCS supports students through a variety of interventions. We subscribe to IXL, an online program that provides intervention, enrichment, and foundational practice in both Math and English Language Arts for students in grades TK-12. We have a whole-school license which allows students to access this program, both at school and at home.

Additionally, we use the online program Lexia for those students in grades K-5 that may be having difficulties with phonemic awareness and other phonemic based skills. Lexia also plays an important role in our Rtl program, that will be described in section 24- Students Achieving Below Grade Level. Teachers are available for additional support after school as needed, in any subject.

The Intervention Specialist is responsible for reviewing data and creating intervention groups. With the help of paraprofessionals, small groups are created focusing on specific gaps in skills, rather than in missing assignments. Notes are kept regarding student work and progress, and groups are pulled out of class to meet in small groups. Intervention groups never take place during the times when new information is given, rather during times for either individual practice or group work.

For Upper Grade students that are performing two or more grade levels below current grade, time during electives may be dedicated to learning study skills, organization skills, or one on one work with a member of our resource department. Teachers are also available after school to work with students, as well as during recess and lunch.

### Enrichment

While we do not offer enrichment programs, we do partner with an after-school provider who offers a variety of enrichment classes including costume design, cooking, and art. Our music provider offers additional instrumental instruction in the areas of piano and guitar.

## 12. Comprehensive Course List

Grade	ELA	ELD	Math	Social Science	Science	PE/ Health	Music	Technology	Elective
TK/K	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	
1	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	
2	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	

Grade	ELA	ELD	Math	Social Science	Science	PE/ Health	Music	Technology	Elective
3	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	
4	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	
5	Daily	30 minutes/ daily	Daily	Daily	Daily	2x/week	1x/week	1x/week	
6	Daily	30 minutes/ daily	Daily	Daily	Daily	5x/2 weeks	1x/week	1x/week	
7	Daily		Daily	Daily	Daily	Daily			4x/week
8	Daily		Daily	Daily	Daily	Daily			4x/week

### 13. Instructional Methods and Strategies

As detailed in the preceding sections, OCS teachers deliver differentiated instruction and use a variety of teaching methodologies to reach all learners, using instructional techniques flexibly to promote the construction of students’ understanding. We recognize that teaching conceptual understanding is absolutely essential in order to help students become truly proficient in core learning. Based on acclaimed research in recognized strategies including Cognitively Guided Instruction, Conceptually Based Instruction, Problem Centered Learning, and Supporting Ten-Structured Thinking,<sup>36</sup> OCS uses the following five categories and their core features as the foundation for instructional techniques:

#### Nature of Classroom Tasks:

- To use problem-solving-focused instruction so students are engaged in real problem solving
- Connect with where students are: regular assessment helps teachers to build on students’ current levels of understanding
- Leave behind something of value: classroom tasks are designed and selected in order to challenge students and to offer them the chance to increase their understanding

#### Role of the Teacher

- To select tasks with goals in mind to further student learning
- To share essential information: teachers must strive to balance allowing students to

<sup>36</sup> Hiebert, et. Al. Making Sense: Teaching and Learning Mathematics with Understanding. (Heinemann, 1997)

grapple with their own developing understanding and offering insight that may increase their learning

- To establish a supportive classroom culture

#### Social Culture of the Classroom

- Student's ideas and methods are valued
- Students can choose and share their methods
- Mistakes are not ignored, but used as learning sites for all students
- A climate in which correctness lies in the argument, so that all answers are explored for accuracy

#### Tools as Learning Supports

- Each user must construct his/her own meaning
- Tools are used with purpose to solve problems and not as props
- Tools are used to help students record, communicate and think about problems

#### Equity and Accessibility

- Tasks are made accessible to all learners
- Every student has a voice in class discussions
- Every student contributes.

In addition to the hands-on, integrated methods based in constructivism, teachers use dynamic and varied grouping strategies. Research supports practices in which instructional groupings are varied from homogeneous to heterogeneous and – as the students' capacities develop – changed often. The practice of pigeon-holing students in stagnant groups for an entire school year or semester is often a detriment for the student. Parents of young children recognize that their children can make great leaps in development seemingly overnight; our groupings of students will be fluid in recognition of this reality. Our small charter school and small class sizes ensure that teachers get to know students' strengths and needs across content areas and allow for student-centered learning with teacher support.

For reading and writing instruction, teachers use the methods as presented in Lucy Caulkins' Writers' Workshop, which centers on independent student work in combination with teacher modeling and one-on-one and small-group guidance. This strategy centers on students keeping journals for writing and jotting down thoughts and ideas, regardless of when they occur. Additionally, writing should occur daily in the form of reflection after activities or information learned. It provides students with instruction that surpasses grammar and spelling, and focuses on topics and expansion of thought. Good writing is not just for those students that have an innate writing capability, but rather should be available to all students through instruction, methodology, and practice. This method also sees writing as an ongoing process. Students should be comfortable, and see the benefit in revising, editing, and changing their writing as they develop this skill.

Teachers also help foster metacognition by sharing their own thoughts on how they approach and complete a task or arrive at a conclusion, help students become aware of their own thinking. Through ongoing reflection on their own work, students learn the most effective strategies they

need in order to study and learn. Teachers help less successful students by modeling effective learning strategies for them, showing them how and when to use these strategies and teaching them why they are important for their success.

Finally, teachers at OCS do rely on direct instruction to focus directly on the skills required to be successful in school and ensuring that these skills are learned. Students can learn high-level concepts if they know how to learn, how to question, how to access prior knowledge, and how to integrate new knowledge. The elements of direct instruction include:

- Clearly communicating goals for students
- Structuring academic tasks for students
- Demonstrating the steps necessary to accomplish a particular academic task
- Monitoring student progress
- Providing student practice and teacher feedback to ensure success
- Holding students accountable for their work through frequent teacher review

OCS demands high-quality teaching, and provides extensive professional development, mentoring, coaching and support to ensure teachers have the time and resources they need to excel in their field. By providing high-quality professional development, as well as time for teachers to meet, discuss, and learn what works best with their students, teachers will use the most effective strategies for helping all of their students become active, motivated learners who master the knowledge necessary for life-long learning and success.

#### 14. How the School's Instructional Methodologies and Curriculum will Ensure Student Mastery of State Standards

All of OCS's courses and lessons have been designed in alignment with the California state standards ([www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)), that include Common Core standards and NGSS. All lessons are standard aligned, and our teachers differentiate depending on student needs. Having all inclusive classes at OCS, teachers encounter various levels of learners. In addition to our students with disabilities, our classes have English Learners, low performing students, and high achieving students. Differentiation is done by working with small groups that work at similar levels. IXL provides lessons targeting specific areas and will group students by need as well. Teachers can utilize this function for ELA small group instruction. Teachers also differentiate for students that are ready to move on to the next concept. OCS believes that high-achieving students should not get more work, but rather should receive assignments that require deeper level thinking. For example, if a class is working on a research paper, in addition to the questions that are being used to direct research, questions pertaining to the effect of a product or event on life today, possible outcomes, or similarities between products or events can be asked. Giving students opportunities to explore or expand knowledge on areas of interest is also used to engage students from all different educational backgrounds and interests.

Our faculty receive training and support in ensuring our students receive individualized support and instructional strategies as they work to master the content standards. During training offered prior to the start of the school year, teachers meet with support staff to develop strategies and action plans to meet students' needs at various levels. Additionally, a PD Task Force is used to

work with administration on offering professional development or training that would benefit teachers and support staff. Professional development is offered twice a month afterschool on Tuesdays for one hour. This is mandatory and topics are built around staff survey results. The other two Tuesdays a month are for grade level meetings and cluster meetings. In addition to the once a month dedicated grade level meetings, grade level teachers meet annually to review both long range plans and pacing guides to reflect on the previous year and to ensure that standards are being met and align with assessments. Grade level teachers also collaborate throughout the week as needed, working on lesson plans and group activities. Clusters are groups of grade levels, grouped together based on similar standards, ages, and needs. Our current cluster formation is grades TK-1, 2-3, 4-6, and 7-8. Clusters meet once a month and look at data patterns, vertical planning, student work, and student expectations. While OCS does not use a formal co-teaching model, Resource teachers do work collaboratively with general education teachers on lesson planning, differentiation, individual student plans, and classroom activities. Additionally, resource teachers spend time in classrooms and offer assistance and recommendations when warranted.

## 15. How the Instructional Program will Support Student Development of Technology-related Skills and Student Use of Technology.

We understand that technology plays an integral role in today's education. The use of a keyboard is as important to standardized testing as a pen is to writing. Technology is no longer an enrichment class or option, but rather a necessary tool in the education of students. Based on the International Society for Technology in Education's (ISTE) Student Standards, and adding in the Computer Science Strands from the Computer Science Teachers Association, OCS has developed specific goals for student use of technology and mastery of tech-related skills. OCS has one computer tech lab that houses 27 PC desktops and 4 mobile Chromebook carts of 30 Chromebooks each that rotate to each classroom as scheduled by classroom teachers. Tech instruction starts in TK/Kindergarten with the standards embedded into the curriculum. Students receive high-quality technology instruction from an experienced instructor at least one time per week. This instruction is comprised of computer foundations and computer science. Students learn basic tech skills, keyboarding, coding, and use of specific software such as PowerPoint, Word, Excel, academic intervention programs and on-line foreign language and accelerated math programs.

In addition to keyboarding skills, students will prepare for CAASPP through interim tests, use of the digital library, and familiarity of testing tools. Teachers will review practice tests both whole class and through homework assignments. Part of student success depends on student knowledge of the online testing platform, as well as with content knowledge.

### ISTE Student Standards

1. Creativity and Innovation
  - Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology
2. Communication and Collaboration
  - Students use digital media and environments to communicate and work

collaboratively, including at a distance, to support individual learning and contribute to the learning of others

3. Research and Information Fluency
  - Students apply digital tools to gather, evaluate, and use information
4. Critical Thinking, Problem Solving, and Decision Making
  - Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources
5. Digital Citizenship
  - Students understand human, cultural, and social issues related to technology and practice legal and ethical behavior
6. Technology Operations and Concepts
  - Students demonstrate a sound understanding of technology concepts, systems, and operations.

## 16. Graduation Requirements

Not Applicable

## 17. Credit Recovery/Transfer

Not Applicable

## 18. WASC

OCS is WASC accredited, with its current approval ending in 2022-2023.

## 19. College Entrance Information

Not Applicable

## 20. Transitional Kindergarten

Our transitional kindergarten program is a modified version of our Kindergarten program. Because we as a school focus on the social-emotional well-being of all students, our program aligns with expectations outlined in the California Preschool Learning Foundations

## 21. Academic Calendar and Schedules

The state of California requires that public schools deliver at least 36,000 instructional minutes for grades TK-K, 50,400 for grades 1-3, and 54,000 for grades 4-8 over at least 180 instructional days annually. The 2015-2016 school year calendar is included.

The OCS school year is similar to a traditional single-track calendar with 180 instructional days, divided into two semesters. OCS does not observe shortened days for teacher professional

development; whole-school staff meetings are held after school on Tuesdays and during pupil-free professional development days. After working with staff members and parents, the Executive Director, Principal, Assistant Principal, and Director of Operations finalize the school calendar and school hours each year with approval from the OCS Board of Directors. The 2019-20 calendar is included here:

# Our Community School 2020-2021 School Year

	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	SA	SU	M	T	W	TH	F	# of Days
Jul 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	0
Aug 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	12
Sep 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	20	
Oct 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	21
Nov 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	15	
Dec 20	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	14
Jan 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	17
Feb 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	19			
Mar 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	22
Apr 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	16	
May 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	20
Jun 21	01	02	03	04	05	06	07	08	09	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	4	
<b>Total # of School Days</b>																													<b>180</b>			

S School Day

Weekends

P Pupil Proc Day

Professional Dev. All Staff

Holiday or Break

\*\* Draft Calendar - Start and End Dates are Board Approved



## 22. Sample Schedules

### Sample TK/Kinder & 1<sup>st</sup> Grade 2019-2020 Bell Schedule

	Minutes	
8:30 -8:50	20	Morning Meeting Calendar
8:50-9:50	60	Math Integrated ELD
9:50 - 10:10	20	RECESS
10:10- 11:10	60	Language Arts Mini Lesson or P.E.
11:10- 12:00	50	Language Arts Child Initiated Play/Activity Centers Designated ELD (30 minutes)
12:00- 12:50	50	LUNCH
12:50-1:40	50	Quiet Reading/GHGR Story Time or Music or Technology
1:40-2:30	50	Science/Social Studies/Art
2:30-2:50	20	Peaceful Learning Community/Closing Circle
2:50-3:00	10	Clean-up & Pack Up
3:00		Dismissal
Total Minutes	320	

### Sample 2<sup>nd</sup> - 5<sup>th</sup> Grade 2019-2020 Bell Schedule

Times	Minutes	Period
8:30-8:50	20	Morning Meeting
8:50-9:50	60	Language Arts Integrated ELD Technology or Music
9:50-10:15	25	Recess
10:15-11:15	60	Math or P.E.
11:15-12:15	60	Writing Designated ELD (30 minutes)
12:15-12:50	35	Lunch
12:50-1:10	20	Quiet Time/Read Aloud
1:10-2:00	50	Social Studies
2:00-2:50	50	Science
250-3:00	10	Clean-up/Pack up
Total Minutes	330	

### Sample 6<sup>th</sup> Grade 2019-2020 Bell Schedule

	Minutes	
8:20-8:40	10	Advisory
8:40-10:30	113	Language Arts/Social Science Designated ELD (30 minutes)
10:33-10:51	18	Break
10:51-12:44	114	Math/Science
12:44-1:19	35	Lunch
1:19-2:04	45	Music or Technology
2:04-2:44	45	PE
2:44--3:15	31	Closing Meeting/Dismissal
Total Minutes	358	

\*ELA – READING, WRITING, CONVENTIONS, LISTENING AND SPEAKING, and ELA in Technical Subjects (Science, SS) and the Arts

\*\*TECH – Technology skills and integrated Technology (ELA, Science, Math, Social Studies, Arts, etc.)

### Sample 7<sup>th</sup>& 8<sup>th</sup> Grade 2019-2020 Bell Schedule

(English Learners are provided with Designated ELD instruction during English class)

Times	Period	Minutes	7.1 Blue	7.2	8.1	8.2
8:20-8:40		20	Advisory	Advisory	Advisory	Advisory
8:40-9:35	1	55	English	Science	PE	Math8
9:38-10:33	2	55	Science	Math7	English	History
10:33-10:48		15	Break	Break	Break	Break
10:51-11:44	3	55	History	English	Math8	PE
11:49-12:44	4	55	PE	History	Science	English
12:44-1:19		35	Lunch	Lunch	Lunch	Lunch
1:22-2:17	5	55	Math7	PE	History	Science
2:20-3:15	6	55	Electives	Electives	Electives	Electives
Total Minutes		350				

While we do not have minimum days or “bank” days, we do have some early dismissal days. The following are the schedules for these days:

**TK-1st Grade Early Dismissal Schedule**

Grades TK/K/1	Time
Morning Meeting Math	8:30-9:30
Recess/Snack	9:30-10:00
Language Arts ELD	10:00-11:30
Lunch	11:30-12:00
Science Social Studies PE	12:00-1:00
Dismissal	1:00

**2nd-5th Grade Early Dismissal Schedule**

Grades 2-5	Time
Morning Meeting Language Arts ELD	8:30-10:00
Recess/Snack	10:00-10:25
Math PE	10:25-12:00
Lunch	12:00-12:30
Science Social Studies	12:30-1:00
Dismissal	1:00

**6th Grade Early Dismissal Schedule**

6 <sup>th</sup> Grade	Time
Morning Meeting Language Arts ELD	8:20-10:33
Break	10:33-10:51
Math Science	10:51-12:15

6 <sup>th</sup> Grade	Time
Lunch	12:15-12:48
Class Time	12:48-1:00
Dismissal	1:00

**7th/8th Grade Early Dismissal Schedule**

Time	Period
8:20-9:07	1
9:10 - 9:50	2
9:53 - 10:33	3
10:33 - 10:48	Break
10:51 - 11:31	4
11:35 - 12:15	5
12:48 - 1:00	Advisory

**23. Instructional Days and Minutes**

Grades	Grades Offered	Number of Regular Days	Number of Instr. Minutes Per Regular Day	Number of Early Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of Tuesdays 2 pm Dismissal Days	Number of Instr. Minutes Per Early Dismissal Day	Number of [Other] Days	Number of Instr. Minutes Per [Other] Day	Total Number of Instr. Days	Minutes Req'd Per State Law	Total Number of Instr. Minutes	Number of Instr. Minutes Above/Below State Req't.
TK/K	Yes	170	300	10	210	N/A	N/A	N/A	N/A	180	36000	53100	17100
1	Yes	170	300	10	210	N/A	N/A	N/A	N/A	180	50400	53100	2700
2	Yes	170	325	10	210	N/A	N/A	N/A	N/A	180	50400	57350	2700
3	Yes	170	325	10	210	N/A	N/A	N/A	N/A	180	50400	57350	6950
4	Yes	170	325	10	210	N/A	N/A	N/A	N/A	180	54000	57350	3350
5	Yes	170	325	10	210	N/A	N/A	N/A	N/A	180	54000	57350	3350
6	Yes	170	350	10	219	N/A	N/A	N/A	N/A	180	54000	61690	7690
7	Yes	170	350	10	219	N/A	N/A	N/A	N/A	180	54000	61690	7690
8	Yes	170	350	10	219	N/A	N/A	N/A	N/A	180	54000	61690	7690
9	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	64800	0	-64800
10	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	64800	0	-64800
11	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	64800	0	-64800
12	No	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0	64800	0	-64800

## 24. Early College and Middle College High Schools

Not Applicable

## 25. Professional Development

OCS professional development goals are both mission driven and achievement data driven. Professional development is delivered by teachers on staff, members of our Administration, and from outside vendors specializing in specific areas. Beyond our in-house professional development, individual and small groups of teachers attend trainings and in turn train our other faculty members.

New staff members, including new teachers, receive OCS onboarding prior to the start of professional development for all. This onboarding provides new teachers an opportunity to meet one another, as well as a chance to develop a true understanding of the mission and vision of the school. The main components of the OCS educational program are reviewed, and information is given regarding the importance of these components and the roles they play in this community. New staff members are also sent to a 4-day Responsive Classroom training in late July or early August.

In addition to professional development for new teachers, OCS pairs up new teachers with mentor teachers through a program called Culture Mentors. New teachers are paired with teachers outside of their grade level and work with these mentors to:

- Make every effort to make the new teacher feel welcomed and a part of the school community.
- Provide the new teacher with opportunities to work with an experienced and willing mentor teacher.
- Explain and explore the OCS culture with regard to:
  - Traditions
  - Annual events
  - Celebrations
  - Responsive Classroom
  - Community
  - Peaceful Learning Communities (PLC)
  - Family and Student Led Conferences
- Expand new teacher's network of colleagues.

A new teacher mentor will:

- Meet with mentee 1x/week during the first four weeks of school (with discussion ideas to include, but not be limited to the following):
  - Refer to School Calendar to review upcoming events and provide explanations of the events as it relates to culture, procedures, and expectations
  - Answer mentee questions about daily operations
- Meet 1x month after first month to continue 1:1 mentoring support
- Introduce mentee to procedures

- Share morning meeting ideas
- Set schedule to meet with each mentee individually and if mentoring more than one teacher, schedule to meet with cohort
- Answer questions or offer referral to appropriate person
- Discuss challenges or concerns
- Review OCS traditions and culture
- Offer other support as necessary or deemed appropriate
- Discuss the importance of balancing work and life
- Be solution oriented

At the start of each school year, OCS staff has 5-7 scheduled professional development days to receive formal training and collaborate in planning and implementing the following:

- Responsive Classrooms, Critical Friends Groups, and conflict resolution strategies
- Common Core State Standard, NGSS and specific curriculum/pacing guides
- Understanding by Design
- Growing Educators Writers' Workshop
- Differentiating learning, Constructivism and Hands-On Learning strategies and planning
- Formative and summative assessments
- Role of the Student Support and Progress Team (SSPT), identification of students with special needs, the IEP process, modifications for students with disabilities, available resources (e.g., counseling) for students and families in need
- Collecting, analyzing and using student achievement data to drive classroom instruction
- Health and Safety policies and procedures including emergency protocols, mandated reporter, suicide prevention, ADA compliance, bloodborne pathogens and first aid/CPR training
- School administrative policies and procedures (attendance reporting, student discipline,
- Teacher evaluations, goal setting, classroom observations, and professional learning community expectations.

Throughout the OCS school year, 10 pupil-free days are dedicated to professional development and review of student achievement data, and staff members meet Tuesdays after school for professional development and staff meetings from 3:30 pm-4:30 pm. Staff work with school leaders and an experienced teacher mentor to develop curriculum and assessments, review student achievement data (with a focus on subgroup performance), and discuss individual students. OCS also offers an Induction program through LACOE in which our more experienced teachers can be mentors for our newer teachers. We have Critical Friends Group Protocols in which the teachers come together as a professional learning community to examine student work, lesson or unit plans and give each other supportive and critical feedback. We conduct classroom walkthroughs with all of the teachers to support inter-class connection and a through-line of curriculum. Through ongoing classroom observations by mentor teachers, grade level teacher meetings, facilitated discussions around best practices, CFG meetings, analyzing data, and academic planning), teachers continuously collaborate to meet individual, subgroup, grade level

and whole school student needs.

Beyond school-wide and grade-level professional development, each teacher is involved in an annual goal- setting, self-reflection and evaluation process with the Principal. In this process, teachers set goals for their own development and set a learning plan for themselves. This is put in writing and signed by both the Principal and teacher. Teachers can have up to three additional personal days to attend Principal- approved trainings in line with either their development goal or the goals of the charter school.

In addition to our Tuesday professional development, one Tuesday a month is dedicated to teachers meeting in clusters. Our clusters are a span of grades that collaborate together, as well as review data as a cohort and plan accordingly. The clusters are also able to discuss triumphs or concerns with each cluster lead, who in turn meets monthly with the Principal. Grade levels also meet on Tuesdays after school, if an organized PD is not planned for that particular Tuesday.

Finally, classroom teachers are encouraged to have a membership and conference attendance in the following types of professional organizations:

- The National Council for Teachers of Mathematics (NCTM)
- The Coalition for Essential Schools (CES)
- The California Charter Schools Association (CCSA)
- The International Reading Association (IRA)
- The National Council for the Social Studies (NCSS)
- The Center for Civic Education
- The Association for Supervision and Curriculum Development (ASCD)
- The National Science Teacher Association (NSTA)

Date	Topic
8/7/19 (Full Day)	Community Building Long Range Planning Cluster Leads meet with Principal
8/8/19 (Full Day)	Full Staff Returns Community Building IXL Training
8/9/19 (Full Day)	New Science Program Training Special Education Update Review IEP/Rosters Mandatory Trainings: Bloodborne Pathogens, Child Abuse, Sexual Harassment, Suicide Prevention
8/12/19 (Full Day)	Responsive Classroom Training First-Aid – Heat Illness Training Safety Procedures – School Safety Plan

Date	Topic
8/13/19	Growing Educators (Writers' Workshop) Suicide Awareness Training
8/14/19 (Full Day)	Epi-pen training Art Workshop
8/20/19	Writer's Workshop
8/27/19	Meditation Training
9/3/19	NGSS Review and Best Practices Intervention Training for Paraprofessionals
9/10/19	Back-To-School Night
9/17/19	Growing Educators Writing Lab
9/24/19	Social Studies Framework Workshop
10/1/19	Analyze of SBAC Data
10/8/19	Vertical Planning
10/15/19	Growing Educators Writing Lab
10/22/19	Family Conferences
10/29/19	Checking for Understanding Differentiation
11/5/19	Planning and Understanding SBAC Interim Tests
11/12/19	Analyzing Tier 2 Data
11/19/19	ELD Workshop
11/26/19	Thanksgiving Break
12/3/19	Review of Math Curriculum
12/10/19	Balancing Work-Life Workshop
12/17/19	Staff Appreciation/Holiday Send-off
12/24/19, 12/31/19	Winter Break
1/7/20	Incorporating Meditation for test-taking



Date	Topic
1/14/20	Hands-On Integrated Learning Workshop
1/21/20	Close Reading Workshop
1/28/20	Progress Monitoring Training
2/4/20	Math Differentiation
2/11/20	Growing Educator's Workshop
2/18/20	Inclusive Classrooms Training
2/25/20	Growing Educator's Workshop
3/3/20	SBAC Testing Security Review
3/10/20	Student-Led Conferences
3/17/20	Teaching a diverse population training
3/24/20	PBIS training
3/31/20	Open House
4/7/20	Spring Break
4/14/20	Responsive Classroom Teacher Language Training
4/21/20	Responsive Classroom Logical Consequences
4/28/20	Meditation Training
5/5/20	Staff Appreciation Day
5/12/20	Working with underperforming students
5/19/20	How to use Data to direct instruction training
5/26/20	Understanding our Subgroups
6/2/20	Reviewing long range plans
6/8/20	CFG- Year in Review Reflection
6/9/20	Complete Report Cards Finish Cums

## 26. Teacher Recruitment

All core subject teachers at OCS will be qualified with the appropriate experience and required licensure as defined under Every Student Succeeds Act (ESSA). We aim to attract qualified, motivated teachers who want to further strengthen their skills and make a dramatic impact on the educational and life trajectory of their students. Teachers are expected to provide a differentiated, hands-on education for all students. The OCS school day balances core instruction of math, language arts, science, and social studies/humanities, community service, PE, art, gardening, technology, music, and library and all are valued, integral parts of curriculum at OCS. Each available moment of the school day should be dedicated to the enrichment of our students as well as creating and maintaining positive, trust-filled relationships with our students, families, and coworkers.

OCS identifies the credentials and qualifications for any open teaching positions and advertises it along with a job description. We then review resumes and a committee of teachers interview likely candidates and observe them teaching a sample lesson. A crucial component of our hiring process is the sample lesson. While content knowledge is crucial, we believe that a potential OCS teacher must also demonstrate how they relate to students and understand our mission and vision. In addition to our students, many of who volunteer during the summer to participate in sample lessons, parents and staff members also observe these lessons and take part in the interview panel. Students, parents, and staff members are all debriefed on the lesson and interview and are able to give their honest opinions which are included in any decision making process. OCS recruits from universities with education credentialing Programs, Edjoin, Indeed, CCSA website, and the charter school job fair.

Meeting the Needs of all Students

## 27. English Learners

### Process for Identifying ELs

A home language survey (HLS) is distributed to every parent as part of the enrollment process. The purpose of the HLS is to identify students who come from homes where a language other than English is spoken. The survey is equitable, comprehensive, and not based on prior assumptions. Students who list a language other than English on any of the questions of the HLS, will be identified as an English Learner initially, until their actual language proficiency is determined through the ELPAC. Students whose primary language is not English will be assessed using the English Language Proficiency for California (ELPAC) assessment aligned to the CA ELD Standards if he or she has not previously been identified as an English learner by a California public school or if there is no record of prior ELPAC test results. ELPAC assessment will take place within 30 days of the start of the school year or within two weeks after the date of first enrollment at the school.

The English language proficiency of all currently enrolled English Learners is assessed in accordance with the test contractor's directions and California Education Code guidelines. OCS

notifies parents of the school’s responsibility to conduct ELPAC testing and will inform parents of ELPAC testing results within 30 calendar days following receipt of test results from the test contractor. Students are monitored in conjunction with the English Language Development Standards levels described below:

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

Parents are notified of their child’s ELPAC scores each year, as well as when a student is being considered for Reclassification and again when they are officially reclassified. Our Community

School has multiple other ways for parents to get involved with their EL students. Our Community reaches out to parents by sending home translated letters discussing students' progress and providing tips on how parents can help encourage their children to read and develop their English skills. Parents on the School Site Council track the progress of EL students as a sub group and research and discuss different ways of supporting and helping EL students. This group also evaluates whether EL students have passing grades and will be ready for high school. They will prepare an annual report to present to the OCS Board of Directors on EL progress and support to be submitted in the spring of each year.

#### Educational Program for English Language Acquisition

At OCS, we believe that our students will be most successful with their acquisition of English if all teachers are supporting their language development throughout the day. This provides our students with an effective language development model that has been identified by a strong body of research, teaching language through the content. If the instruction is focused on academic content, then students can acquire English, and develop the knowledge and skills of the different content areas at the same time. This model will ensure that students have access to rigorous, grade-level content. Students will receive the EL supports and scaffolds they need to engage in cognitively demanding, yet meaningful learning.

All students are placed in inclusive classrooms that implement ELD and Specifically Designated Academic Instruction in English (SDAIE) strategies. Teachers use modeling, graphic organizers and visuals to support students' recognition of essential information in all academic subjects. Teachers are mindful of the stages of language acquisition and differentiate instruction within the classroom to meet the needs of each student. Students at the emerging and expanding stages of language acquisition are still learning how to read, write, listen and speak in Academic English, and will benefit most from ELD strategies. Students at the Bridging levels are taught using Academic English skills in reading, writing, listening and speaking to learn content and will benefit most from SDAIE strategies.

Teachers work with EL students through daily reading, writing, and discussion activities to determine each student's literacy habits and skills. Three relevant themes guide the school's English Learner support system: (1) the critical role of vocabulary in language development; (2) the critical role that oral language plays in the development of academic English language proficiency, including vocabulary, reading, and writing skills; and (3) the critical relationship between English language acquisition and instruction in other academic subjects.

After careful review of the student data, Our Community School has put into place supports for EL students who struggle academically, including 1) professional development for teachers in EL learning strategies, 2) an Intervention Specialist who helps make sure all teachers have the information and support they need to best serve our EL students, 3) Small group intervention in reading support and phonics instruction (during reading block) led by paraprofessionals trained in GLAD, SDAIE and SIPPS, 4) Licenses for IXL-ELA accessible for EL students and 5) Words Their Way in all grades for word study.

How The Program Will Meet The New State ELD Standards And Use The Results Of The ELPAC  
OCS's ELD program is aligned with the California ELD Standards. The program will meet the state

ELD standards by ensuring that EL students have:

- Access to differentiated supports such as push-in and pull-out intervention supports
- Additional support staff to provide targeted intervention for ELD
- Regular engagement in debate and academic discourse in the classroom
- A Teacher that assumes the role of facilitator frequently, allowing students to engage with one another via negotiation, offering and supporting opinions, applying new vocabulary in response to questions or comments.
- Regular engagement with technology to increase the English Language Development of students (i.e. Epic, IXL, Lexia).
- Frequent opportunities to express themselves in written forms via essays, research papers, and short answer responses.
- Targeted intervention during the school day and, if the parent consents, after school tutoring.
- An opportunity to participate in culminating projects that showcase their written and oral language development.

We will ensure that all staff members are highly qualified and skilled in the best practices of instruction for linguistically diverse students. OCS will hire teachers who are qualified via state-endorsement in teaching culturally and linguistically diverse, preferably a masters or doctorate degree in teaching the linguistically diverse, or completion of a district-approved training program. Professional development will be focused on language development, second language acquisition, and effective teaching strategies to ensure that content is comprehensible for ELs. In developing their Universal Design for Learning lesson plans teachers will specifically identify the English Language Learners in their class and those learners' levels. The observation-feedback protocols that will be used by OCS administration will provide teachers with timely feedback, connected to the professional development they receive. School administration will actively participate in all school-based professional development, and will attend district trainings focused on leading effective ELD programs and services.

#### Services And Supports For English Learners, Including Instructional Strategies And Intervention

OCS will ensure all teachers receive comprehensive professional development in meeting the levels of rigor and depth required by the CA ELD Standards. Teacher professional development will focus developing reading and writing skills of EL students. Strategies to assist EL students in each classroom will include front loading content area vocabulary, using graphic organizers, total physical response, pairing students with an English proficient student partner, and allowing for 1:1 support with teacher assistants. Checking for understanding will occur through Think-Pair-Share, Thumbs Up/Thumbs Down, Illustrating the Concept, and open-ended questions, in addition to other practices that allow for students to express their learning through formative assessments.

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

In order to document progress, all teachers receive a folder specifically for each of their EL students that is used to monitor individual progress at their targeted ELD level and collect evidence

and artifacts of their progress and learning. Teachers use these folders to collect student work samples, and check of mastery towards each ELD standard. The Instructional Specialist checks on these portfolios for review three times a year. In addition to the folders, a Master Plan folder is created for each student and kept in their cumulative folder. This Master Plan folder documents their EL status, tests taken to date, parental notifications to date, and final reclassification decisions. It also serves as an archive for ELPAC Scores and ELD folders from previous levels and years, and benchmark reading levels from previous years. Together with the other information in the Cum it will include all relevant information such as attendance, CAASPP scores and class programs. The master folder for each student is reviewed by the teacher early in the fall semester in order to provide teachers with most accurate reflection of their student's progress to date. The goal is for each student to progress by at least one level per year on the ELPAC until they are able to be reclassified. The School Site Council will evaluate the effectiveness of the program for EL students school wide annually and they will submit a report to the OCS Board of directors each spring along with their suggestions for further improvements.

#### Process And Specific Criteria For Reclassification

The criteria to reclassify students in grades K-2 is as follows:

*Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.*

- Student receives a "4" or "Bridging" on overall ELPAC score, with no less than a "3" in oral and written skills.

*Criterion 2: Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.*

- Student receives a letter of recommendation from general education teacher or Intervention Specialist.

*Criterion 3: Parental opinion and consultation.*

- Parent agrees to Reclassification

The criteria for EL Reclassification for students in grades 3-8 is as follows:

*Criterion 1: Assessment of language proficiency using an objective assessment instrument, including, but not limited to, the English language development test that is developed or acquired pursuant to Section 60810.*

Students must

- receive a "4" or "Bridging" on overall ELPAC score, with no less than a "3" in oral or written skills

*Criterion 2: Teacher evaluation, including, but not limited to, a review of the pupil's curriculum mastery.*

- Student receives a letter of recommendation from ELA teacher or Intervention Specialist.

*Criterion 3: Parental opinion and consultation.*

- Parent agrees to Reclassification

*Criterion 4: Comparison of the performance of the pupil in basic skills against an empirically established range of performance in basic skills based upon the performance of English proficient pupils of the same age, which demonstrates whether the pupil is sufficiently proficient*

*in English to participate effectively in a curriculum designed for pupils of the same age whose native language is English..*

- Score as having met standards or exceeded standards on ELA SBAC.

Annual Review of Student Progress begins after ELPAC scores become available. All student ELD folders will be initially reviewed by the Intervention Specialist. If the standards check off sheet and work samples indicate Average Progress or Advanced Progress for their identified ELD level and ELPAC scores also meet the requirements listed above, the student will move forward on to the second step of the Reclassification process.

The reclassification team (which includes the teacher, an Administrator, and may include a parent) reviews the information listed above as well as teacher recommendations and overall successful classroom performance in academic areas as indicated by report cards, and benchmark/summative assessment type tests. The reclassification team also discusses if the student has met sufficient goals. If a student has satisfied all of these requirements they will then be recommended for reclassification pending the release of CAASPP scores for that year. If a student scores Proficient or above on the ELA test, he/she will be officially reclassified, and their file will be updated to reflect RFEP in that academic year. A student will continue to be monitored for two years after official reclassification.

#### Process For Monitoring Progress Of English Learners And Reclassified (RFEP) Students

Assessment of the progress of our ELs, as well as all students, is an integral component of the overall instructional plan for OCS. All EL students will fully participate in the school-wide assessment plan outlined in this document. Students will be assessed in their language of instruction. Through the use of an RFEP Check List, students will be monitored via ELA grades, CAASPP scores, assessments and teacher feedback.

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

LTELs will receive dedicated ELD instruction both intervention classes and via online curriculum including Lexia in order to develop specific academic vocabulary and language structures. Because the needs of LTELs are varied, we will work with our Intervention Specialist to identify the reasons why a student has not acquired English at an expected rate and determine the best support system for that student moving forward. The Intervention Specialist works closely with the Principal to prioritize resources (e.g. curriculum for ELD instruction) for LTELs. Students and their parents/guardians will be made aware of their LTEL status, the characteristics of LTEL students, and the risks associated with LTEL status, as well as students' specific barriers to reclassification and ways to address them.

## 28. Gifted and Talented Students and Students Achieving Above Grade Level

Students at Our Community School are given frequent opportunities to work beyond grade level to their ability. Students can choose challenging books to read, write essays or papers at a more complex level, or lead the development of a research or community service project. As an

inclusive school, our classes have student will varying levels of language acquisition, learning abilities, learning styles, and achievement capabilities. Teachers differentiate instruction through their lesson planning, offering support for students that need more help and challenge to those who are ready for more. Our math and ELA programs embed challenging material in each lesson, where the first set of questions are easy and then the questions grow in complexity as the student moves down the page. Advanced students can work through to more challenging problems. Additionally, programs used such as IXL or Lexia will automatically adjust to more challenging problems based on student performance.

OCS understands that gifted students do not need more of the same type of work but academic challenges that engage them in complex problem solving. We also understand that gifted students also have a range of strengths and weaknesses as every student and so must be challenged to grow in their areas of weakness as well as offer them challenges in their areas of strengths. We challenge gifted students by offering them opportunities to lead, and to develop and share additional projects some examples we have done include: write and produce a short play, make a movie about a science topic, work with a small group on additional challenging math problems, develop a community service and plan how to implement it, plan and teach a lesson on a favorite subject for the class.

Gifted students are identified to teachers so they can make sure that these students have additional challenges and more complex assignments within the context of the regular classroom. We identify gifted students that are high achieving from grades 2 through 8th. We believe that all children have areas that they excel in, and various aptitude levels, depending on the subject. Because of this, we will identify students as high-achieving through subject performance, CAASPP scores, and teacher recommendation. Students scoring Standard Exceeded on the CAASPP will be considered for the High Achieving classification, when accompanied by teacher recommendation and classroom academic achievement. For students in upper grades, we will present opportunities to take additional courses such as Algebra through an online provider, if we do not have enough students to offer the course.

At OCS, the onsite designee for parents to contact regarding GATE is the Principal.

## 29. Students Achieving Below Grade Level

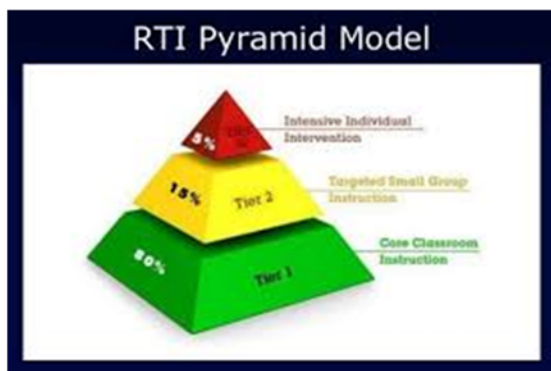
At OCS, we take the challenge seriously as educators to help every student to achieve. Our school motto is “Every child is honored at OCS.” Nowhere is this more important than when working with a student who is below grade level. We find that offering that child opportunities to show their strengths traditionally non- academic areas (public speaking, art or drama) and supporting them in developing their skills in areas where they struggle is the key to success. The following are some specifics methods we use to support students who are low achieving.

All students are monitored closely through benchmark assessments, Developmental Reading Assessment 2<sup>nd</sup> Edition (DRA2), teacher-created assessments and observational records as well as students’ own self-reflection. Additionally, all students in 2nd grade, as well as students that have performed below grade level expectations on the DRA2 reading assessments, are further assessed using Dibels. Bi-annual Student-Led Conferences, bi-annual narrative progress reports



and benchmark assessment reports in Math, Reading and Writing provide multiple opportunities for parents to learn about their child's progress and discuss their child's learning with the teacher. Students are taught to use rubrics and checklists to self-assess, to set their own goals and be able to explain their progress toward them from the very youngest grades. At Student-Led Conferences, students explain their learning and their progress toward their goals to their parents. This type of student-owned reflection and goal setting help support students to become self-directed learners throughout their lives and future careers.

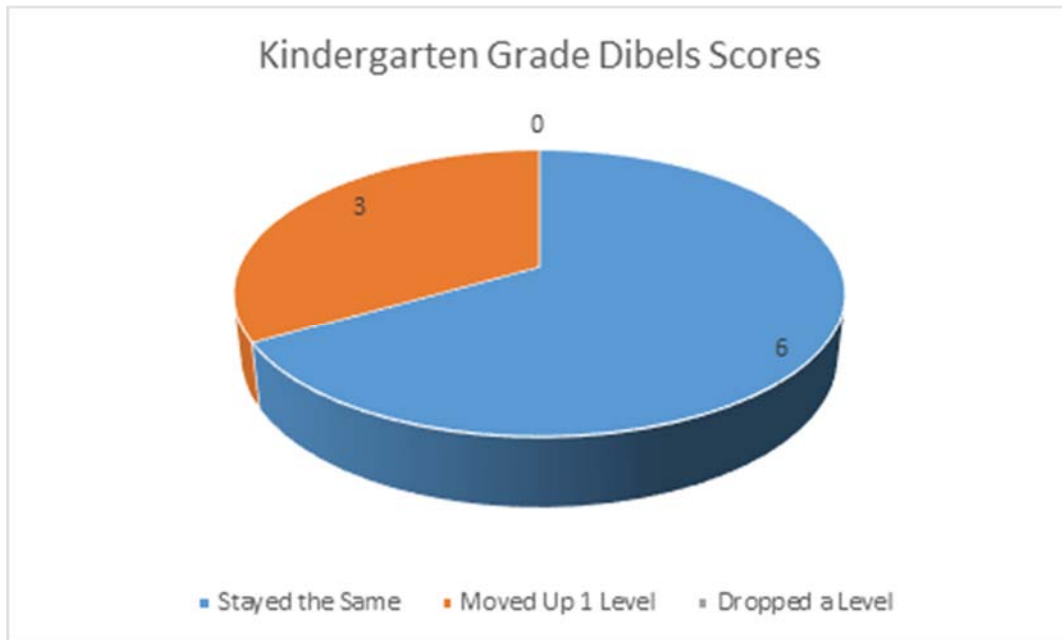
To meet the needs of our underachieving students, we utilize the RtI model. Response to Intervention (RTI) is a multi-tier approach to the early identification and support of students with learning needs. This process begins at the bottom of the RtI pyramid with high-quality instruction and universal screening of all children in the general education classroom. About 80% of students fall into this category. Next is the second level which is geared toward the struggling learners. These students, about 15%, are provided with interventions at increasing levels of intensity to accelerate their rate of learning. In small groups, instruction may be provided by a variety of personnel, including general education teachers, special educators, and specialists. Progress is closely monitored to assess both the learning rate and level of performance of individual students. Direction of instruction and intensity and duration of interventions are based on individual student response to instruction. The third and top level of the pyramid applies to about 5% of students and is considered intensive instruction.



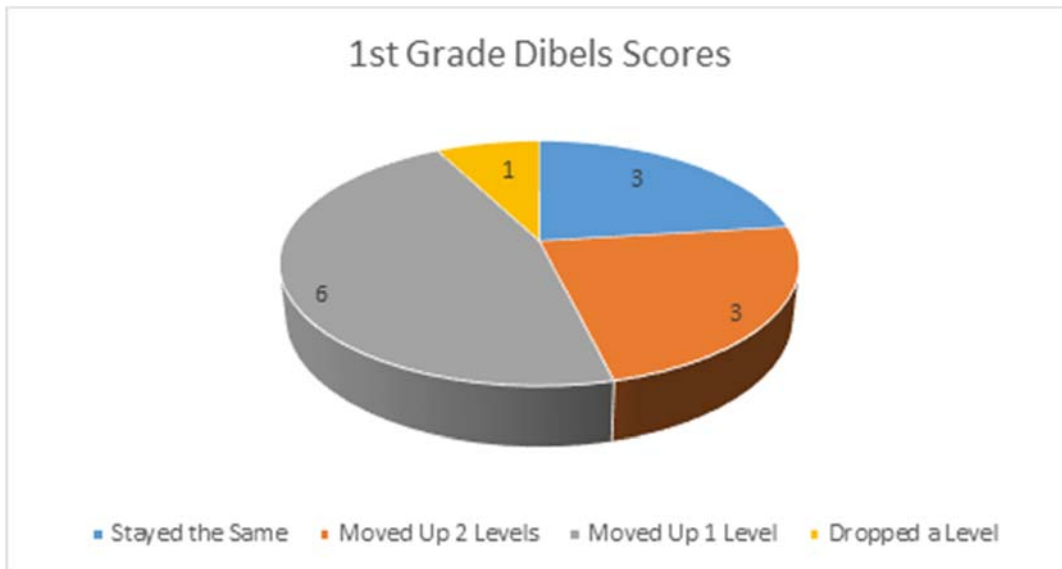
Once data is collected, the Intervention Specialist creates grade level groupings. Paraprofessionals are trained on small group instruction and best teaching practices for phonemic and phonological awareness. Schedules are created so that RtI groups meet 4-5 times a week for small group instruction with either a teacher or paraprofessional. Explicit notes are taken as are records of specific skills worked on. These groups are flexible and can be adjusted as data is gathered and students are monitored. The time in which students are pulled-out generally is during the time of day in which the rest of their peers are working on the same subject matter and therefore does not impact the opportunity to participate in other curricular areas.

The formalized RtI program of 2018-2019 showed great growth among our low performing students. Upon completion of our third and final Dibels assessment for the 2018-2019 school year, we found that in all cases except one, students either remained at the same level, or progressed to a higher level in reading. Out of the nine Kindergarten students that took part in our RtI program and were assessed using Dibels, six stayed at the same level, while three moved

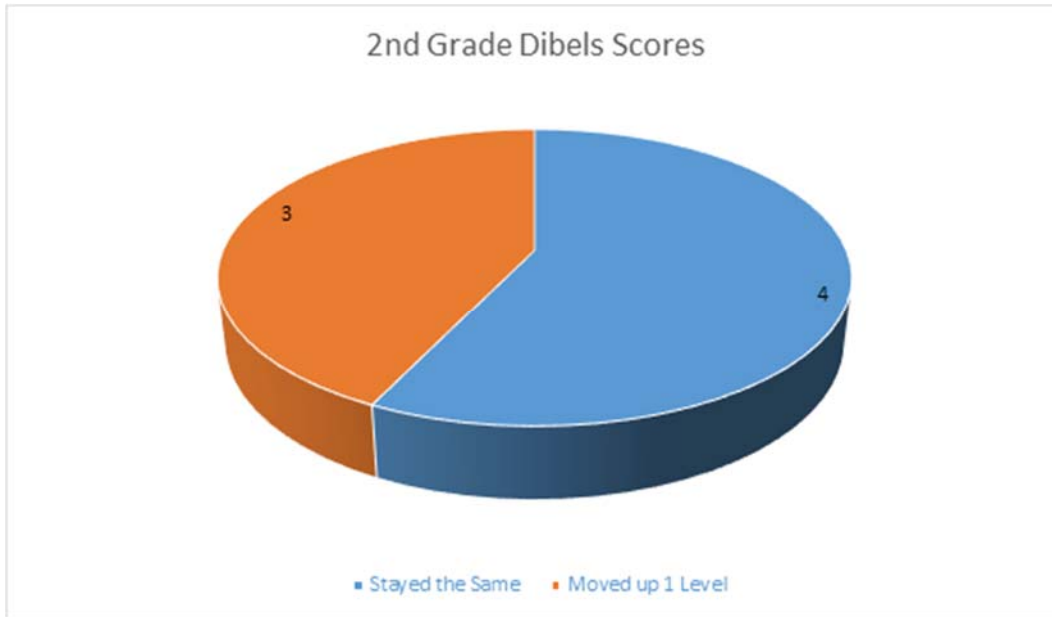
up a level.



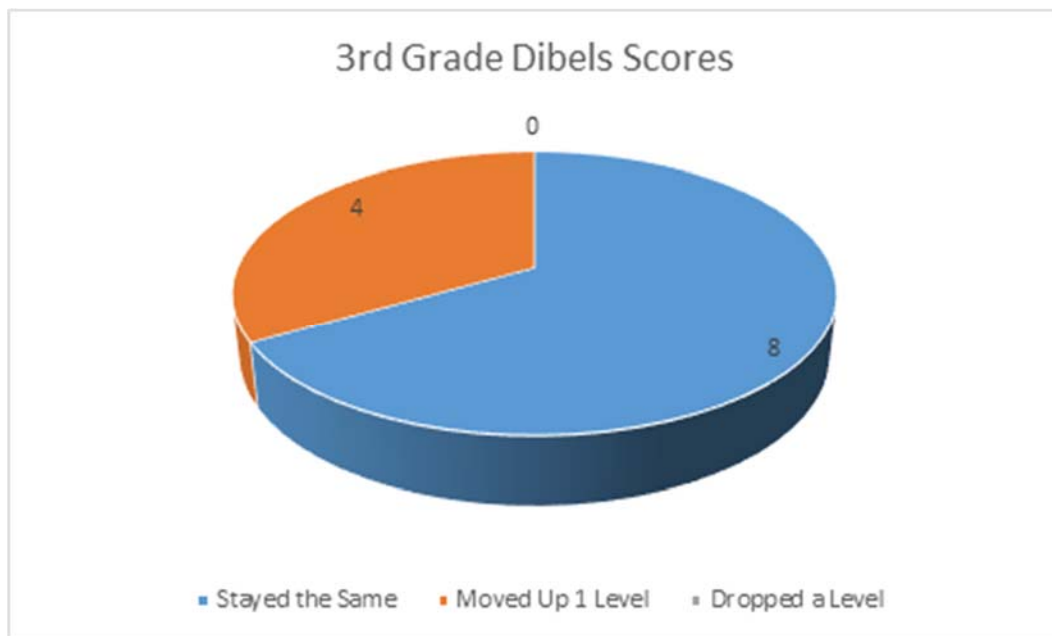
In first grade, three students stayed at the same level, three progressed two levels, six progressed up by one level, and one student dropped a level.



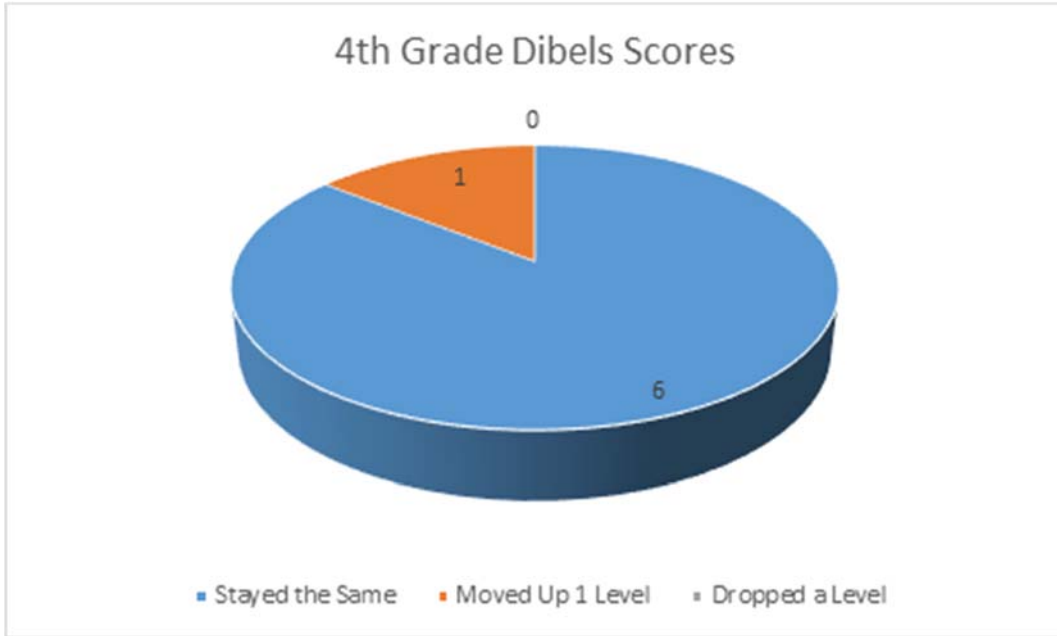
In second grade, 7 students participated in this program. Of the 7, two stayed at the same Core level, while two stayed at Strategic, and three moved up one level.



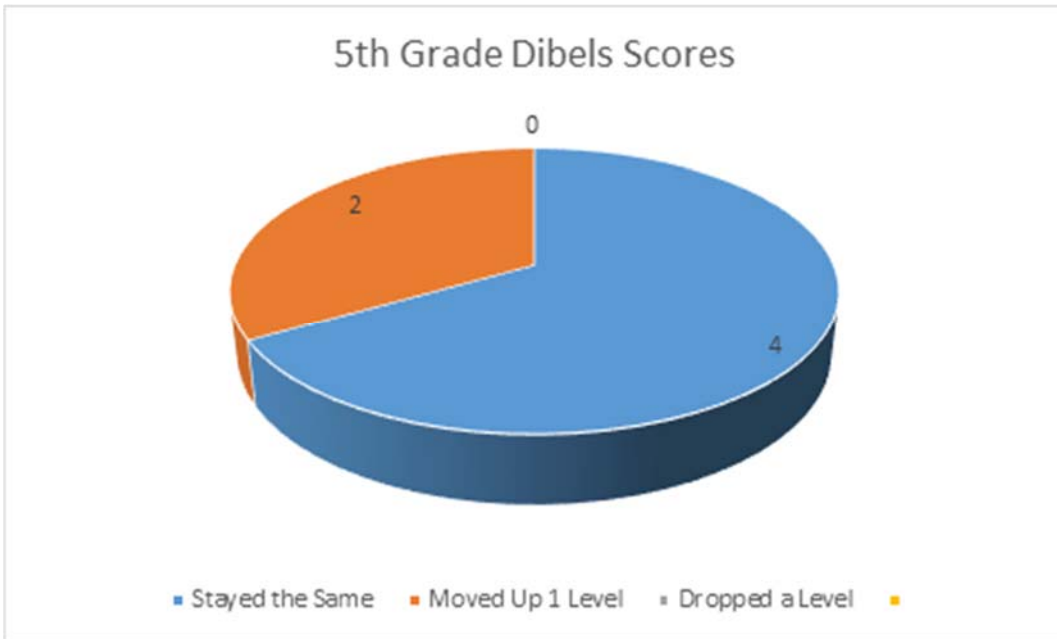
In third grade, eight students stayed at the same level, four students progressed a level, and none dropped. Of the eight that stayed the same, seven were already at Core level.



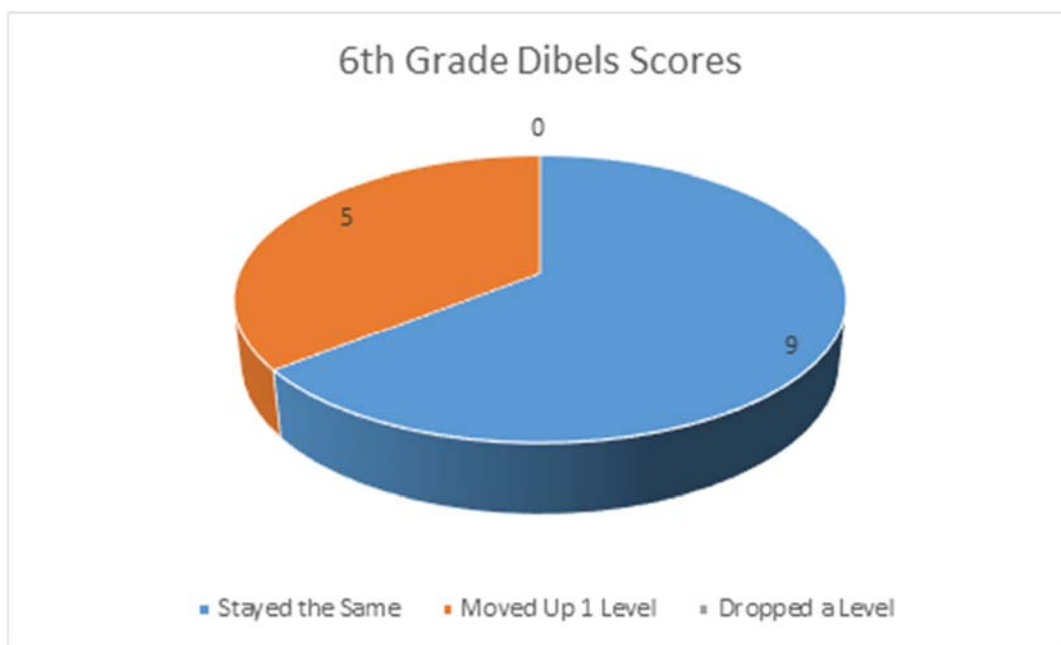
Fourth grade had six students remaining at the same level, with all six starting at Core. Four students progressed one level from the beginning of the year to the final assessment.



Of the six fifth graders that took part in Rtl, four stayed at the same level while two progressed a level. The four students that remained the same were all identified as Core.



Sixth grade students were assessed and of those, nine out of 14 remained the same, and all nine were at Core. The remaining five moved up one level.



Overall, 39.7% of those students (excluding second grade) that participated in our RtI program increased their Dibels score by at least one level.

Progress monitoring of low-performing students is overseen by the Principal. The Principal monitors the assessment data that is compiled by the Instructional Specialist. Through assessment reports, student notes, and RtI logs, the Principal is able to check student progress and meet with teachers to review data. Additionally, reports can be generated through IXL and Lexia that pinpoint specific skills and concepts, depending on the student's performance on these programs. The Principal reviews the various forms of data every two to three weeks and reviews RtI notes weekly.

### 30. Socio Economically Disadvantage/Low Income Students

As a charter school with a very mixed demographic socio-economically, we are sensitive to the needs and strengths of all of our families. Evidence from researchers at the Harvard Civil Rights Project have shown that students from low socio-economic families tend to have better academic success attending schools with close to 50% of students who are in more middle class households.<sup>37</sup> Therefore, in some ways, our school diversity is in itself a support for our students from lower income families.

We provide free and reduced price breakfast and lunch so that all of our students get two healthy meals per day at school. We also take care to offer a student aid fund through our parent-teacher organization (PTO) which can provide confidential financial support for a family who has a need to enable their child to be better able to attend school (e.g., to buy shoes, eyeglasses, pay for a gas bill, etc.), as well as provide backpacks filled with food every weekend. All students are

<sup>37</sup> G. Orfield. Schools More Separate: Consequences of a Decade of Resegregation. (Harvard Civil Rights Project. 2001.)

ensured equal access to school activities with expenses covered via fundraising. These supports, combined with a caring atmosphere that instills high academic expectations for all students, regardless of background, has helped OCS to have great success across all economic levels.

Additionally, we have computers in the library available to families before and after school, as well as during school hours. We also have compiled referral lists for various services ranging from housing, medical, mental health, and abuse reporting to assist families in need. Low performing students are monitored by their classroom teacher, in addition to class paraprofessionals. By having students use Lexia and IXL, their progress can be summarized through computer generated reports. Additionally, these programs can create both classroom lesson plans and additional home practice exercises based on the student's individual work. Both IXL and Lexia give real time information regarding student progress and generate worksheets to help master missing concepts and standards.

### 31. Students in Other Subgroups

OCS, as detailed extensively in this petition, emphasizes creating a community of caring, respect and empowerment. No matter what special needs an individual student may have, he or she is included and supported in our small school setting. Children residing in foster care, children who are homeless or have housing instability, children undergoing personal loss or crisis all are nurtured by every stakeholder in our charter school community so that they can thrive and succeed. The student information system identifies students that are homeless with an icon by their name. While it is infrequent that we have students that qualify for McKinney-Vento act, we are able to quickly identify them. This allows us to ensure that their needs are being met and they have the tools and resources need.

OCS has created a network of support providers in the fields of mental health, physical health, and community resources. Over the past 15 years, relationships have been built that allow OCS to refer families to outside sources, or bring some resources in, to meet the needs of our families. Because we focus on educating the whole child, we know that we must be able to address a child's needs outside of the educational realm. We work with local universities, thus allowing us to have student interns on campus, as well as mental health workers needing to fulfill their hours. These are some ways that we are able to support the various needs of our students and families.

Our current significant subgroups include Hispanic/Latino, White, Socio-economically Disadvantaged, and Students with Disabilities. As previously described, we assess and monitor all students, knowing that early intervention is key in helping students reach standard proficiency. Through small group instruction, collaborative learning, and hands-on learning, all students are given ample support and opportunity to achieve academic success and empowerment at OCS.

As mentioned above, low performing students, regardless of subgroup, will be monitored by the Principal through the use of program reports, assessments, RtI notes, and discussions with classroom teachers regarding student's individual achievement.

## 32. “A Typical Day”

### **K-5 Typical Day**

Jose arrives to Our Community School each day ready to take on all that second grade has to offer. His family drives through the Morning Valet at 8:05am where two paraprofessionals are there to open the car door and help him out to the sidewalk. After receiving a warm high-five or fist pump greet from these adults, Jose walks directly through the gate to make his way to the outside of his classroom where he can drop off his belongings before making his way out to the playground. The rest of the paraprofessional staff members are already on the yard waiting for students to arrive. Jose plays on the yard until the warning bell rings at 8:25am, reminding him that he still has time to use the restroom or grab a drink of water before he has to be in front of his classroom at 8:30am.

At 8:30am, Jose is in front of his classroom where his teacher comes out to greet the class. As he files in with his peers, his teacher is at the door greeting each child individually. Jose drops off his homework from the night before in the Homework Basket and takes his seat on the carpet so the class may start Morning Meeting. Jose is excited because today he is the Morning Meeting Manager and he has been planning for a few days now what Greeting, Activity, and Share he will be having the class participate in before he leads the class in reading the Morning Message.

Jose opts for an E.T. Greeting in which he explains to the class that they will all stand in a circle and greet the person to their right one at a time by touching index fingers the way E.T. did in the movie. Jose explains that when greeting someone, it is important to make eye contact, say “Good Morning” while including the person’s name in a strong, clear voice, and keep that eye contact until the person responds with a returned greeting. He begins with excitement as he touches fingertips with the first person and says, “Good Morning, Mille,” while looking her in the eye and waits patiently for Millie to respond with, “Good Morning, Jose” before she turns to her right and greets Emily next. The greeting continues until every student has been greeted in the same manner.

Jose then moves on to the activity and chooses to play “When the Warm Wind Blows.” He has the students sit in chairs in a circle but leaves one out as he is “It” in the center. He explains that he will make a statement and if it was true for any of his classmates, they should stand up and move to another seat. He would also take a seat, but because they were one chair short, someone would end up being the new “It” and choose a statement to see what other classmates could connect. Jose says to the group, “The warm wind blows for people who love to go to the beach.” He laughs as he scurries to a new seat and sees that Ricky is now the new “It” and cannot wait to hear what his statement will be. The game goes on for 5 more rounds until Jose moves Morning Meeting into a Share.

At Share, he asks each student to say what their favorite ice cream flavor is and he and his classmates are excited about how many of them all love chocolate. He makes a mental note to talk to Arthur later because he never knew Arthur liked double chocolate fudge, which is also Jose’s favorite! Finally, Jose leads the class in reading the Morning Message the teacher has written on the white board. They start by reading the date, and then the message, only to learn

that they would be talking about their community service project in social studies after lunch called the Snack Shack.

The teacher then begins math instruction at 9:00am for the next hour where there is a balance between teacher instruction and hands on manipulatives and activities through centers. Each center provides opportunities for a game or hands on task to support the lesson, independent practice, or time with the teacher or paraprofessional for reteaching or the chance to demonstrate learning. Jose really enjoys that IXL is a choice today as he loves to strengthen his skills in math skills through this program.

After Math, Jose moves to recess where he sits at the sheltered picnic tables to eat a snack and chat with his friends before going to play on the yard. He really enjoys handball and loves to be able to play with students from 2nd-5th grade as the challenges are fun and the camaraderie is even better, until the warning bell rings at 10:25am reminding him to use the bathroom and get some water. He knows that today is the day he is to report to the Tech Lab after recess and moves quickly to get to the Lab on time where he gets to practice his keyboarding skills through computer games.

Jose moves back into the classroom where the students are ready to tackle Language Arts. He appreciates the time has to review his homework with the teacher and his classmates before they begin centers. He is eager to be able to meet with his teacher to conference with her about the narrative essay he wrote about his trip to the Grand Canyon last summer. He has been working on using more descriptive words and is ready to get some feedback to continue the editing process.

Lunch time is another fun time of the day as Jose again gets to sit at the picnic tables and socialize with his friends. Today he picks up the school lunch and notices the fresh fruit on his tray and wants to remind the class about it during their afternoon discussion of the Snack Shack. All students in grades 2-5 sit together and eat for 10-15 minutes before cleaning up after themselves and heading out to the yard. Jose chooses to organize a soccer game where students of all grades and genders want to play and makes his way to the equipment shed where he checks out a ball and makes his way to the grass field. The warning bell rings and Jose goes to the restroom and water fountain before going to the classroom.

After lunch, students participate in Daily 5, a daily practice of either 1) read with a buddy 2) read alone, 3) work in Words Their Way workbook, 4) continue working on his writing assignment, or 5) work with his teacher. Today is a day in which one of the trained paraprofessionals works with Jose and a small group of students on some phonemic awareness skills through the SIPPS program. This intervention Jose receives is always helpful when he goes home and does his homework.

The Snack Shack discussion is next and Jose is bursting with information about the fruit that was served at lunch and makes a great suggestion that the class should make fruit smoothies to sell at their Snack Shack. The conversation happens about what Community Service is and why it is important to give back to the community. The class takes a democratic vote and chooses to sell fresh, homemade items to the school community and donate half of the proceeds to the school to



help fill the equipment shed with items that can be used during PE times and the other half to the local animal shelter. Excitement continues as they continue to talk about recipes, distribution, money collection, etc. Jose feels very empowered to know that these healthy snacks will benefit so many people and provide good nutrition as they studied how food fuels the body in science class.

At the end of the day, just before dismissal, all of the students take time to write down their homework assignment, gather their materials, and wait for the dismissal bell to ring. Parents, relatives, guardians, begin coming into the classroom at 3:00pm where family connections are made and students go home telling their loved ones about their day.

### **6-8 Grade Typical Day**

Sarah is an 8th grade student that arrives to school at 8:05am and goes straight to her locker to organize herself before the warning bell rings at 8:15am. She makes her way into her Advisory classroom by 8:20am where Morning Meeting will begin. For the next 20 minutes, students participate in a Greeting, Activity, and Share, but with more sophistication than when she was in elementary school. The class still appreciates playfulness as Sarah, the Morning Meeting Manager, chooses a "Dance greeting" in which, after greeting a peer with strong eye contact and voice, a dance move is performed and the peer imitates it before greeting the next peer and offering a new dance move. Sarah chooses students to participate in a game of 4 Corners for the activity where each corner represents a characteristic and students must move to the corner they most identify with. During share, Sarah asks for volunteers to talk about why they identified with the characteristic they did.

Advisory moves right into first period and for the next 55 minutes. Sarah has math where she continues to work on Slope and Intercept and works in a small group to navigate the directions to solve challenging problems. As she moves to PE for second period, she makes her way to the changing rooms before reporting to roll call in her PE uniform. Today they are learning the fundamentals of golf and after a few warm up laps and stretches, the class breaks up into groups to practice the art of putting. After second period, Sarah sits with her friends to have a snack and go to her locker to gather materials for periods three and four, which include History and Science. History comes to life as Sarah and her peers take a deep dive into what the Bill of Rights are while Science is filled with fascinating discussions about dominant and recessive genes and practice Punnett Squares. After lunch, which today she spends with the Yearbook Committee, Sarah moves to English where there are engaging discussions on the times in which the book, *To Kill a Mockingbird* was written.

Sarah participates in Advisory and all of the academic classes with the same group of students moving together as a class from period to period until sixth period in which classes are broken up into a chosen elective class. This semester Sarah has chosen Musical Theater as her elective and she is proud to showcase her love for music through the production of *The Sound of Music*. Next semester she plans on taking the Marine Biology elective with her Science teacher.

Throughout the day, Sarah and her peers participate in rich instruction that allows for students to reflect on the work done the previous day, continue with the same concepts or begin new

instruction led by the teacher, all followed with hands-on activities or group work that engage and ensure deep understanding of the concept. Students become equally capable of independent work as well as navigating the importance of group and peer work in a democratic process.

At the 3:15pm dismissal bell, Sarah makes her way to her locker one last time to collect materials needed for homework that night and loads her backpack with her books and planner before making her way out to the school's exterior perimeter to wait for her ride to arrive.

## Element 2 – Measurable Pupil Outcomes and Element 3 – Method by which Pupil Progress Toward Outcomes will be Measured

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

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

### **MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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

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

### **STANDARDIZED TESTING**

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

1. Measurable Goals of the Educational Program

Please see LCFF Chart in Element 1 starting on page 47.

2. Performance Targets Aligned to State Priorities

Please see LCFF Chart in Element 1 starting on page 47.

3. Performance Targets for Non-Testing Grades

Please see LCFF Chart in Element 1 starting on page 47.

4. Other Performance Targets

Please see LCFF Chart in Element 1 starting on page 47.

5. Method for Measuring Pupil Progress Toward Outcomes: Formative Assessment

Our Community School believes that assessment is vital to ongoing school success. We use assessment data to evaluate the progress of the school as a whole, to drive instruction, to create differentiated instructional programs for individual students, to communicate with parents about their student’s progress, and to help empower students to self-reflect on their own learning. We believe that multiple assessment measures provide a richer and more in-depth view of each student’s progress.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Initial Assessment (IA)	The ELPAC IA is used to identify students as either an English Learner, or as fluent in English.	K-8 As prescribed	First 30 days of enrollment	Students are identified as either scoring Initially Fluent or English Learner.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
ELPAC Summative Assessment (SA)	The ELPAC SA is to measure how well ELs are progressing with English development in each of the four domains.	K-8 Every year until Reclassified as Fluent English Proficient	Once a year	The results are used as one of four criteria to determine if the student is ready to be reclassified as fluent English proficient, to help inform proper educational placement, and to report progress for accountability.
CAASPP	State criterion-based assessment in ELA and Math	3-8	Spring/ Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
California Science Test (CAST)	State criterion-based assessment in Science	5, 8	Spring/ Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.
California Alternative Assessment (CAA)	State alternative assessment in ELA, Math, and Science for qualified students	3-8 for qualified students	Spring/ Once a year	The number of students scoring as having met or exceeded standard mastery increases annually as per goals listed in the current year's LCAP.

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
Internally created test and performance tasks (presentations, papers, projects)	Measure standards mastery across all courses/subjects	K-8	Daily/ Weekly	Students show mastery and proficiency in content knowledge.
Curriculum Based Assessments	Assess mastery of unit/lesson content	K-8	End of unit/ end of semester /end of year	Students show mastery and proficiency in content knowledge.
Curriculum Based Benchmarks	Determine progress toward Standard Mastery in grade level core curriculum	K-8	Fall Winter Spring	Students demonstrate progress toward Standards Mastery
California Physical Fitness Test	State criterion-based assessment in Physical Fitness	5 and 7	Spring/ Once a year	Students demonstrate levels of health-related fitness
Smarter Balanced Practice Test	Practice the Smarter Balanced Assessment to familiarize the students with the structure of the SBAC Test	3-8	Once per year	Students will become familiar with the test format.
Dibels	Screen students for reading challenges	K-1 as needed All 2nd Grade 3-6 as needed	Fall Winter Spring	Screen students for reading disorders or reading below grade level

Assessment	Purpose	Grade	Timeline/ Frequency	Expectation
DRA2	Determine reading level	K-8	Fall Winter Spring	Benchmark for reading to track progress and growth

## 6. Data Analysis and Reporting

Our assessment system is carefully designed to enable us to:

- Assess the progress of each individual child in our curriculum, with particular emphasis on each student’s academic, standards-based achievement
- Evaluate the effectiveness of the charter school program in meeting its objectives, relative to our own standards and compared to schools serving similar students in the district
- Contribute to the continual strengthening of curriculum and instructional processes at the individual, team, and program levels
- Be accountable to students, parents, our community, LAUSD and the state.

The table above outlines the multiple assessments used to determine student, grade level, and school achievement. OCS uses this data, along with annual parent/family and teacher surveys and a summary of the school’s internal benchmark assessment data to look at the whole school’s progress on an annual basis, with a particular focus on grade level and sub- group analysis. Following each benchmark assessment, the Principal gives a detailed analysis of student achievement to the OCS Board; an additional report is made once official CAASPP scores are made public. These reports allow the OCS board to evaluate the school’s overall achievement and also to gauge whether the internal school assessments are a reasonable measure of achievement on the state tests. The Principal also uses schoolwide reports to guide faculty in decision making about adopting new curriculum or making schoolwide changes in pedagogy. Individual student data is used in creating flexible grouping for small group instruction, enrichment grouping, and intervention grouping.

Teachers are provided data (as available) on their students, broken down by strands, providing them with critical information about each student at the beginning of the year. This information, along with pre-assessments, initial benchmarks and ongoing formative and summative assessments help teachers track their class’s progress in mastering content standards. After each of the triannual, teachers receive detailed benchmarks, reports are provided to assist in creating new flexible groups. This data includes subgroup analysis, grade level reports and data about individual students. Teachers are asked to review data in their cluster meetings and with their grade level partners. Teachers then modify instruction based on this achievement data. Teachers may re-teach specific standards where students in their class did not do well, they may redesign curriculum based on the data, they may pull out small groups of students or recommend them for intervention programs if there were a few students who did not do well. Teachers may also see their instructional successes so they can build on these in future years.

Additionally, data mined from our Rtl program is also aggregated to see growth and effectiveness, and shared with the board after the second and third Dibels administration. Data is only useful when it is used to direct instruction or impact programming and policy. In addition to using it to help with student achievement, OCS believes that it is important to be transparent with our data so that all stakeholders see both our strengths and areas needing improvement. This is why compiled data is used to direct our annual LCAP, as well as used in our Students Accountability Report (SARC).

## 7. Grading, Progress Reporting, and Promotion/Retention

Students are graded throughout the year on writing, projects, presentations, classwork, and other work as deemed appropriate by their teacher. Benchmarks are administered three times a year to track progress, not for a grade. School-wide writing assessments are given towards the end of a reporting period, and copies of these assessments are sent home, with a copy placed in the students' record. Report cards are sent out at the end of the reporting period, with grades reflecting a culmination of work throughout that reporting period.

Consistent with our instructional philosophy, portfolios give students opportunities for choice and to show their individual interests and talents. In addition to offering teachers a tool for gauging students' progress and their strengths and challenges, the portfolio design includes procedures to bring students and parents into the assessment process. By asking students to reflect on their own performance, we empower them to recognize and be responsible for their own learning.

### **Grading**

Students in grades TK-5 will be evaluated on standard mastery. This numeric based system mirrors the state's use of measuring standard proficiency.

#### **TK-5: Standards-Based Grading**

- E = Mastery of Standard- Excellent
- G = Standard Met- Grade Level
- S = Standard Nearly Met- With Support
- N = Standard Not Met- Needs Improvement

Students in grades 6-8 will be evaluated by a letter grade. Assignments, participation, projects, tests, and quizzes are graded based on the rubric expectations.

A	93-100	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3



D	63-66	1.0
D-	60-62	0.7
F	0-59	0.0

### **Promotion and Retention**

Student promotion occurs in June once the current academic year is over. Students progress to the next grade level unless the process for retention has been completed.

Retention is not considered an effective strategy to engage students or to encourage students to be academically responsible. Therefore, it is only considered as a last resort after other avenues have been exhausted and the student is not making adequate progress. Students may be considered as not making adequate progress for retention purposes if they are consistently within the bottom 1% of student performance for their class, they have shown resistance to attempted interventions, or no other reasonable explanation can be found for the student's lack of progress (for example, previously undiagnosed learning disability, chronic absences/ truancy, etc.). In the event a student is retained all documentation will be included in the student's cumulative folder. If the student transfers or moves to another school, the retention paperwork will accompany the student in the cumulative folder. In order for possible retention to be considered, an SSPT must have been held prior in the school year, with an action plan in effect. Adequate time must be given between SSPT and retention discussion for possible growth to be observed.

## Element 4 – Governance

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

### **GENERAL PROVISIONS**

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

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

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

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

### **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>38</sup>

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

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

---

<sup>38</sup>The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

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

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

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

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

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

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

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

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

### **STUDENT RECORDS**

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

requirements of Education Code section 49060 et seq., which include provisions regarding rights to access student records and transfer of records for youth in foster care.

## **PARENT ENGAGEMENT**

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

## **FEDERAL PROGRAM COMPLIANCE**

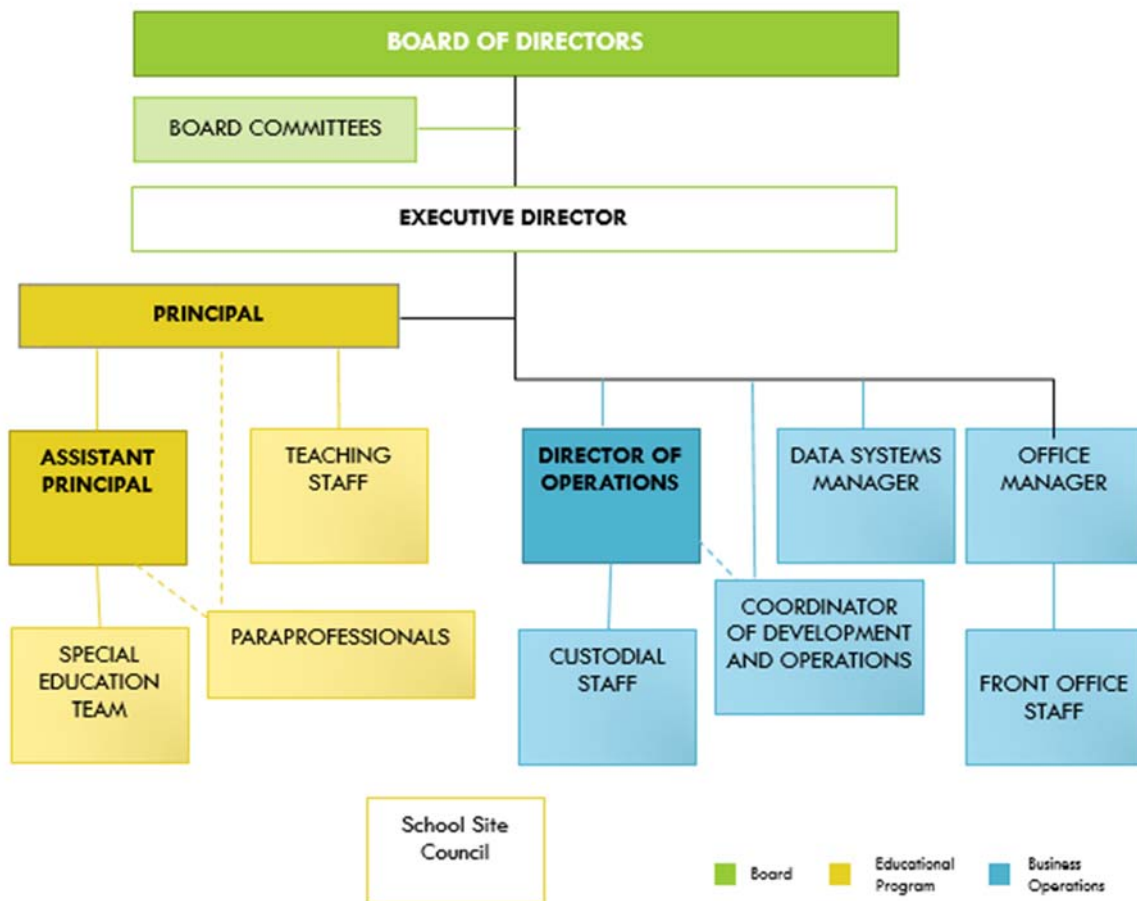
As a recipient of federal funds, Charter School has agreed to meet all applicable programmatic, fiscal and other regulatory requirements of the Elementary and Secondary Education Act (ESEA, also known as Every Student Succeeds Act (ESSA)) and other applicable federal programs. Charter School understands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

### **1. Governance Structure**

Our Community School's governance structure is set up to support the school's overall mission and vision with all stakeholders being involved on all levels of school governance. Our Community School is a 501(c)(3) non-profit public benefit corporation acting as a direct-funded independent charter school. Our Community School shall be accountable to LAUSD for its outcomes in accordance with the California State Charter Schools Act. Attached in Tab 3, please find the Articles of Incorporation, Corporate Bylaws, Conflict of Interest Code, and Conflict of Interest Policy.

Our Community School's structure has been designed to ensure collaboration, stakeholder involvement, and effective governance and management practices throughout the operations of the Charter School.

The following illustrates our Organizational Structure:



Within the governance structure of Our Community School’s Board of Directors (the “Board”) and executive-level employees, there are five roles to describe in detail: the Board Chair, Vice Chair, Secretary, Executive Director, and Principal. Below are the roles and responsibilities for these five positions.

**Board Chair:**

General Responsibilities: The Chair is the senior volunteer leader of Our Community School (OCS) who presides at all meetings of the Board and other meetings as required. The Chair is an ex officio member of all committees of Our Community School’s non-profit organization. The Board Chair oversees implementation of the Board and organizational policies and ensures that appropriate administrative practices are established and maintained.

Specific Responsibilities:

1. Works with the Executive Director, other Board officers, and committee chairs to develop the agendas for the Board meetings, and presides at these meetings.
2. In consultation with other Board officers, appoints volunteers to key leadership positions, including positions as Chair of Board Committees and task forces, and cultivates leadership succession.
3. Recognizes his or her responsibility to set the example for other Members of the Board by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.

4. Works with the Board and paid and volunteer leadership, in accordance with OCS's bylaws and mission, to establish and maintain systems for:
  - Planning Our Community School's human and financial resources and setting priorities for future development.
  - Reviewing operational effectiveness and setting priorities for future development.
  - Ensuring the legal and ethical standards
  - Hiring and evaluating the Executive Director
  - Developing and maintaining an effective board culture
  - Developing an effective pipeline of future leaders of the board
5. In conjunction with the Governance Committee, manages the development of the Board in order to help it work more effectively and efficiently.
6. Works with the Executive Director and other Board officers to develop both immediate and long-term goals and expectations for the Board that support organizational priorities and governance concerns i.e. the Strategic Plan.
7. Communicates effectively with and supports the Executive Director in his/her job as manager of Our Community School. In this capacity, focuses on ensuring that the Board governs rather than manages.
8. Works and meets regularly with the Committee Chairs and the Executive Director to keep apprised of committee work and to ensure that committees have the resources needed to do their job. Also, works to ensure effective and efficient communications between the committees and the Board.
9. Creates a safe environment for decision-making by inviting participation, encouraging varying points of view and stimulating a frank exchange of ideas in an effort to provide shared decision-making.
10. Communicates with the Board effectively so the board information system focuses on decision-making, stimulates participation and supports an appropriate balance of responsibility between Board and staff.
11. Links with major stakeholders when it is agreed that the Chair is the most appropriate person to represent the organization at a key meeting, write an editorial for a newspaper or thank a major donor.
12. Meets with the Charter School's Executive Director weekly to coordinate and is available within 24 hours for any last-minute/urgent concerns.

**Vice Chair:**

General Responsibilities: The Vice Chair is the secondary volunteer leader of Our Community School (OCS) and as such, discharges the duties of the Chair as required in the Chair's absence. The Vice Chair supports the activities of the Chair including sharing responsibilities as appropriate.

Specific Responsibilities:

1. In Chair's absence:
  - Presides at meetings of the Board
  - Serves as ex officio member of standing committees
2. Recognizes his or her responsibility to set the example for other Members of the Board by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
3. Works with the Chair to assist in developing the agendas for Board meetings.

4. Advises the Chair on appointing volunteers to key leadership positions, including positions as chair of board committees and task forces.
5. Assists the Chair by taking on responsibility as necessary for communication with Committee Chairs
6. Supports and challenges the Chair in all his/her responsibilities to ensure organizational priorities and governance concerns are addressed in the most effective and efficient manner.
7. Represents the Board in the community, especially at events at which the Chair cannot attend.
8. Other duties as delegated by the Chair.
9. Meet regularly with Board Chair and other Board officers/leadership.

**Secretary:**

General Responsibilities: Provides direction for the keeping of legal documents including minutes of all meetings of the Board of Our Community School (OCS).

Specific Responsibilities:

1. Certify, maintain and store all records, including the original, or a copy of the by-laws as amended or otherwise altered to date at the Executive Director's office of OCS.
2. Keep at the Executive Director's office of OCS a book of minutes of all meetings of the Board of Directors and meetings of committees. Minutes shall record time and place of meeting, whether regular or special, how called, how notice was given, the names of those present or represented at the meeting and the proceedings thereof.
3. Present for approval by the Board copies of all minutes of meetings of the Board.
4. Ensure that all notices are duly given in accordance with the provisions of the by-laws or as required by law.
5. In general, serves as the protocol officer of the Board, ensuring that the keeping and posting of meeting minutes, meeting notifications, adherence to open meeting laws, and other procedural requirements are followed legally and ethically.
6. Recognizes his or her responsibility to set the example for other Members of the Board by contributing financially at a level that is meaningful to him/her and by playing a major role in fundraising activities.
7. Report regularly the activities of the Board via OCS newsletter et al.

**Executive Director:**

Educational Program

- Oversee, support, and evaluate Principal in implementing instructional programs and realizing student achievement goals
- Knowledge of special education laws and LAUSD Charter Operated Programs

Business Operations

*Compliance*

- Serve as the point person for LAUSD (including Charter School Division and Charter Operated Programs), County, State, and other government entities and other community partners; ensuring effective communication and timely reporting
- Ensure compliance at school and through all operations with all applicable laws, regulations, and District/County/State policies regarding public charter schools



- Lead the Charter School in the process of annual oversight review conducted by the LAUSD Charter School Division in collaboration with school administration team
- Lead the Charter School charter petition renewal and WASC self-study in collaboration with school administration team
- Provide oversight in all areas of state-mandated testing in collaboration with Principal and data systems manager

#### *Development*

- Seek and identify new sources of income and funding resources for the Charter School; engage the Board of Directors, when needed, for support
- Lead the Board in articulating a multi-year fundraising plan
- Lead strategic partnerships, preparation of grant proposals and donor communications and acknowledgment
- Develop and maintain marketing, social media, and community outreach plans
- Oversee volunteer-led fundraisers/development events

#### *Finances*

- In consultation with back office provider, plan and oversee annual Charter School budget
- Strategically plan short-term and long-term allocation of both human and financial resources
- Oversee Federal Cash Management, LCFF funding, grants, and all fiscal reporting

#### *Board Relations*

- Collaborate with the Board in strategic planning and goal setting for the Charter School
- Provide strategic leadership and vision in the implementation of all aspects of the Charter School operations
- Attend all the Board meetings and report on all facets of the Charter School operations
- Advise the Board on the need for new and/or revised policies and make policy recommendations based on data and input from stakeholders

#### *Human Relations*

- In collaboration with Principal, provide leadership for the fair and ethical treatment of all employees and contractors
- Foster a positive reputation for the Charter School in all its business dealings
- Provide oversight of labor laws and employee handbook
- Collaborate with Principal to maintain, update, and/or edit our parent handbook
- Provide guidance, supervision, assistance, and leadership for the Charter School administrators

#### Community

- Represent Our Community School and communicate its philosophy, mission, and vision to the public
- In partnership with the Principal, maintain a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of mutual trust and support within the community
- Represent the Charter School and function as key communicator of the school's philosophy, mission, and vision to all stakeholders including the staff, students, parents, and Board.
- In collaboration with Principal, regularly report on the state of the school, including all fundraising activities

- Develop and maintain community partnerships and strategic political alliances; attend local community functions

**Principal:**

**Educational Program**

- Curriculum
  - Demonstrate knowledge of and experience with current California standards in all disciplines and related, innovative curricula for TK-8
  - Research, update, and improve school curriculum with collaborative input as needed
  - Demonstrate knowledge of constructivist classroom and student-centered education
  - Learn current curricula used by the Charter School quickly
  - Maintain cohesive programs TK-8
  - Have the knowledge of special education laws and LAUSD charter operated programs
- Assessment
  - Oversee internal assessments, including trimester assessments
  - Support data systems manager in all areas of state-mandated testing
  - Evaluate academic achievement through detailed data analysis and present that information to faculty, administrators, and the Board
  - Use data and evidence-based practices to enhance and review our educational program by driving instruction, providing input in classrooms, and reviewing curricula
- Teacher Professional Development
  - Assess the need for professional development, identify appropriate resources, and differentiate training and action plans for teachers with varying degrees of expertise and performance
  - Create and implement an annual professional development plan that may include trainings over the summer in current OCS curricula
  - Provide guidance, supervision, assistance, recognition, and leadership for all teachers
  - Create a path to success for new teachers through a comprehensive orientation process and mentoring
  - Provide training opportunities for teachers and pertinent staff
- Teacher Evaluations
  - Conduct annual informal and formal classroom observations of teachers, as part of the teacher evaluation process
  - Provide recognition and appropriate support to all teachers, i.e. new, Induction attendees, and veterans
  - Provide ongoing and meaningful support and development to grade-level clusters
  - Ensure all teachers are implementing the adopted curricula appropriately for all students
- Intervention Program
  - Create and monitor an effective intervention plan for general education, high achieving, and students with special needs

- Guide and collaborate with teachers to identify students of need
- Oversee SSPT and 504s
- Discipline/Conflict Resolution
  - With support from the Assistant Principal, oversee student affairs, including discipline, student behavior contracts, suspensions/expulsions, and interface with parents on such concerns

#### School Operations

- Hire all general education teachers and oversee hiring committee; may participate in hiring committee for other staff positions or appoint a designee
- Lead and supervise teachers and staff objectively
- Attend monthly Our Community School's Board of Directors meetings and report to the Board on all facets of the OCS educational program
- In collaboration with the Executive Director, ensure renewal of the OCS Charter in 2020 (and subsequent charter renewal years) and WASC self-study
- Update and share with Executive Director content for LAUSD oversight process
- Collaborate with Executive Director and/or Director of Operations of budgetary needs for the educational program
- Collaborate with Executive Director on all compliance and legal issues including SPED and interventions
- Represent the staff with Executive Director and the Board

#### Community

- In partnership with the Executive Director, maintain a school climate that ensures the safety, health, and welfare of the students and staff, while continually building a relationship of mutual trust and support within the community
- In partnership with the Executive Director, act as the formal liaison between Our Community School, parents and community members
- Pursue the vision and execute the mission of the Charter School
- Engage all stakeholders in school-wide decision-making
- Be accessible and available for parent conferences and school-wide events at the school site and occasionally in the community at large
- In collaboration with Executive Director, update the community through State of the School

#### **Finance Committee:**

The Finance Committee is commissioned by and responsible to the Board of Directors. It has the responsibility for working with the Executive Director (ED) and Director of Operations (DO) to create the upcoming fiscal year budget; presenting budget recommendations to the Board; monitoring implementation of the approved budget on a regular basis and recommending proposed budget revisions; recommending to the Board appropriate policies for the management of the assets of OCS. The Finance Committee shall be assisted by the ED and DO.

Appointments and Composition:

- The members of the Finance Committee shall be headed by the Committee Chair who shall be a Board Member, the Chair who shall serve as an ex-officio member, together

with other Board Members appointed by the Chair with the advice and consent of the Board in accordance with the bylaws and community members.

- Both the ED and the DO will be advisors of the Finance Committee.
- Additional advisors to the committee may be appointed and need not be members of the Board of Directors.

### **Governance Committee:**

The Governance Committee is commissioned by and responsible to OCS Board of Directors to assume the primary responsibility for matters pertaining to Board recruitment, nominations, orientation, training, and evaluation in accordance with the bylaws of OCS as well as established policies and practices approved by the Board of Directors.

Appointments and Composition:

- Appointments of the chair and members of the Board governance committee shall be made annually by the Chair of the Board with the advice and consent of the Board in accordance with the Bylaws.
- The chair of this committee shall be a member of the Board of Directors.
- Other members of this committee shall be members of the Board of Directors.

## **2. Governing Board Composition and Member Selection**

Our Community School is governed by the Board, who will maintain active and effective governance of the Charter School, in accordance with its charter petition and its adopted corporate bylaws that shall be consistent with the terms of this charter.

The Board is currently made up of nine members. The current members have diverse backgrounds, in education, technology, non-profit management, healthcare, and social work. We also have community advisors to the Board that attend meetings. These advisors consist of school leadership, teachers, Parent Teacher Organization (“PTO) president, and our back office provider.

Pursuant to Education Code Section 47604(c), the charter authorizer may, at its discretion, appoint a representative to OCS’s Board. If the District chooses to do so, OCS may choose to appoint an additional member to ensure that the Board is maintained with an odd number of directors. As indicated in applicable governance documents, Our Community School will comply with conflict of interest laws related to public entities including Government Code Section 1090, *et seq.*, as set forth in Education Code Section 47604.1, and Political Reform Act.

## **3. Criteria and Selection of Board Members**

In accordance with its Bylaws, the Our Community School Board of Directors shall at all times have a minimum of seven (7) and no more than eleven (11) directors. Each director serves for a two- year term; Board terms are renewable on mutual consent of the director and the Board. A director shall not serve more than three (3) consecutive terms, and must be absent from the Board for two (2) years before being considered for another term.

Since Our Community School considers stakeholder input an extremely important part of the governing process, we consider potential new board members throughout the year. Our goal is to have a full board that will allow our board to function at its most effective level. It is imperative that the selection process is mutually beneficial for OCS and prospective board members. All prospective members receive a school tour and have opportunities to ask questions of the Chair of the Governance Committee hosting the tour as well as the Executive Director and Our Community School Board Chair. The prospective member also is given an opportunity to observe a Board meeting. He or she will also complete an application, which will be reviewed for completion by the Governance Committee before being moved on to the full Board for a vote.

Directors will be seated on the Board based on their experience, qualifications and commitment to the mission and vision of Our Community School. The Board shall strive to include directors who have expertise in education, law, finance, non-profit management, and more. Any member of the community can nominate proposed candidates for the Board; election to the Board requires a majority vote of the Board based on the presence of a quorum. Although not required, the Board will strive to create an odd number of Directors for voting purposes. The Board will strive to seat new Directors as promptly as possible upon any vacancy or change in the Board's designated number of directors.

The Board of Directors may, in its discretion, form Committees, each consisting of two or more directors, in accordance with its Bylaws and applicable law, to accomplish the objectives and responsibilities of the Board and to ensure that the Charter School meets achieves its mission and goals, including, but not limited to, a Finance Committee and an Audit Committee. Appointments to committees of the Board of Directors shall be by majority vote of the authorized number of directors. The Board of Directors may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting.

Full resumes and Board Questionnaires for each Board member are included in Tab 7.

## Governance Procedures and Operations

### 4. Meeting Requirements/Procedures of the Board & Committees

The Our Community School Board of Directors typically meets once per month, during 10 months of the year. There are usually no Board meetings in the months of July and December. Additional special board meetings may be called as necessary. All meetings are held on campus at Our Community School. In the spring, the Board sets the calendar of regular meetings for the coming year. Each committee chair also schedules regular meeting days and times for the coming year. All Board and Board committee meeting agendas are posted in the front of the Charter School in a place that is accessible to the public at all times, and on the Charter School's website in accordance with the Brown Act, 72 hours in advance of regularly scheduled meetings.

All meetings will be held in accordance with the Brown Act and Education Code Section 47604.1(c). Agendas for regular meetings will be published in advance and distributed to each

member of the Board of Directors. The schedule for regular Board meetings will also be included in the Charter School's calendar that is distributed to all parents at the school. Agendas for special meetings will be posted at least 24 hours before the meeting. Notices for special meetings will be posted at the primary entrance to the Charter School at least 24 hours prior to the meeting. In accordance with the Bylaws, minutes of each meeting will be kept in the Board Book located in the corporate records in the main office of the Charter School and available for review by the public.

The Board members through leadership from the Board Chair collectively decide which day of the week is the best for Board meetings. Traditionally, OCS has always held their meetings during the last week of the month. Committee Chairs also work with their members to find the best day of the week, time (before school or evening), and which week during the year to schedule their meetings. The goal is to spread out the Board and Committee meetings throughout the month so that no one is overextended.

As previously stated, the Charter School shall comply with the Brown Act. Our Community School has adopted a conflict of interest code and policy that complies with the Political Reform Act, Government Code 1090, the Corporations Code and District policies regarding conflicts of interest. The Board attends an annual in-service for the purposes of training individual board members on their responsibilities, specifically including Conflicts of Interest and the Brown Act.

In addition to the general and specific powers of the Board delineated in the California Nonprofit Public Benefit Corporation law and included in the OCS, Inc. Bylaws, the Board of Directors is fully responsible for the operation and fiscal affairs of OCS including but not limited to the following:

- Ensure OCS meets its mission and goals
- Monitor student achievement to ensure progress toward fulfillment of the mission;
- Hire, supervise, and evaluate the Executive Director;
- Retain ultimate responsibility for hiring and terminating all other employees;
- Approve all expenses in excess of \$20,000.00; the Executive Director can approve all expenses under \$20,000.
- Approve and monitor the Charter School's annual budget, budget revisions, and monthly cash flow statements;
- Act as a fiscal agent. This includes but is not limited to the receipt of funds for the operation of the Charter School in accordance with applicable laws and the receipt of grants and donations consistent with the mission of OCS;
- Contract with an external independent auditor to produce an annual financial audit according to generally accepted accounting practices;
- Establish operational committees as needed;
- Recruit and appoint new Board members and provide orientation training
- Participate in fundraising to support the Charter School
- Execute all applicable responsibilities provided for in the California Corporations Code;
- Engage in ongoing strategic planning;
- Approve the schedule of Board meetings;
- Participate in the dispute resolution procedure and complaint procedures when necessary;

- Approve charter amendments as necessary and submit requests for material revisions as necessary to the District for consideration;
- Approve annual independent fiscal audit and performance report;
- Appoint an administrative panel to take action on recommended student expulsions.

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

## 5. Governing Board’s Decision-making Procedures

Quorum is required at all the Board Meetings and among the Committee members for Committee meetings in order to conduct business. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a quorum of the Board directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy. The vote or abstention of each board member present for each action taken shall be publicly reported.

Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are followed. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates. All votes taken during a teleconference meeting shall be by roll call. If the Board of Directors elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting. All locations where a member of the Board of Directors participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board of Directors directly at each teleconference location. Lastly, members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.

## 6. Stakeholder Involvement

Parents are considered integral to the effective governance of the Charter School. Parents are involved in decision-making in regard to the overall OCS program via the School Site Council, a group of parent-elected leaders who advise the Principal on various expenditures, inform on the LCAP, make recommendations about such issues as enrichments, after-school, and other student and family concerns on campus and more. Teachers and Staff similarly have elected representatives on the School Site Council who represent their interests. The Council meets at least four times during the school year.

Parent involvement in the Charter School is also reflected in our very active parent/family support organization, Panda Partners PTO, open to all OCS families. Our Panda Partners volunteer organization divides its efforts into three main committees: Outreach, Community, and Service.

The Outreach Committee oversees initiatives such as managing the weekly Farmer's Market, the on-site Panda Pantry which helps some students in need to go home with some nutritious food for over the weekends, as well as, outreach programs to benefit the local community. The Community Committee oversees events that help foster the connection between the Charter School, parents and students, including Panda Café, Pizza Friday, Staff Appreciation Luncheon and more. The Service Committee coordinates service and assistance to OCS both in the classrooms and throughout the campus, as well as, providing parent volunteers to staff the OCS Library. This committee works with room parents to ensure good communication with teachers and parents. It also helps to organize volunteers to assist with school-led fundraisers.

School leadership also sends out an annual survey to families to learn about school climate and LCAP needs and ideas. Outside of the School Site Council, the principal consults with parents at Panda Partners, PTO general meetings, and regular events, such as, Coffee with the Principal. The principal also gives a detailed report to the Board on the educational program monthly. OCS also has Cluster Coordinators who are teacher leaders that meet with the principal monthly to go over a variety of items. This is an ideal time to gain their perspective on the educational program. The Executive Director provides the State of the School Address twice annually. These are prime opportunities for families to learn about the big picture concepts relating to the Charter School including the LCAP process, as well as, a space for parents to give feedback.

Our Community School's website is very user friendly. It can be translated into a variety of languages, which allows for ease of use. Our school calendar and top news items are easily accessible. There is a section for our external community partners to advertise and market to our families. Prospective families can sign up for a tour and complete an application to attend our school. Parents can also use our school app to communicate with two-way communication with their child's teacher or administrator.

Panda Partners PTO is a separate 501c3 entity from Our Community School. They are governed by their own bylaws and have their own composition, selection, and operating procedures that are separate from the Charter School.



## Element 5 – Employee Qualifications

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

### **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## 1. Employee Positions and Qualifications

Our Community School has a number of positions and employees classes. There are four administrators at Our Community School consisting of Executive Director, Principal, Assistant Principal and Director of Operations. There are four positions that work within our office. At OCS, we have lead teachers and resource teachers. We also have paraprofessionals and behavior intervention implementation (BII) specialists. Lastly, but definitely not least, we have a Plant Manager and custodians.

OCS staff will be required to demonstrate ability to be personable, work cooperatively with co-workers and an enthusiasm for working with children. OCS instructional staff must have ample experience in working with and a thorough understanding of education and children.

## 2. Job Descriptions

The following are the job descriptions and minimum qualifications for each class of position.

### **Executive Director**

#### **Leadership Style**

OCS is a deeply inclusive, highly personal community accustomed to an open and collaborative leadership style. The school's culture is characterized by informality, trust, and mutual respect among all constituencies and everyone is known by his or her first name. In addition to demonstrating a passion for the mission and philosophy of the school, the next Executive Director must be comfortable in this unique school environment. The successful candidate will:

- Lead with confidence while always learning
- Be a strategic thinker, able to link projects and initiatives with budgets
- Be a creative problem-solver, with the ability to adapt quickly to change
- Have the ability to manage professional conflict and strong personalities with composure, during difficult conversations and decisions
- Have a strong work ethic: participate, is present, and highly involved
- Enjoy building relationships and community, and be comfortable representing the school externally
- Lead the Charter School in continual improvements

#### **Qualifications and Experience**

##### Education:

- An earned master's degree, equivalent from an accredited college or university
- A teaching credential
- An administrative degree and/or an administrative credential preferred

##### Experience:

- Minimum 5 years full-time teaching TK-8; prefer multi-grade level experience
- Experience teaching in a constructivist model preferred
- Minimum 2 years administrative experience, preferably principal or assistant principal in a school (public, independent charter, and/or private) or executive director
- Experience in managing multiple employees with a variety of job descriptions
- Development and grant writing experience required

##### Professional Qualifications:

- A commitment to Our Community School's mission and vision and to working collaboratively with Board members, staff and parents to make the best policy decisions possible for the success and longevity of the school and its students
- Has a belief system aligned to the mission of the school, both philosophically and in methodology
- Ability to lead fundraising and development efforts
- Ability to manage, adhere to, and recognize the relationship, intent and history of the OCS Charter Petition, Mission Statement, Personnel Handbook, and applicable state and federal laws and regulations
- Knowledge of the relationship between the charter school, the Los Angeles Unified School District, the state, and federal agencies
- Strong communication abilities, both written and verbal

- Ability to motivate and lead individuals and facilitate group processes, including consensus building and conflict resolution
- Ability to lead change and be responsive to community needs
- Understanding of and sensibility towards a diverse/multicultural population of students and experience conducting parent/community outreach
- Ability to establish and maintain cooperative working relationships with the community at large; including potential donors, OCS stakeholders, and the broader charter community
- Ability to effectively participate in school finance, including budget development and monitoring processes
- Ability to respond quickly and effectively to changing daily priorities
- Ability to complete all responsibilities independently and in a timely manner

**Responsible to:** Board of Directors

***Job Responsibilities:***

Educational Program

- Oversee, support, and evaluate Principal in implementing instructional programs and realizing student achievement goals
- Knowledge of special education laws and LAUSD Charter Operated Programs

Business Operations

*Compliance*

- Serve as the point person for LAUSD (including Charter School Division and Charter Operated Programs), County, State, and other government entities and other community partners; ensuring effective communication and timely reporting
- Ensure compliance at Charter School and through all operations with all applicable laws, regulations, and District/County/State policies regarding public charter schools
- Lead the Charter School in the process of annual oversight review conducted by the LAUSD Charter School Division in collaboration with school administration team
- Lead the Charter School charter petition renewal and WASC self-study in collaboration with school administration team
- Provide oversight in all areas of state-mandated testing in collaboration with Principal and data systems manager

*Development*

- Seek and identify new sources of income and funding resources for school; engage the Board of Directors, when needed, for support
- Lead the Board of Directors in articulating a multi-year fundraising plan
- Lead strategic partnerships, preparation of grant proposals and donor communications and acknowledgment
- Develop and maintain marketing, social media, and community outreach plans
- Oversee volunteer-led fundraisers/development events

*Finances*

- In consultation with back office provider, plan and oversee annual Charter School budget
- Strategically plan short-term and long-term allocation of both human and financial resources
- Oversee Federal Cash Management, LCFF funding, grants, and all fiscal reporting

*Board Relations*

- Collaborate with the Board in strategic planning and goal setting for the Charter School

- Provide strategic leadership and vision in the implementation of all aspects of the Charter School operations
- Attend all of the Board meetings and report on all facets of school operations
- Advise the Board on the need for new and/or revised policies and make policy recommendations based on data and input from stakeholders

*Human Relations*

- In collaboration with Principal, provide leadership for the fair and ethical treatment of all employees and contractors
- Foster a positive reputation for the school in all its business dealings
- Provide oversight of labor laws and employee handbook
- Collaborate with Principal to maintain, update, and/or edit our parent handbook
- Provide guidance, supervision, assistance, and leadership for the Charter School administrators

Community

- Represent Our Community School and communicate its philosophy, mission, and vision to the public
- In partnership with the Principal, maintain a school climate that ensures the safety, health and welfare of the students and staff, while continually building a relationship of mutual trust and support within the community
- Represent the Charter School and function as key communicator of the school's philosophy, mission, and vision to all stakeholders including the staff, students, parents, and Board.
- In collaboration with Principal, regularly report on the state of the Charter School, including all fundraising activities
- Develop and maintain community partnerships and strategic political alliances; attend local community functions

**Principal**

**Qualifications and Experience**

Education:

- An administrative degree and/or an administrative services credential required
- A teaching credential
- An earned master's degree from an accredited college or university

Experience:

- Minimum 5 years full-time teaching TK-8; multi-grade level experience
- Experience teaching in a constructivist model preferred
- Minimum 2 years administrative experience, preferably principal or assistant principal in a school (public, independent charter, and/or private)
- Experience in managing multiple employees with a variety of job descriptions, or equivalent educational leadership experience
- Experience with special education preferred

Professional Qualifications:

- Has a belief system aligned to the mission of the school, both philosophically and in methodology.

- Can manage, adhere to, and recognize the relationship, intent, and history of OCS, its Charter Petition, Mission Statement, Employee Handbook, and applicable state and federal laws and regulations
- Demonstrated ability to organize and direct an educational program that provides for the social, emotional and intellectual development of the students per OCS' Student Learning Outcomes, transitional kindergarten through eighth grade
- Understanding of and sensitivity to diversity in the school community
- Knowledge of the relationship among the charter school, the Los Angeles Unified School District, CCSA, and state and federal agencies
- Ability to communicate effectively with students, parents, peers, other charter schools, district staff, and community representatives, both individually and as a group
- Ability to effectively participate in the budgetary process and school finance
- Leadership skills in facilitating group processes, including consensus building and conflict resolution
- Strong communication abilities, both written and verbal
- Ability to respond quickly and effectively to changing daily priorities and clearly and concisely communicate effectively with staff, students, and parents
- Ability to complete all responsibilities independently, efficiently, and in a timely manner
- A firm commitment to and demonstrated record of developing and implementing a quality educational program
- Capacity to lead, develop, and empower teachers

**Responsible to:** Executive Director

***Job Responsibilities:***

**Educational Program**

- Curriculum
  - Demonstrate knowledge of and experience with current California standards in all disciplines and related, innovative curricula for TK-8
  - Research, update, and improve school curriculum with collaborative input as needed
  - Demonstrate knowledge of constructivist classroom and student-centered education
  - Learn current curricula used by the Charter School quickly
  - Maintain cohesive programs TK-8
  - Have the knowledge of special education laws and LAUSD charter operated programs
- Assessment
  - Oversee internal assessments, including trimester assessments
  - Support data systems manager in all areas of state-mandated testing
  - Evaluate academic achievement through detailed data analysis and present that information to faculty, administrators, and the Board
  - Use data and evidence-based practices to enhance and review our educational program by driving instruction, providing input in classrooms, and reviewing curricula
- Teacher Professional Development

- Assess the need for professional development, identify appropriate resources, and differentiate training and action plans for teachers with varying degrees of expertise and performance
- Create and implement an annual professional development plan that may include trainings over the summer in current OCS curricula
- Provide guidance, supervision, assistance, recognition, and leadership for all teachers
- Create a path to success for new teachers through a comprehensive orientation process and mentoring
- Provide training opportunities for teachers and pertinent staff
- Teacher Evaluations
  - Conduct annual informal and formal classroom observations of teachers, as part of the teacher evaluation process
  - Provide recognition and appropriate support to all teachers, i.e. new, Induction attendees, and veterans
  - Provide ongoing and meaningful support and development to grade-level clusters
  - Ensure all teachers are implementing the adopted curricula appropriately for all students
- Intervention Program
  - Create and monitor an effective intervention plan for general education, high achieving, and students with special needs
  - Guide and collaborate with teachers to identify students of need
  - Oversee SSPT and 504s
- Discipline/Conflict Resolution
  - With support from the Assistant Principal, oversee student affairs, including discipline, student behavior contracts, suspensions/expulsions, and interface with parents on such concerns

#### School Operations

- Hire all general education teachers and oversee hiring committee; may participate in hiring committee for other staff positions or appoint a designee
- Lead and supervise teachers and staff objectively
- Attend monthly Board meetings and report to the Board on all facets of the OCS educational program
- In collaboration with the Executive Director, ensure renewal of the OCS Charter in 2020 (and subsequent charter renewal years) and WASC self-study
- Update and share with Executive Director content for LAUSD oversight process
- Collaborate with Executive Director and/or Director of Operations of budgetary needs for the educational program
- Collaborate with Executive Director on all compliance and legal issues including SPED and interventions
- Represent the staff with Executive Director and Board

#### Community

- In partnership with the Executive Director, maintain a school climate that ensures the safety, health, and welfare of the students and staff, while continually building a relationship of mutual trust and support within the community

- In partnership with the Executive Director, act as the formal liaison between Our Community School, parents and community members
- Pursue the vision and execute the mission of the school
- Engage all stakeholders in school-wide decision-making
- Be accessible and available for parent conferences and school-wide events at the Charter School site and occasionally in the community at large
- In collaboration with Executive Director, update the community through State of the School

## **Assistant Principal**

### Qualifications

- Administrative Credential or Advanced Degree in Education preferred and/or Teaching Credential
- 2-4 years of school administration
- Minimum 5 years of experience in working with children
- Ability to effectively work with all staff members, parents, and students
- Experience with scheduling and office management skills
- Knowledge of special education management and implementation

To assist the Principal in maintaining the vision and successful functioning of all aspects of the school: Educational Program, Business Management, and Community

### **Educational Program**

#### **Special Education**

- Is the lead administrator for special education. Works with LAUSD personnel and OCS staff to maintain compliance with district and the best possible quality support for special needs students. Attends all IEP meetings, attends district training on SPED.
- Evaluate special education resource teachers and BIs

#### **Student Relations**

- Support student affairs, including discipline, student behavior contracts, and interfaces with parents on such concerns
- Participates on Student Attendance Committee.

#### **Teacher Support and Training**

- Collaborates with ED and Principal to plan and lead staff development as needed
- Lead on conducting consistent, effective Support Staff meetings
- Supports school wide training and leadership in conflict resolution, classroom management, and other curriculum areas as needed.
- Coordinates staff training for CPR, First aid, mandated reporting and other health and safety related issues
- Creates a new paraprofessional evaluation plan and conducts these evaluations annually.

### **Business**

#### **Human Resources**

- Oversees all aspects of human resources, including but not limited to staff files, insurance programs, Employment Development Department relations, and Credentials
- Work with Director of Operations to ensure accuracy of invoices from Teachers on health insurance and retirement accounts
- Point person for staff questions on health insurance, retirement and other benefits

- Works with ED and principal on staff hiring and search committee: placing ads, screening resumes, setting up interviews and sample lessons
- Orients new staff on benefits package and collects all needed paperwork
- School point person for mandated reporting in regard to suspected child abuse

**Payroll:**

- Submit payroll through Paycom
- Monitor Staff Attendance

**Scheduling**

- Creates and maintains daily schedules and duties for supervision of students during recess and lunch times
- Schedules substitutes for teachers when appropriate; is the point person for late evening and early morning phone calls from staff informing the school of absences

**Facilities**

- Supports Director of Operations on facilities requests as needed

**Budget**

- Advises the ED in negotiating contracts as needed.
- Supports ED in oversight of budget as needed

**Community**

**Communication:**

- Collaborates with Administrative team on Community Events and Communication: weekly newsletter, Community Discussion, Parent meetings or other related meetings
- Represents the school and addresses parents' concerns as needed

**Student Enrollment**

- Supports ED (Enrollment Coordinator) as needed
- Explains the Charter School's philosophy and answers questions about the school to prospective parents as needed

**Director of Operations**

Qualifications:

- Advanced skills in computer and business machines operations
- Understanding and experience with scheduling
- Ability to schedule and oversee facility operations projects and tasks
- Organizational, leadership and office management skills
- Skill in the areas of business accounting, reporting, and management
- Experience in the field of education preferred (e.g., previous work in a school setting or for an education-related non-profit)
- Experience in working with students, parents, families and community members

Duties:

- Assist the Executive Director and Principal on relevant items as needed
- Perform daily accounting and maintain financial records in alignment with the budget,
- Communicate with parents regarding financial commitments (i.e.: lunch program details, donations made, etc.),
- Keep files updated and organized
- Gather student data for funding reports and applications
- Perform compliance checks



- Oversee facility operations and maintenance issues
- Order and keep inventory of Charter School supplies
- Administer first aid as necessary
- Oversee Custodial team

## Teachers

### Elementary Teachers

- Bachelor's Degree
- Valid Preliminary Multiple Subject Teaching Credential, compliant with all ESSA regulations

### Upper Grade Teachers

- Bachelor's Degree
- Valid Multiple Subject Teaching Credential, ESSA highly qualified for teachers teaching Core classes or self-contained classes.

Or a single subject credential that fits ESSA State certification and licensure requirements

### **Job Description:**

- Provide a quality, enriched, and powerful curriculum for the students enrolled in their class
- Demonstrates strong content knowledge in the subject areas they will teach
- Provide an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities
- Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child's well being, at all times
- Provide continual assessment of student progress and maintain records, while continually evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students
- Keep portfolios and observation evaluations on all students and fill out report cards each semester
- Actively strive for continuous and open communication with parents and hold parent teacher conferences twice per year for mutual sharing on the child's growth and progress at Charter School and home
- Provide opportunities for peer assistance to fellow teachers and actively participating in team meetings
- Participate in-service staff development meetings and outside workshop to continue to grow professionally
- Keep regular and punctual attendance
- Demonstrate a commitment to Our Community School's philosophy and process
- Actively participant in at least one committee, if so desired.

## **Resource Teachers**

### REQUIRED QUALIFICATIONS:

- Valid California teacher certificate in the area of Special Education.
- Specialized training related to the position.
- Must be fluent with the Welligent Tracking System.
- Must be knowledgeable in Federal Laws as related to Special Education.

### PREFERRED QUALIFICATIONS:

- Experience in teaching in a hands-on learning environment
- Skill in conflict resolution strategies and behavior management
- Training in Unique Curriculum, Good Habits Great Readers, Go Math and/or California Math, B-SET (Behavior Safety-Care, Emergency Training).

## **Duties**

### **1. Planning:**

- Assist with the implementation of IEP goals/objectives and follow up; insuring consistency with Our Community School's educational philosophy and service delivery.
- Continue professional growth through participation in defined professional growth opportunities.
- Work with staff for the purpose of planning and developing appropriate instruction for students with IEPs and other students as needed.
- Implement and train other employees in the school adopted alternate curriculum as needed
- Attend related IEP or SST meetings.

### **2. Providing/Implementing Support:**

- Assist with the selection and production of instructional materials and appropriate supplementary supplies.
- Model appropriate classroom strategies for colleagues and students.
- Lead point person for the writing of the IEP document on the Welligent System

### **3. Communicating:**

- Communicate/Coordinate the educational efforts for students with IEPs to the Assistant Principal and classroom teachers.
- Demonstrate effective communication skills with all colleagues and parents.
- Create and provide timelines, calendars and schedules as requested.
- Communicate with parents, teachers, and Assistant Principal as requested on the progress of students

### **4. Administration/Servicing/Reporting**

- Assess students in the area of academics for initial and re-evaluation IEP meetings; work with other school service providers, including but not limited to School Nursing, Psychologists, Occupational Therapists, Language and Speech Therapists, Adaptive Physical Education Therapists, etc. to determine level of service and need for students
- Complete all related mandated pages of the IEP in the Welligent System.
- Complete appropriate reports for SPED students as mandated, including but not limited to service tracking, progress reporting, and timeline compliance on all assessment plans
- Deliver Resource Support as specified in the IEP as specified in the active IEP document.
- Provide an analysis of student's progress using performance data as mandated for all students with an active IEP.
- Provide an analysis of the effectiveness of the service delivery model and make professional and realistic recommendations to the IEP team.
- Complete appropriate reports in the area of special education to ensure compliance for OCS, including monthly service logs (due the first week of each month for the previous month), goal sheet progress reports, Welligent 300p Service Reports, and any other related mandates that may come up during the year.

## Paraprofessionals

### Qualifications

- An associate's degree or completed two years of college
- A minimum of six units in child development (12+ units preferred)
- Experience or demonstrated potential in working with students

### Duties:

- **Classroom Support:** Assist the classroom teacher, Intervention Specialist, and/or Resource Teacher in implementing a quality student-centered, standards based curriculum for all students, with and without disabilities in a full inclusion setting. This can entail assisting teachers in the implementation of the various academic and/or supplemental and intervention programs used at OCS, including but not limited to: SIPPS, Lexia, IXL, Good Habits Great Readers, Words Their Way, Wordly Wise, Go Math or California Math, and Unique Curriculum. Implement specialty activities with students during teacher planning meetings as needed. Use Responsive Classroom methods/strategies with students based on lead teacher observations and training, when applicable. Support IEP goal achievement under the direction of the Resource and General Education Teachers. Assist students with toileting needs as necessary, including but not limited to, the creation of toileting schedules, changing soiled clothing, and tracking toileting success on data sheets.
- **Communication:** Provide feedback to classroom teacher, Intervention Specialist, and Resource Teacher about student progress; assist in maintaining records, and collecting data while evaluating class performance and modifying the environment and/or curriculum to meet the changing needs of students and the goals within the IEP. Provide feedback and information to the school's administration about the campus, students, and daily operations as needed and appropriate within a timely manner.
- **Classroom Management:** Aid in creating an effective room environment, which reflects and facilitates the learning process and incorporates intrinsically motivating activities.
- **Conflict Resolution:** Help students regulate their own behavior and develop problem-solving skills, while remaining respectful and interested in the child's well-being, at all times. Aid students in effective conflict resolution opportunities and document outcomes accordingly.
- **Community Building:** Create opportunities for students to be involved in the democratic process and community service projects.
- **Professional Development and Behavior:** Be an active member of the OCS with a positive attitude and attend weekly meetings as assigned. Cell phone use, texting, emailing should be done during breaks and not used for personal business or school emails in the presence of students during the school day, unless these are being used as tools for instruction or emergencies. Follow policies and procedures as outlined in the Employee Handbook.
- **Additional Duties:** Supervise students on the playground during recess and lunch periods. Support students with needs that may come up that are not specifically outlined in this job description.

## **Intervention Specialist**

The Intervention Specialist's main responsibilities are to help give school day support to our low achievers and EL students. The teacher also helps to track the EL students and provides training to other staff on the systems and supports for these students. Daily progress notes are to be kept and collaboration between Lead Teachers and the Intervention Specialist is required to craft supplemental lessons that are meaningful and directed to the student's individual learning level.

Provide intervention support for our low achieving students focusing on grades K-8 all students, particular students with EL designation.

- Small Group Support (Pull-Out/Push In)
- Individual tutoring as needed
- Classroom Teacher Support
- Train teachers and/or TAs in K-8 on SIPPS, Lexia, IXL or any other intervention program the school may use.

### **ELPAC/ELD Coordinator**

- Give Initial ELPAC assessments to incoming students and retest already designated students by the deadline each school year.
- Send reminders about new ELs and intervention plans at staff meetings and/or via email
- Help revise the EL folders and how EL students are tracked with principal
- Train teachers on use of EL folders, how to identify students for ELPAC, and other EL systems as needed
- Administer and oversee the ELPAC testing with additional Paraprofessionals as needed/available
- Oversee the ELPAC results submission to testing office, getting results disseminated and entered into the appropriate data base system (i.e.: Illuminate, CALPADS, etc.)
- Identify students who are ready for reclassification and help coordinate the parent, teacher meeting regarding reclassification and work with the Data Systems Manager to ensure that this information is reported correctly into CALPADS

\* Should any of the designated State Programs change, the Intervention Specialist must be aware of the changes and implement them according to the mandates.

## **Behavior Intervention Implementation (BII) Specialist**

### **Qualifications:**

At least 60 college units in Behavioral Studies, Special Education, or another related field. Two years of experience working with students with special education needs and two years of experience with the implementation of Applied Behavior Analysis (ABA) Therapy.

### **Duties:**

- Under the Behavior Intervention Developer (BID) and General Education Teacher's direction, the BII will participate in data collection on behaviors as part of the behavior support plan development and implementation.
- Records such data, case notes, and other pertinent information in the Welligent system as described by the IEP.

- Completes and turns in Monthly Service Logs to the school's Welligent Clerk at the start of each month for the previous month of service.
- Assists teachers in maintaining an environment conducive for learning and encouraging appropriate behavior by the students using a consistent team approach.
- Assists teachers in carrying out positive reinforcement procedures and reactive strategies identified in the behavior support plan, such as prompting student to switch to functionally equivalent replacement behavior and debriefing during the school day.
- Assists teachers in working with students who may be demonstrating such behaviors and hitting, biting, scratching, running or tantrum-like behaviors and works as team member and under the direction of the teacher and Behavior Implementation Developer to support goals specified in the behavior support plan on the IEP.
- Assist students with toileting needs as necessary, including but not limited to, the creation of toileting schedules, changing soiled clothing, and tracking toileting success on data sheets.
- Helps students to utilize and organize materials including but not limited to books, classroom materials, and equipment.
- Assists teachers in implementing lessons or portions of lessons to a student or group of students, checks for accuracy of work, and presents additional assignments as directed by the teacher.
- Maintains overall safety of students, never leaving students unattended.
- Communicates with all staff members with regards to pertinent information regarding student progress and behaviors so information can be communicated by the general education teacher to the parents as needed and appropriate. Cell phone use is not permitted between BII and parent unless permission is granted by an Our Community School administrator.

## **Office Manager**

### Qualifications:

- Experience with basic office procedures (record keeping, Microsoft Office Suite, time management, and bookkeeping)
- Ability to efficiently learn and use computer programs for inputting and tracking student data
- Experience or demonstrate potential in working with students, parents, families and community members

### **Office Duties:**

- Supervise office staff and train new personnel
- Assist parents, students, faculty and staff as needed
- Assist with answering phones, directing calls and messages to appropriate person
- Assist with making copies (Bulletin, signs, flyers, etc.) when needed
- In charge of opening and distributing Admin correspondences
- Stamping invoices and distributing them
- Oversee school mailing systems
- Create systems for keeping the office running smoothly

### **Health and Safety:**

- Maintain Daily Medication Log with fidelity

- Give basic first aid to students as needed
- Mandated Screenings

**Enrollment:**

- Provide information to and answer questions from families about the school and the Schoolmint tour-booking, lottery application, and enrollment/re-enrollment processes
- Communicate to Data Systems Manager regarding needed updates regarding enrollment dates, policies, etc. to the school's website
- Verify and ensure that all students have immunization records and copies of birth certificates on file as part of the registration process
- Verify that all components of the registration and re-enrollment packets are complete prior to the students' first day of school

**State and District Reporting:**

- Assist with the collection of data for all state and district reporting throughout the school year (CALPADS) as needed
- Complete mandated immunization reports as per LAUSD and/or California Department of Education

**Attendance:**

- Utilize Illuminate for daily student attendance
- Student Attendance Review Board
- Mandated Attendance Reporting

**Special Education:**

- Preparation of IEP Meetings
- Maintain that all posters, forms, and bulletins per the Self Review Checklist are up to date and accurate
- Triannual goal pages
- Monthly Service Logs
- Tracking dates as needed
- Communication with parents and staff of IEP information
- Assists in Oversight Review as necessary with regards to SPED compliance

**Meal Program:**

- Collect the lunch count and fax in the order by the designated time
- Transfer the lunch order to the master roster
- Ensure that all money is accurately deposited into family Mealtimes accounts weekly
- Supervise the Office Assistant in the set-up, distribution, and clean-up of the lunch program on a daily basis; perform these tasks on days in which the Office Assistant is absent
- Download the monthly meal reports from M Power and enter the claim into CNIPS
- Ensure compliance in the area of school verification procedures and then report back to the State as required and within mandated timelines
- Complete annual training modules as required by the State
- Check the Mealtimes Eligibility Portal each Friday throughout the school year and process new meal applications within the next 3 business days

**Student Records:**

- Cumulative Student Records

**Translation:**

- Translate letters and forms to second language if applicable

- Communicate with families in second language regarding school policies, events; or student issues when applicable. Translate during IEP and SSTP meetings and Parent Conferences as needed.

**Additional Duties:**

- Train, assist, oversee, and help evaluate the Office Assistant
- Substitute Teachers
- Assist in the setup of school tours as needed

**Data Systems Manager Job Description**

Qualifications:

- Experience working with various programs preferred.
- Positive work ethic and a team player required.

**California Longitudinal Pupil Achievement Data System (CALPADS)**

The Data Systems Manager is responsible for updating the CALPADS system with accurate data, meeting all filing deadlines and certifying that the data is correct multiple times throughout the school year.

**Child Nutrition Information and Payment System (CNIPS)**

Our Community School is required to do annual verification of meal applications and this is handled through CNIPS. The Data Systems Manager manages input into CNIPS to ensure accurate accounting for the school meal program.

**Illuminate**

Data Systems Manager over sees Illuminate. Any questions or concerns with Illuminate should be directed to the Data Systems Manager. The Data Systems Manager is responsible to roll over system to new school year and set calendar and grading periods. Schedules and class placement is handled by the Data Systems Manager as well. With assistance from the Office Manager report cards are created and rolled over for each trimester. The Data Systems manager is responsible to obtain training to assist staff and faculty. Will also seek additional training to create and improve current processes. Data Systems Manager pulls in State assessments into Illuminate for reporting and intervention. This position will support faculty with grade books, attendance, progress reports and assessments.

**California Basic Educational Data System (CBEDS)**

The California Basic Educational Data System (CBEDS) is an annual data collection administered in October. The purpose of CBEDS is to collect data about schools and districts, as well as some aggregate data on students and staff. The data collected is the number of classified staff, estimated number of teacher hires, kindergarten program type, educational calendars, parental exception waivers, truancy, and School Improvement Grant information. With the assistance of the Principal the Data Systems Manager collects the required data and inputs in to the CBEDS system by the required deadline in October.

**Welligent and Special Education**

Over sees Office Manager to add support in assuring compliance in the Welligent system. Assist Assistant Principal with class placement in the Welligent System. The Data Systems Manager uploads the school calendar annually to Welligent.

### **Schoolmint**

The Data System Manager is responsible to set up these processes and ensure everything is running properly. This position works with Assistant Principal and Office Manager to manage electronic enrollment through the system and then upload into Illuminate. The Data Systems Manager works closely with the Assistant Principal to set up and run the annual lotteries as well.

### **Meal Program**

Data System Manager uses different systems to manage the meal program. The main system is Mpower used to manage all students' data, billing and state claim forms. The second main system is Mealttime Online used for the families to apply for the meal program and add money to their child's meal account. The school uses Mealttime online to administrate these accounts, manage eligibility and export the data to Mpower.

### **E-Rate**

The E-Rate Program assists with discounted telecommunications Services and provides discounts of up to 90 percent to help eligible schools and libraries obtain affordable telecommunications and internet access. This position works with an outside vendor to apply annually for these funds as well as submit claims. Also works with the principal and tech provider to work toward future goals for infrastructure of our current system.

### **LAUSD systems**

The Data Systems Manager works with LAUSD and the MISIS program in regards to enrollment data. Our community School does dual enrollment in Illuminate and Misis. The MISIS system feeds to our Welligent system which is used for IEP's, 504's and special education reporting. All users that access LAUSD systems require access and the Data Systems manager is responsible to get access for these individuals. The Data Systems Manager also reports regularly to LAUSD on suspension and CALPADS reporting.

### **Testing Coordination**

The Data Systems Manager is responsible and will work closely with the Principal in regards to running the following assessments and testing programs:

- California Assessment of Student Progress and Performance (CAASPP)
- FITNESSGRAM (fitness assessment and reporting program for youth)
- Gifted and Talented Education (GATE)

The Data Systems Manager works with the ELPAC coordinator as well to obtain test results and import into Illuminate the student information system. They are responsible together to ensure that the reclassified English learners are reported into CALPADS before the fall norm date.

### **Coordinator of Development and Operations**

Qualifications:

- Experience working with various programs preferred.
- Positive work ethic and a team player required.

Business:

1. Clerical Duties (as needed): Making Copies, filing, making and receiving phone calls. using copier, FAX and computer. maintaining files.
2. Finance (Budget): Support Director of Operations on the clerical portion of the school finances.
  - Spendbridge: Credit Cards, assist in tracking fundraising monies
  - Deposits: double count monies under each fundraising category, prep cash deposit forms and bank deposit slips



3. Facilities: Supports Director of Operations on facilities as needed.
  - Schedules: maintains school Google calendar.
  - Assist with tracking and maintaining all ongoing school wide inventories
4. Ordering:
  - Place orders: Textbooks, instructional materials, office supplies, technology, furniture, finding free or low cost options of needed supplies, furniture, equipment, etc.
5. Reports: Assist with any gathering of information (student, staff or facility) needed for reporting purposes.
6. Technology: Use of phone, copier, printers, and internet systems, as well as computer or online systems/programs put in place to facilitate processing of orders, accounting, library cataloging and others as they are adopted.

Community:

1. Communication: Assist in management of ParentSquare (school app) and train room parents to use site accordingly, assist with creating flyers, letters, etc., as needed, maintain verbal or written communication with staff, parent group and entire school community on upcoming events, updates, repairs, etc., as needed, go through any correspondence and file or process as needed.
2. Emergency Safety - (Earthquake and Fire): Assist Director of Operations with maintaining emergency back packs, emergency bin, and emergency supplies updated, stocked and inventoried.
3. Library: Maintain Alexandria software program, learn library cataloging program, assist with organizing and shelving of books, assist with scheduling of volunteers and assist with training of volunteers and staff as needed in the cataloging system.

Development:

1. Donor Management: point person on staff to update and manage Donor Management System (database) through Network for Good.
2. Networking: Attend various community and chamber events representing OCS
3. Sponsorships: Work with Executive Director to secure sponsorships for annual events.

## **Plant Manager**

Qualifications:

- Experience in overseeing facilities and equipment maintenance; ability to meet the physical requirements of the job; pleasant demeanor.

To oversee, supervise, plan, coordinate and participate in the cleaning, gardening and operations of a school campus; and is responsible for the cleanliness and operation of the entire facility.

**Facilities:**

- Supervises and participates in custodial work in cleaning rooms, toilets, halls, walks, stairways, libraries, walls, fixtures and equipment, including sweeping, polishing, mopping, dusting, vacuuming and disinfecting
- Selects materials and equipment for cleaning a wide variety of floors, walls and other surfaces
- Ensures that work schedules for regular and special cleaning and the recycling program, including school-vacation cleanup are completed as prepared and assigned by Director of Operations
- Repairs around campus such as some electrical and carpentry work as well as putting together things such as tables and portable sheds and other repairs such as hammering backs to bookcases and hooks for backpacks, etc.

- Opens, closes and secures campus to ensure that facility is unlocked and secure as necessary throughout the school day

**Campus:**

- Work with Director of Operations to ensure follow through on all repairs
  - Communicate with Director of Operations on all issues concerning campus and night custodial staff concerns
- Supervise two night custodians
  - Guide and supervise night custodians with
- Any questions or concerns around campus
- Set up and take down for any event or meeting as needed
- When and how to open, close and secure campus at night and at several events
- Support and inform night custodian of their responsibilities and demonstrate proper procedures
- Get the night custodians the supplies they need to do their work
- Work with all other vendors such as outside vendors (phone company, DWP, First Fire Protection, Sparklets, etc.)
- Along with Director of Operations, does walk troughs with LAFD Chief, LAUSD regulation personnel (annual district review, asbestos, HVAC, etc.) pest control and alarm company
- Ensure maintenance of fire extinguishers monthly
- Does walk through with First Fire Protection Company that services our extinguishers and fire alarm panel
- Maintain plant managers storage/office clear and clean
- Places orders for all cleaning and maintenance supplies, checks them in and stores them

**Communication:**

- Keeps open communication with immediate supervisor, Director of Operations about repairs needed around campus, reports from vendors and or staff

**Custodian**

**Facilities:**

- Sweep, dust, clean, scrub, strip, seal, wax, polish and mop floors in classrooms, kitchen, dining hall, restrooms, offices and similar facilities.
- Remove spots from floors, walls, woodwork, furniture, and fixtures and cleans whiteboards.
- Clean, dust, high dust and polish woodwork, glass, hall lockers, furniture air intake screens, and fixtures and other installations.
- Washes and scrubs walls, lavatory fixtures, inside glass, windows, painted surfaces, and drinking fountains, and sanitizes refrigerators and beverage coolers.
- Operates equipment, such as floor polishing and scrubbing machines, wall washing machines, steam shampooers, vacuum cleaners, yard vacuums, lawn mowers, lawn edgers, weed eaters and power sweepers.
- Services soap dispensers, towel boxes and similar facilities.
- Sweeps and hoes blacktops, tennis courts, playgrounds, sidewalks, and parkways.
- Replaces electrical plug fuses, incandescent bulbs, and fluorescent tubes.
- Moves and adjusts chairs, desks, tables, other furniture, and equipment and prepares rooms for meetings

- Receives, checks and delivers of custodial and instructional supplies.
- Locks and unlocks doors, gates, windows and storerooms.
- Assists in providing security for buildings and grounds, contacts proper authority for assistance as needed, and may escort authorized and unauthorized persons in and from buildings and grounds.
- Provides information in regards to location of various school facilities, participates in the opening and closing of facilities and represents the school in all school functions and events.
- Gathers and disposes of rubbish, paper, leaves and debris and empties and washes trash containers.
- Waters and tends lawns, shrubs and trees; and operates manual and automatic watering systems
- Keeps records relative to equipment and furniture.
- Identifies and reposts information regarding vandalism, theft, fire damage, and flood and identities, records and reports maintenance needs.
- Performs a variety of unscheduled custodial duties as requested by the school office and staff.
- Tends lawns, turf and shrubs by mowing, edging and pruning.
- Keeps drains and flow lines in lawns and other planted areas free from debris.
- Makes minor repairs to building hardware, plumbing, woodwork, building equipment and furniture.
- May perform a variety of cleaning and other manual tasks in a cafeteria.
- May raise, lower and case flags.
- Performs related duties as assigned.

## Element 6 – Health and Safety Procedures

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

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

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

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

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

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

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

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

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

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

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

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

Charter School shall comply with all federal and state legal requirements, including but not limited to the requirements of SB 277 (2015), related to student immunization, health examination, and

health screening, including but not limited to screening for vision, hearing, and scoliosis, to the same extent as would be required if the students were attending a non-charter public school. Charter School shall maintain student immunization, health examination, and health screening records on file.

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

## **1. Custodian of Records**

In accordance with California Department of Justice requirements, the Assistant Principal serves as the Custodian of Records.

## **2. Health and Wellness of Students**

Our Community School is committed to providing a school environment that promotes and protects children's health, well-being, and ability to learn by supporting healthy eating, and overall physical and emotional health. At Our Community School, the Wellness Policy is a detailed document that provides a guide for all policies connected to health, physical activity, and wellness. The following practices are implemented to ensure our students' health and wellness:

- OCS will engage students, parents, teachers, food service professionals, health professionals, and other community members in developing, implementing, monitoring, and reviewing the nutrition, physical activity policies, and social health of our students.
- OCS's Wellness Committee is made up of teachers, parents, staff, and students who meet at least four times per year to evaluate the Wellness policy and find creative ways to encourage wellness at OCS.
- All students will have opportunities, support, and encouragement to be physically active on a regular basis.
- OCS food vendor will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students and will provide clean, safe, and pleasant settings and adequate time for students to eat.

- OCS will participate in appropriate and available federal school meal programs (including the School Breakfast Program, National School Lunch Program).
- OCS will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.
- OCS outdoor garden will be used as an outdoor classroom to develop student understanding of the source of foods and the importance of healthy food choices.
- OCS implements a Wellness Policy with a nutritional plan for students when making decisions about the lunches for their children. Charter School events are limited to few to none sugary snacks.
- OCS Kids Dash fundraiser incorporates running and building cardiovascular endurance.
- OCS conducts regular health, vision, hearing and scoliosis screenings.
- Professionals present to students in the areas of: dental health, cold-flu hygiene, puberty and adolescence courses, and drug awareness.
- Counseling services are provided for all students in need of additional social and emotional health support.
- OCS uses meditative breathing techniques for a variety of academic and emotional health reasons.

### 3. Comprehensive School Safety Plan

The Charter School will adopt and adhere to a School Safety Plan, to be reviewed and updated by March 1 of every year. The Charter School's School Site Council will write and develop the School Safety Plan specifically to the needs of the school site in conjunction with law enforcement, the fire department, and other first responder entities. The School Safety Plan will include identifying appropriate strategies and programs that will provide or maintain a high level of school safety and address the Charter School's procedures for complying with applicable laws related to school safety, including the development of all of the following pursuant to Education Code Section 32282(a)(2)(A)-(H):

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

The School Safety Plan shall be maintained on the main school site campus and available for the District's review on an ongoing basis.

## **Diabetes**

The Charter School will provide an information sheet regarding type-2 diabetes to the parent or guardian of incoming seventh-grade students, pursuant to Education Code Section 49452.7. The information sheet shall include, but not be limited to, all of the following:

1. A description of type-2 diabetes
2. A description of the risk factors and warning signs associated with type-2 diabetes
3. A recommendation that students displaying or possibly suffering from risk factors or warning signs associated with type-2 diabetes should be screened for type-2 diabetes
4. A description of treatments and prevention methods of type-2 diabetes
5. A description of the different types of diabetes screening tests available

## **Medication in School**

The Charter School will adhere to Education Code Section 49423 regarding administration of medication in school.

## **Drug, Alcohol, and Smoke-Free Environment**

The Charter School shall function as a drug, alcohol, and smoke-free environment.

## **Prevention of Human Trafficking**

By January 1, 2020, the Charter School shall identify and implement the most appropriate methods of informing parents and guardians of students in grades 6 through 12 of human trafficking prevention resources.

## **Feminine Hygiene Products**

The Charter School will stock at least 50% of its restrooms with feminine hygiene products, and shall not charge students for these products, pursuant to Education Code Section 35292.6.

## **Nutritionally Adequate Free or Reduced Price Meal**

The Charter School shall provide each needy student, as defined in Education Code Section 49552, with one nutritionally adequate free or reduced-price meal, as defined in Education Code Section 49553(a), during each schoolday.

## **California Healthy Youth Act**

The Charter School shall teach sexual health education and human immunodeficiency virus (“HIV”) prevention education to students in grades 7-8 at least once, pursuant to the California Healthy Youth Act (Education Code Section 51930, *et seq.*).



## **Bullying Prevention**

By December 31, 2019, the Charter School shall adopt procedures for preventing acts of bullying, including cyberbullying. The Charter School shall annually make available the online training module developed by the CDE pursuant to Education Code Section 32283.5(a) to certificated schoolsite employees and all other schoolsite employees who have regular interaction with children.

## **Immigration Policy**

The Charter School will comply with the requirements of AB 699. The Charter School will adopt policies that align with guidance issued by the California Attorney General.

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

#### 1. Court-Ordered Integration

In order to achieve this goal/ratio, we conduct a comprehensive outreach program to attract a diverse population of students. Methods for outreach include but are not limited to: direct mail campaigns, website presence, and speaking at local organizations meetings. Currently we publish outreach materials in English and Spanish, though parent volunteers are utilized as needed to engage in meaningful outreach in other languages, including Spanish, Russian, Tagalog, Korean and more.

The Charter School anticipates that a whole child education program focusing on collaboration, meeting individual student’s needs, and inclusive learning opportunities will attract many students from all sectors of society. To create a school community that reflects the diversity of the general population residing within LAUSD, OCS will strive to recruit students from a range of racial, ethnic, linguistic, and socioeconomic backgrounds. Our unique program will bring a sense of validation and encouragement to families from diverse and multicultural backgrounds seeking a unique

educational experience. This mindset will assist us in our overall recruiting efforts. Our Community School is committed to designing measurable approaches to underscore our dedication in establishing a diverse student body. The Charter School will maintain an accurate accounting of the ethnic and racial balance of students enrolled in the Charter School and will use this information to determine where additional outreach efforts are needed. See Element 1, for a detailed description of the demographics and characteristics of the target neighborhood and nearby District schools.

## 2. Explain Plan for LAUSD Racial and Ethnic Balance Goal

1. Marketing Materials: The Charter School mails out flyers (in English and Spanish) to the local community based on a list for the zip code of families with students who have school age children, targeting low-income areas of the community with these mailers. These flyers include information on our instructional program, our school culture, enrichment and other activities and more. Design flyers and distribute informational materials to appeal to various racial and ethnic groups within the District. Flyers are distributed at local markets, coffee shops, libraries, churches, preschools, and businesses. Materials are developed in English and Spanish. Other languages will be added as the need arises.

2. Host Community Events: OCS conducts monthly tours for prospective families and invites such families to annual Open House events. Our Community School will host 4 – 6 Parent Education community events during the 2019-2020 school year that are open to the public. OCS also provides events for our families and local community such as Open House, Spring Faire, Garden Club activities, and other similar promotional activities that are open to the public and those interested in learning more about our school. Outreach activities have included visiting local churches, recreational centers, Youth Sports Leagues, and children entertainment facilities.

3. Advertising: The Charter School continually updates its website (<https://ourcommunityschool.org>). The Charter School will continue to issue press releases, advertise in newspaper publications and radio stations as funding allows. The Charter School will also advertise in local publications specific to the target community. The local newspaper, Chatsworth Patch, publishes information and stories about school as do other neighborhood media such as Community Connections.

4. Attend and Establish Presence at Community Events: The Charter School will make significant efforts to establish visibility in the community. The Charter School staff and volunteers speak at local preschools, local events such as the neighborhood Farmer's Market, Local Parks and Recreation events, upcoming community events, various city holiday events, and parks so families of diverse background have the opportunity to learn about OCS. The Charter School will also set up information tables/booths in high traffic and high visibility areas during well-attended local and regional community events.

5. Establish Partnerships with Community Organizations: The Charter School currently partners with California State University Northridge (education, kinesiology, and social work departments), Pierce College early childhood education department, and OCS will explore potential partnerships

within the local and regional communities inclusive of our business sector. Through our school's membership in local organizations such as Rotary, the North Valley Regional Chamber of Commerce, the Porter Ranch/Chatsworth Chamber of Commerce, and Kiwanis, we reach a broad dissemination of community service organizations, employers and business people in the community.

6. Social Media and Online Advertising: The Charter School maintains an updated website (<https://ourcommunityschool.org>) for interested parents and community members to visit to learn more about the Charter School. The school website is accessible through various search engines on the Internet as well as integration for various platforms like mobile phones, tablets, and computers. The Charter School also has a Facebook Page (<https://www.facebook.com/ourcommunityschool/>) Twitter Page (@OCSPanda), and Instagram and will continue to stay up to date with social media platforms.

7. The Charter School utilizes its application and lottery system to track what neighborhoods the applications to the school are originating. Since using this software over the past three years, OCS has averaged 834 applications per year. Applications are received from all areas of the San Fernando Valley, within LAUSD boundaries, and beyond. OCS will continue to reach out to various neighborhoods in order to increase our diversity.

In addition, the Charter School has established an enrollment and recruitment timeline that is aligned with the diverse needs and composition of the prospective population. Our Community School will continue to engage in ongoing recruitment and outreach efforts as described above with the continued development of marketing materials, advertising, online and social media presence, hosting and attendance of community events, and continued efforts to establish community partnerships. The Charter School budget includes financial resources allocated to outreach efforts. The Charter School will furnish the District annual documentation of ongoing recruitment and outreach efforts during annual Oversight Visits.

## Element 8 – Admission Requirements

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

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

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

### **HOMELESS AND FOSTER YOUTH**

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

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

### **NON-DISCRIMINATION**

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

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

## 1. Admission Requirements

As a charter school, OCS is a school of choice. OCS shall admit all pupils who wish to attend the Charter School (Education Code Section 47605(d)(2)(A)). If the number of students applying for admission exceeds capacity, admission shall be determined by random public drawing ("lottery") in accordance with Education Code Section 47605(d)(2). Admission to the Charter School shall be open to any resident of the State of California. Admission to OCS will not be determined according to the place of residence of the pupil or his/her parent, except in the event of a lottery. In accordance with Education Code Sections 49011 and 47605(d)(2)(B)(iv), admission preferences shall not require mandatory parental volunteer hours as a criterion for admission or continued enrollment.

In accordance with Education Code Section 47605(d)(4)(A), the Charter School shall not discourage a pupil from enrolling or seeking to enroll in the charter school for any reason, including, but not limited to, academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), including pupils with disabilities, academically low-achieving pupils, English learners, neglected or delinquent pupils, homeless pupils, or pupils who are economically disadvantaged, as determined by eligibility for any free or reduced-price meal program, foster youth, or pupils based on nationality, race, ethnicity, or sexual orientation. Similarly, in accordance with Section 47605(d)(4)(C), the Charter School shall not encourage a pupil currently attending the Charter School to disenroll from the Charter School or transfer to another school for any reason, including, but not limited to the academic performance of the pupil or because the pupil exhibits any of the characteristics described in Education Code Section 47605(d)(2)(B)(iii), as listed above.

Pursuant to Education Code Section 47605(d)(4)(D), the Charter School shall post a notice developed by the CDE on the Charter School website, outlining the requirements of Section 47605(d)(4), and make this notice available to parents.

Families must submit a Lottery Application Form during the open enrollment period that includes the student's name, entering grade level, birthdate, and contact information for the family in order to be eligible for admission. Submission of an application for admission is not a guarantee of admission to OCS; the application is an entry into OCS's lottery. If an applicant does not submit an application by the posted open enrollment deadline, the applicant will not be entered into OCS's lottery.

There is no fee to apply to or attend OCS.

All applicants must complete an application for admission. Applications are available online and must be completed and submitted to OCS's Schoolmint web page at [www.ourcommunityschool.schoolmint.net](http://www.ourcommunityschool.schoolmint.net). Applications for admission for each academic year are

valid solely for that academic year. Any offers of admission to OCS or waitlist positions from one academic year shall not carry over to any other academic years. Any applicant who was not offered admission in one academic year, and who wishes to reapply to OCS in the future, must submit a new application for the new academic year by the posted open enrollment deadline.

Applications for admission via lottery must be completed and submitted on the OCS Schoolmint web page with a time/date stamp no later than the specified deadline. The open enrollment deadline will be posted on the Charter School's website and indicated on all admission applications. If a parent/guardian is unable to access the Schoolmint web page, OCS will provide use of a computer with internet connection, plus assistance from staff, for families to access the online application.

Once an application is completed and submitted, it becomes an entry for the lottery. Applicants will receive a confirmation email from Schoolmint that confirms the application has been submitted.

## 2. Student Recruitment

The Charter School's Board of Directors shall ensure that student outreach activities and information sessions, including but not limited to those activities as described in Element 7, which is designed to recruit a broad, diverse representation of students, are conducted in accordance with the charter.

## 3. Lottery Preferences and Procedures

If the number of students who OCS to attend the school exceeds the openings available, entrance shall be determined by random public drawing in accordance with Education Code §47605(d)(2) and all federal requirements such as those applicable to federally funded grant programs. In this case, OCS anticipates using a software program to conduct said lottery. In accordance with applicable law, the following groups of students will be exempted from the lottery:

- Students who are currently enrolled
- Siblings of students admitted to or attending the Charter School
- Children of teachers and staff with a total not to exceed 10% of total enrollment.

In addition to the foregoing, in the event a lottery is conducted to determine admission, weighted preference will be given to residents of the District. An additional chance to be selected in the lottery will be given for the additional preference to students whose families qualify for Free and Reduced Price Lunch (FRPL). These efforts help increase OCS's desire to ensure a diverse student body. At all times, the assignment of exemptions and preferences and the administration of the lottery will follow all applicable federal and state laws and applicable District policies. The Our Community School Board may review and revise this preference policy as necessary for the wellbeing of the Charter School, and, will confirm with LAUSD whether the change constitutes a material revision requiring LAUSD Board approval.

## 4. Public Random Drawing Procedures

Open enrollment will commence each fall and run through the prescribed Lottery Application deadline (in March for TK and Kindergarten, and in April/May for 1<sup>st</sup> – 8<sup>th</sup> grades). These deadlines are widely publicized on Charter School website, newsletters, social media, physical signage on the main campus, and through other local marketing avenues.

Since the application is electronic, all instructions and procedures are available on the school website and through the lottery link. Any individual needing assistance or access to technology in order to complete the application can reach out to the Charter School office during regular business hours.

The lottery is held in the Spring each year. Information about the date, time and location of the lottery will be posted on the Charter School's website, at the Charter School site, included in public notices, newsletters and/or flyers posted in the community, and will be available by calling the Charter School information number that will be included on all student admissions/lottery materials. The lottery will be held in a predesignated room at Our Community School, 10045 Jumilla Avenue, Chatsworth, CA 91311. If necessary, the location of the lottery will be arranged to ensure maximum parent participation in a public space large enough to safely accommodate all interested families. Notice will include an explanation that parents/guardians do not need to be present at the lottery, but may attend if they choose to do so.

OCS will contract with a company providing a student enrollment platform to run the admissions lottery. The Charter School will input all lottery information into the system; the program will automatically assign applicable weightings to applicants based on the applicant's submitted application; the software program will generate the admission and waitlists. The program will be run at a time convenient for a majority of interested parties and will be open to the public. The results will be posted in real time at the Charter School. The results will be read out by the Charter School administrators who act as lottery officials and posted on a board or projection screen so that the public has an opportunity to view the results. The results of the software program will be auditable.

The Executive Director or his/her designee will conduct the admissions lottery as a public event to ensure that lottery procedures are fairly executed. Lottery Application Forms and records of the drawing (order in which names were drawn, applicable exemptions and priorities, etc.) will be kept and available for District inspection upon request.

If a student is extended an offer of admission due to one of the preferences, the Charter School shall require supporting documentation from the parent/guardian with the student's enrollment package. OCS shall conduct verification of such documentation prior to finalizing the student's enrollment. If the student was offered enrollment via a preference and at least one preference cannot be verified and OCS deems that the student does not qualify, the offer of admission will be rescinded and the student will be placed at the bottom of the waiting list.



Students who are offered a space through the lottery will be notified in via email (possibly text too depending on their preferences for contact in the lottery software) within one week of the lottery and will have two weeks to complete and return the enrollment packet in person or via mail to the Charter School's Main Office in order to secure their spot. After the required open number of spaces have been filled all remaining applicants are placed on the "Wait List" in the order in which their number was pulled in the lottery.

If slots become available because an accepted student declines acceptance or a student leaves the Charter School after the start of the academic year, or as spots become available, OCS staff (Office Manager, Data Systems Manager, or Executive Director) may notify families on the waiting list via telephone and/or email (as stated in the student's application for admission) in the order they appear on the waiting list. Families shall have 48 hours to accept the enrollment slot (via telephone or email to the Charter School) and proceed with the enrollment process. Applicants must complete a registration packet with all required documentation and by the deadline given by the Charter School to confirm enrollment. This procedure may be repeated until all slots for the upcoming/current academic year have been filled with applicants who confirm their enrollment in OCS.

## Element 9- Annual Audited Financials

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

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

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

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

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

### Annual Audit Procedures

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

### 1. Position responsible for Contracting Auditor

The Board is responsible for contracting with an independent auditor to conduct the required annual financial audit.

The Board will appoint an Audit Committee of one or more persons by January 1 of each year. The Audit Committee may include Our Community School Board Members and persons who are not members of the board, but may not include any officers of the corporation, including the president and the treasurer. In addition, any person with expenditure authorization or recording responsibilities within the organization may not serve on the committee.

The Audit Committee will be responsible for contracting with an audit firm from the State Controller's list of approved auditors by March 1 of each year, unless the existing contract is a multi-year contract.

## 2. Working with the Independent Auditor

The Executive Director and Director of Operations along with our back-office services provider work with the audit firm to provide the information they need.

## 3. Auditor on approved list

The Charter School will ensure that the selected independent auditor is on the California State Controller's list of auditors approved to conduct charter school audits. The Charter School will also ensure that the audit company is reputable and in good standing.

## 4. How Charter School address findings, etc.

The Executive Director and Audit Committee will be responsible for reviewing the results of the annual audit, identifying any deficiencies, findings, material weaknesses, or audit exceptions noted by the auditor and report them to the Board with a recommendation on how to resolve them. The Audit Committee meets a minimum of two times in order to review audit and refer back any follow-up and clarifying questions in order to best be prepared to make a recommendation to the Board.

## 5. Complete Audit sent

The Board of Directors will review and approve the audit no later than December 15. The Executive Director will be responsible for submitting the audit to all reporting agencies no later than December 15.

## **Element 10- Suspension and Expulsion Procedures**

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

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

District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

### **NOTIFICATION OF THE DISTRICT**

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

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

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

## **OUTCOME DATA**

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

## **REHABILITATION PLANS**

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

## **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

# 1. School Climate and Student Discipline System

At Our Community School, we have been practicing School-Wide Positive Behavior Interventions and Support long before that label existed. We hold that ongoing positive communication is the key to effective discipline. Therefore, our staff will communicate to our children that we know they are capable and responsible people, and speak to what is best in them--their intelligence, their initiative and their sensitivity towards others. Teachers and staff seek to create an environment for all students that is empathetic and encouraging, and where cooperation is emphasized and respect for one another's feelings, views and ideas is exercised.

Our Community School will routinely provide opportunities for students to make healthy choices, to cooperate with and be respectful of others, and to problem solve effectively. The OCS staff provides students with opportunities to take responsibility for their own actions and encourages them to understand, acknowledge and explain the consequences that their actions have on one another. Some of the natural consequences that may be used when school rules are violated are as follows:

OCS strives to develop and maintain a school culture that reinforces positive behavior and eliminates the distractions caused by student misbehavior. Expectations for appropriate behavior are clearly articulated to students and families during orientation meetings and will be provided as written policy in the Parent-Student Handbook.

The discipline policy is not discriminatory, arbitrary or capricious. It is a Tiered Behavior Intervention Program that follows the general principles of due process. We include all involved when a behavior incident escalates to the level of being brought to the office. Our process has always been to include parents and teachers to help find and support resolution. In alignment with Restorative Justice Practices, we believe in the importance of repairing and harm done and using a community approach. Please note that each discipline issue is handled individually and with confidentiality.

Alternatives to Suspension are key. At OCS, we offer a number consequences for unacceptable behavior while working with our students to improve behavior and resolve issues before they escalate to suspension.

- Students who are having difficulty following our expectations for student behavior may do any of the following according to the teacher's discretion:
  - Verbal warning as appropriate
  - Take a brief break by going to the drinking fountain or running a lap around the field (younger students should be accompanied by a paraprofessional for anything other than going to the restroom or drinking fountain.)
  - Take a longer break to reflect on their actions by going to another class. They can fill out a reflection sheet, help the students in that class, or be sent with their own school work to complete.
  - They can have a conflict resolution with an adult (Principal, Assistant Principal, or a paraprofessional) or on own if you feel they are capable.
  - Students may be offered an alternative choice within their class. Offering a student

- o at least two choices can often prevent power struggles.
  - o A student may have to miss out of a portion or recess or lunch playtime or other free time. This may include the use of lunch detention for the oldest students.
  - o Compulsory school service
  - o A meeting with the parents can be arranged and/or note or phone call sent home.
- If a student hits, bites, spits, leaves campus without an adult or purposely breaks/vandalizes school materials, they will be sent to the office. A parent meeting will be set up, and consequences will vary and be individualized to student's needs.
- Other Consequences provided beyond the teacher's consequence may include, but are not limited to:
  - o Warning, verbal and/or written
  - o Individual conference with the teacher
  - o Loss of privileges (e.g. attendance at Charter School functions- dances, games, etc.)
  - o Individual behavior contract
  - o Referral to the Principal or Charter School staff member
  - o Notices to parents by telephone or letter
  - o Parent conference, at Charter School or during a home visit

Teachers are trained during professional development meetings to use effective classroom management strategies to maximize instruction and minimize student misbehavior, and there are school-wide systems for assigning both positive and negative consequences. All teachers are trained in Responsive Classroom. They experience a four-day summer workshop before they start working at OCS and the school provides refresher training every year for returning and new staff. Staff also using data from behavior tracking to inform how to address or amend our discipline policy annually. Staff report behavior incidents to our SIS system where we can run reports to cite trends in order to get ahead and predict what issues may arise at certain time of the school year. The administration also uses results from student and family surveys to help guide how to improve our SWPBIS and Alternative to Suspension programs.

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

When the Policy is violated, it may be necessary to suspend or expel a student from regular classroom instruction. This policy shall serve as the Charter School's policy and procedures for student suspension and expulsion and it may be amended from time to time without the need to amend the charter so long as the amendments comport with legal requirements. 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 Parent-Student Handbook and will clearly describe discipline expectations.



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

The Charter School administration shall ensure that students and their parents/guardians are notified in writing upon enrollment of all discipline and involuntary disenrollment policies and procedures. The notice shall state that this Policy and Procedures are distributed as part of the Parent/Student Handbook and are also available on request at the Executive Director's office.

No student shall be involuntarily removed by the Charter School for any reason unless the parent or guardian of the student has been provided written notice of intent to remove the student no less than five schooldays before the effective date of the action. The written notice shall be in the native language of the student or the student's parent or guardian or, if the student is a foster child or youth or a homeless child or youth, the student's educational rights holder, and shall inform him or her of the basis for which the pupil is being involuntarily removed and his or her right to request a hearing to challenge the involuntary removal. If a parent, guardian, or educational rights holder requests a hearing, the Charter School shall utilize the same hearing procedures specified below for expulsions, before the effective date of the action to involuntarily remove the student. If the student's parent, guardian, or educational rights holder requests a hearing, the student shall remain enrolled and shall not be removed until the Charter School issues a final decision. As used herein, "involuntarily removed" includes disenrolled, dismissed, transferred, or terminated, but does not include removals for misconduct which may be grounds for suspension or expulsion as enumerated below.

## 2. In-School Suspension

In the event that a student commits an offense for which suspension is permissible, OCS administrations reserves the right to issue an in-school suspension in lieu of an out of school suspension, unless such a suspension is prohibited by the education code. In the event of an in-school suspension, the following will apply:

- In-school suspension will be served in the main office
- The student will be supervised by the Executive Director, Principal, or by a teacher not currently teaching a class
- The student's teachers will send work to the office for the student to complete. While the work will necessarily be different than the work done in class, it will address the same content standards
- If the student has an IEP, and the student is on in-school suspension during a time when he or she would be receiving RSP services, such services will be provided. If the students has other services that can be provided one on one (such as speech, language, occupational therapy, and adaptive physical education), etc., such services will be provided as normal during the in-school suspension.
- The school will notify the student's parent/guardian about the in-school suspension within

24 hours via phone or email.

- A student shall not serve more than two days of in-school suspension for a single offense, nor will a student serve more than ten days of in-school suspension during a single academic year
- In the event that the education code precludes in-school suspension, the student will receive an out of school suspension. OCS shall not offer in-school suspension if the health and safety of the Charter School's students and/or staff are in question, including if and when a student has committed one of the following enumerated offenses:
  - Caused, attempted to cause, threatened to cause, or participated in an act of hate violence;
  - Engaged in harassment, threats, or intimidation against a pupil or group of pupils or school personnel;
  - Made terrorist threats against school officials or school property, or both.

### 3. Scope of the School's Disciplinary Jurisdiction

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

### 4. Suspension and Expulsion Offenses

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.

- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.
- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, "hazing" means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, "hazing" does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, "terroristic threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school property, which

includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.

- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - i. "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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    1. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
    2. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    3. Causing a reasonable student to experience substantial interference with his or her academic performance.
    4. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - ii. "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    1. A message, text, sound, video, or image.

2. A post on a social network Internet Web site including, but not limited to:
  - a. Posting to or creating a burn page. A “burn page” means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (i) above.
  - b. Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (i) above. “Credible impersonation” means to knowingly and without consent impersonate a pupil for the purpose of bullying the pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.
  - c. Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. “False profile” means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.
3. An act of cyber sexual bullying.
  - a. For purposes of this clause, “cyber sexual bullying” means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (1) to (4), inclusive, of paragraph (i). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.
  - b. For purposes of this clause, “cyber sexual bullying” does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.
  - iii. Notwithstanding subparagraphs (i) and (ii) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.
- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (1)(a)-(b).
- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee’s concurrence.

**Non-Discretionary Suspension Offenses:** Students MUST be suspended and recommended for expulsion for any of the following acts when it is determined the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.
- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, *et seq.*
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n).

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

- a) Caused, attempted to cause, or threatened to cause physical injury to another person.
- b) Willfully used force or violence upon the person of another, except self-defense.
- c) Unlawfully possessed, used, or otherwise furnished, or was under the influence of any controlled substance, as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage, or intoxicant of any kind.
- d) Unlawfully offered, arranged, or negotiated to sell any controlled substance as defined in Health and Safety Code Sections 11053-11058, alcoholic beverage or intoxicant of any kind, and then sold, delivered or otherwise furnished to any person another liquid substance or material and represented same as controlled substance, alcoholic beverage or intoxicant.
- e) Committed or attempted to commit robbery or extortion.
- f) Caused or attempted to cause damage to school property or private property, which includes but is not limited to, electronic files and databases.
- g) Stole or attempted to steal school property or private property, which includes but is not limited to, electronic files and databases.
- h) Possessed or used tobacco or products containing tobacco or nicotine products, including but not limited to cigars, cigarettes, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets and betel. This section does not prohibit the use of his or her own prescription products by a pupil.
- i) Committed an obscene act or engaged in habitual profanity or vulgarity.

- j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Health and Safety Code Section 11014.5.
- k) Knowingly received stolen school property or private property, which includes but is not limited to, electronic files and databases.
- l) Possessed an imitation firearm, i.e.: a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.
- m) Harassed, threatened, or intimidated a student who is a complaining witness or witness in a school disciplinary proceeding for the purpose of preventing that student from being a witness and/or retaliating against that student for being a witness.
- n) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug Soma.
- o) Engaged in, or attempted to engage in hazing. For the purposes of this subdivision, “hazing” means a method of initiation or preinitiation into a pupil organization or body, whether or not the organization or body is officially recognized by an educational institution, which is likely to cause serious bodily injury or personal degradation or disgrace resulting in physical or mental harm to a former, current, or prospective pupil. For purposes of this section, “hazing” does not include athletic events or school-sanctioned events.
- p) Made terroristic threats against school officials and/or school property, which includes but is not limited to, electronic files and databases. For purposes of this section, “terroristic threat” shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars (\$1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family’s safety, or for the protection of school property, which includes but is not limited to, electronic files and databases, or the personal property of the person threatened or his or her immediate family.
- q) Committed sexual harassment, as defined in Education Code Section 212.5. For the purposes of this section, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual’s academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.

- r) Caused, attempted to cause, threatened to cause or participated in an act of hate violence, as defined in subdivision (e) of Section 233 of the Education Code. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- s) Intentionally harassed, threatened or intimidated school personnel or volunteers, and/or a student or group of students to the extent of having the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder and invading the rights of either school personnel or volunteers and/or student(s) by creating an intimidating or hostile educational environment. This section shall apply to pupils in any of grades 4 to 12, inclusive.
- t) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act.
  - 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 student or group of students which would be deemed hate violence or harassment, threats, or intimidation, which are directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:
    - i. Placing a reasonable student (defined as a student, including, but is not limited to, a student with exceptional needs, 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 exceptional needs) or students in fear of harm to that student's or those students' person or property.
    - ii. Causing a reasonable student to experience a substantially detrimental effect on his or her physical or mental health.
    - iii. Causing a reasonable student to experience substantial interference with his or her academic performance.
    - iv. Causing a reasonable student to experience substantial interference with his or her ability to participate in or benefit from the services, activities, or privileges provided by the Charter School.
  - 2) "Electronic Act" means the creation or transmission originated on or off the school site, by means of an electronic device, including, but not limited to, a telephone, wireless telephone, or other wireless communication device, computer, or pager, of a communication, including, but not limited to, any of the following:
    - i. A message, text, sound, video, or image.
    - ii. A post on a social network Internet Web site including, but not limited to:
      - (a) Posting to or creating a burn page. A "burn page" means an Internet Web site created for the purpose of having one or more of the effects as listed in subparagraph (1) above.
      - (b) Creating a credible impersonation of another actual pupil for the purpose of having one or more of the effects listed in subparagraph (1) above. "Credible impersonation" means to knowingly and without consent impersonate a pupil for the purpose of bullying the



pupil and such that another pupil would reasonably believe, or has reasonably believed, that the pupil was or is the pupil who was impersonated.

- (c) Creating a false profile for the purpose of having one or more of the effects listed in subparagraph (1) above. "False profile" means a profile of a fictitious pupil or a profile using the likeness or attributes of an actual pupil other than the pupil who created the false profile.

iii. An act of cyber sexual bullying.

- (a) For purposes of this clause, "cyber sexual bullying" means the dissemination of, or the solicitation or incitement to disseminate, a photograph or other visual recording by a pupil to another pupil or to school personnel by means of an electronic act that has or can be reasonably predicted to have one or more of the effects described in subparagraphs (i) to (iv), inclusive, of paragraph (1). A photograph or other visual recording, as described above, shall include the depiction of a nude, semi-nude, or sexually explicit photograph or other visual recording of a minor where the minor is identifiable from the photograph, visual recording, or other electronic act.

- (b) For purposes of this clause, "cyber sexual bullying" does not include a depiction, portrayal, or image that has any serious literary, artistic, educational, political, or scientific value or that involves athletic events or school-sanctioned activities.

3. Notwithstanding subparagraphs (1) and (2) above, an electronic act shall not constitute pervasive conduct solely on the basis that it has been transmitted on the Internet or is currently posted on the Internet.

- u) A pupil who aids or abets, as defined in Section 31 of the Penal Code, the infliction or attempted infliction of physical injury to another person may be subject to suspension, but not expulsion, except that a pupil who has been adjudged by a juvenile court to have committed, as an aider and abettor, a crime of physical violence in which the victim suffered great bodily injury or serious bodily injury shall be subject to discipline pursuant to subdivision (3)(a)-(b).

- v) Possessed, sold, or otherwise furnished any knife unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.

**Non-Discretionary Expellable Offenses:** Students MUST be recommended for expulsion for any of the following acts when it is determined pursuant to the procedures below that the pupil:

- a) Possessed, sold, or otherwise furnished any firearm, explosive, or other dangerous object unless, in the case of possession of any object of this type, the student had obtained written permission to possess the item from a certificated school employee, with the Executive Director or designee's concurrence.
- b) Brandishing a knife at another person.

- c) Unlawfully selling a controlled substance listed in Health and Safety Code Section 11053, et seq.
- d) Committing or attempting to commit a sexual assault or committing a sexual battery as defined in Education Code Section 48900(n)

If it is determined by the Administrative Panel that a student has brought a firearm 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. In such instances, the pupil shall be provided due process rights of notice and a hearing as required in this policy.

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.

## 5. Procedures for Suspension or Expulsion for Disciplinary Reasons

### 1. Conference

Suspension shall be preceded, if possible, by a conference conducted by the Principal or Executive Director with the student and his or her parent and, whenever practical, the teacher, supervisor or Charter School employee who referred the student to the Principal or Executive Director.

The conference may be omitted if the Principal or Executive Director determines that an emergency situation exists. An “emergency situation” involves a clear and present danger to the lives, safety or health of students or Charter School personnel. If a student is suspended without this conference, both the parent/guardian and student shall be notified of the student’s right to return to school for the purpose of a conference.

### 2. Notice to Parents/Guardians

At the conference, the pupil shall be informed of the reason for the disciplinary action and the evidence against him or her and shall be given the opportunity to present his or her version and evidence in his or her defense, in accordance with Education Code Section 47605(b)(5)(J)(i). This conference shall be held within two (2) school days, unless the pupil waives this right or is physically unable to attend for any reason including, but not limited to, incarceration or hospitalization. No penalties may be imposed on a pupil for failure of the pupil’s parent or guardian to attend a conference with Charter School officials. Reinstatement of the suspended pupil shall not be contingent upon attendance by the pupil’s parent or guardian at the conference.

At the time of the suspension, the Principal or Executive Director shall make a reasonable effort

to contact the parent/guardian by telephone or in person. This notice shall state the specific offense committed by the student. In addition, the notice shall also state the date and time when the student may return to school. If Charter School officials wish to ask the parent/guardian to confer regarding matters pertinent to the suspension, the notice may request that the parent/guardian respond to such requests without delay.

### 3. Suspension Time Limits/Recommendation for Expulsion

Suspensions, when not including a recommendation for expulsion, shall not exceed five (5) consecutive school days per suspension. Upon a recommendation of expulsion by the Principal or Principal's designee, the pupil and the pupil's parent/guardian or representative will be invited to a conference to determine if the suspension for the pupil should be extended pending an expulsion hearing. In such instances when the Charter School has determined a suspension period shall be extended, such extension shall be made only after a conference is held with the pupil or the pupil's parents, unless the pupil and the pupil's parents fail to attend the conference.

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. The maximum number of days a suspension can be extended is determined on a case by case basis with the limit being the maximum number of days that a student can be suspended in one year. The Charter School has entered into an MOU with LAUSD for them to provide interim placement for students to have meaningful access to education during the term of the suspension pending the outcome of an expulsion process.

#### Authority to Expel

As required by Education Code Section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

A student may be expelled by a neutral and impartial Administrative Panel, assigned by the Board of Directors, following a hearing before it. The Administrative Panel shall consist of at least three members who are certificated and neither a teacher of the pupil or a member of the Charter School Board of Directors. The Administrative Panel shall be presided over by a member of the Administrative panel. The Administrative Panel may expel any student found to have committed an expellable offense.

## 6. Expulsion

See Section 4 above.

## 7. Out-of-School Suspension Procedures

See Section 5 above.

## 8. Maximum Number of Suspension Days

The maximum number of school days within a single academic year that a student may be suspended is 20 days for general education, and 10 for special education

## 9. Access to Education during Suspension

If a student receives an out of school suspension, they will have the opportunity, at the discretion of the Executive Director, Principal, and/or the classroom teacher, to complete instructional activities missed due to his or her suspension and will be able to communicate with designated OCS staff for any questions and for evaluation of work. Any instructional materials or assignment shall be provided to the student by the classroom teacher(s) through the Executive Director, Principal, or designee. Students will be provided clear instructions and deadlines for all assignments. Students may be given the opportunity to take a make up test following their return for any missed tests, or otherwise provided an alternate means to complete the test during the duration of their suspension.

## 10. Rules for Suspension Pending Expulsion Hearing

See Section 5 above.

## 11. Expulsion Procedures

As required by Education Code section 47605(b)(5)(J)(ii), students recommended for expulsion are entitled to a hearing adjudicated by a neutral officer to determine whether the student should be expelled. The procedures herein provide for such a hearing and the notice of said hearing, as required by law.

Students recommended for expulsion are entitled to a hearing to determine whether the student should be expelled. Unless postponed for good cause, the hearing, if requested by the student's parent or guardian, shall be held within thirty (30) school days after the Executive Director or Principal determines that the pupil has committed an expellable offense.

The hearing by the Administrative Panel shall be held in closed session (complying with all pupil confidentiality rules under FERPA) unless the pupil makes a written request for a public hearing in open session three (3) days prior to the date of the scheduled hearing.

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

1. The date and place of the expulsion hearing;

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

### **Special Procedures for Expulsion Hearings Involving Sexual Assault or Battery Offenses**

The Charter School 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 that shall be examined only by the Charter School or the hearing officer. Copies of these sworn declarations, edited to delete the name and identity of the witness, shall be made available to the pupil.

1. The complaining witness in any sexual assault or battery case must be provided with a copy of the applicable disciplinary rules and advised of his/her right to (a) receive five days notice of his/her scheduled testimony, (b) have up to two (2) adult support persons of his/her choosing present in the hearing at the time he/she testifies, which may include a parent, guardian, or legal counsel, and (c) elect to have the hearing closed while testifying.
2. The Charter School must also provide the victim a room separate from the hearing room for the complaining witness' use prior to and during breaks in testimony.
3. At the discretion of the Administrative Panel, the complaining witness shall be allowed periods of relief from examination and cross-examination during which he or she may leave the hearing room.
4. The Administrative Panel may also arrange the seating within the hearing room to facilitate a less intimidating environment for the complaining witness.
5. The Administrative Panel may also limit time for taking the testimony of the complaining witness to the hours he/she is normally in school, if there is no good cause to take the testimony during other hours.
6. Prior to a complaining witness testifying, the support persons must be admonished that the hearing is confidential. Nothing in the law precludes the entity presiding over the hearing from removing a support person whom the presiding person finds is disrupting the hearing. The Administrative Panel may permit any one of the support persons for the

complaining witness to accompany him or her to the witness stand.

7. If one or both of the support persons is also a witness, the Charter School must present evidence that the witness' presence is both desired by the witness and will be helpful to the Charter School. The Administrative Panel shall permit the witness to stay unless it is established that there is a substantial risk that the testimony of the complaining witness would be influenced by the support person, in which case the presiding official shall admonish the support person or persons not to prompt, sway, or influence the witness in any way. Nothing shall preclude the presiding officer from exercising his or her discretion to remove a person from the hearing whom he or she believes is prompting, swaying, or influencing the witness.
8. The testimony of the support person shall be presented before the testimony of the complaining witness and the complaining witness shall be excluded from the courtroom during that testimony.
9. Especially for charges involving sexual assault or battery, if the hearing is to be conducted in 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.

### **Record of Hearing**

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

### **Presentation of Evidence**

While technical rules of evidence do not apply to expulsion hearings, evidence may be admitted and used as proof only if it is the kind of evidence on which reasonable persons can rely in the conduct of serious affairs. A recommendation by the Administrative Panel to expel must be supported by substantial evidence as presented at the hearing that the student committed an expellable offense. Findings of fact shall be based solely on the evidence at the hearing. While hearsay evidence is admissible, no decision to expel shall be based solely on hearsay. Sworn

declarations may be admitted as testimony from witnesses of whom the Administrative Panel determines that disclosure of their identity or testimony at the hearing may subject them to an unreasonable risk of physical or psychological harm.

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

The decision of the Administrative Panel shall be in the form of written findings of fact. The final decision by the Administrative Panel shall be made within ten (10) school days following the conclusion of the hearing.

If the Administrative Panel decides not to expel, the pupil shall immediately be returned to his/her educational program.

### **Written Notice to Expel**

The Executive Director or designee, following a decision of the Administrative Panel to expel, shall send written notice of the decision to expel, including the Administrative Panel's adopted findings of fact, to the student or parent/guardian. This notice shall also include the following: (a) Notice of the specific offense(s) committed by the student; and (b) Notice of the student's or parent/guardian's obligation to inform any new district in which the student seeks to enroll of the student's status with the Charter School; (c) Notice of expulsion appeal rights/process; (d) the student's rehabilitation plan; and (e) alternative education placements during the expulsion period.

The Executive Director or designee shall send a copy of the written notice of the decision to expel to LAUSD. This notice shall include the following: (a) The student's name; and (b) The specific expellable offense committed by the student.

### **Disciplinary Records**

The Charter School shall maintain records of all student suspensions and expulsions at the Charter School. Such records shall be made available to LAUSD upon request.

### **Right to Appeal**

The pupil shall have the right to appeal from expulsion from the Charter School to the Board.

### **Expelled Pupils/Alternative Education**

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion.

## 12. Rehabilitation Plans

Pupils who are expelled from OCS shall be given a rehabilitation plan upon expulsion as developed by the Administrative Panel at the time of the expulsion order, which may include, but is not limited to, periodic review, to ensure the student is complying with the rehabilitation plan as well as assessment at the time of review for readmission. The rehabilitation plan will include improved behavior, attendance, academic performance and benchmarks for return and shall include a date not later than one (1) year from the date of expulsion when the pupil may reapply to OCS for readmission.

Parents/guardians of pupils who are expelled shall be responsible for seeking alternative education programs including, but not limited to, programs within the County or their school district of residence. The Charter School shall work cooperatively with parents/guardians as requested, and in the manner requested, by parents/guardians or by the school district of residence to assist with locating alternative placements during expulsion, as supported and monitored by the Principal. Within five (5) school days of the expulsion, the Charter School shall have a voluntary post-expulsion meeting with parents/guardians in the manner requested to assist with locating alternative placements during expulsion, including in the County or school district of residence. The readmission process will include a meeting with the Principal or designee, to determine whether the pupil has met the conditions of the rehabilitation plan and/or whether the pupil continues to pose a danger to Charter School safety. The Principal or designee shall make a recommendation to the Governing Board for readmission if the pupil has met the conditions of the rehabilitation plan and does not pose a danger to Charter School safety. If the Principal determines the pupil has not met the conditions of the rehabilitation plan and/or continues to pose a danger to Charter School safety, the Principal will make a recommendation against readmission. The Governing Board will make the final determination. These procedures shall be made available to the pupil and the pupil's parent or guardian at the time the expulsion order is issued. OCS is responsible for reinstating the student upon the conclusion of the expulsion period.

### **Readmission**

The decision to readmit a pupil or to admit a previously expelled pupil from another school district or charter school shall be in the sole discretion of the Board following a meeting with the Executive Director or designee and the pupil and parent/guardian or representative to determine whether the pupil has successfully completed the rehabilitation plan and to determine whether the pupil poses a threat to others or will be disruptive to the school environment. The Executive Director or designee shall make a recommendation to the Board following the meeting regarding his or her determination. The Board shall then make a final decision regarding readmission during the closed session of a public meeting, reporting out any action taken during closed session consistent with the requirements of the Brown Act. The pupil's readmission is also contingent upon the Charter School's capacity at the time the student seeks readmission.

### **Notice to Teachers**

The Charter School shall notify teachers of each pupil who has engaged in or is reasonably suspected to have engaged in any of the acts listed in Education Code Section 49079 and the corresponding enumerated offenses set forth above.



## Element 11 – Employee Retirement Systems

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School’s participation in, and/or coverage of its staff members by, the State Teachers’ Retirement System (CalSTRS), the Public Employees’ Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan’s requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School’s existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

### 1. Certificated Staff Members

All full-time certificated employees who are eligible will participate in the State Teachers Retirement System (STRS). Employees will contribute the required percentage, and the Our Community School will contribute the employer’s portion required by STRS. All withholdings from employees and the charter school will be forwarded to the STRS Fund as required. OCS will continue participation in STRS for the duration of the charter term. Our Community School will submit all retirement data through LACOE and will comply with all policies and procedures for payroll reporting. Employees will accumulate service credit years in the same manner as all other members of STRS.

### 2. Classified Staff Members

Social Security payments will be contributed for all qualifying non-STRS members. The Our Community School Board of Directors retains the option to consider any other public or private retirement plans and to coordinate such participation with existing programs, as it deems appropriate. All 12-month full-time classified employees who are eligible may contribute to a 403b retirement plan.

### 3. Other Employees

All non-certificated full-time eligible employees will be covered by the Federal Social Security program. The Executive Director will be responsible for ensuring that appropriate arrangements for the retirement coverage have been made.

## Element 12 – Public School Attendance Alternatives

*“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)*

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil’s school district of residence in accordance with applicable law and that school district’s policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school’s charter. If LAUSD is the pupil’s school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### How Parents and Students are Informed

As a school of choice, OCS does not have restrictive enrollment based on residence, etc. Parents and students will be informed of their public school attendance alternatives during the enrollment process by sharing district literature such as the Choices brochure.

## Element 13 – Rights of District Employees

*“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)*

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

## Element 14 – Mandatory Dispute Resolution

*“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)*

### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys’ fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party’s attorneys’ fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys’ fees, costs and/or expenses, or mediator’s or arbitrator’s fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

### **PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* (“Proposition 39”), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Executive Director  
Our Community School  
10045 Jumilla Ave  
Chatsworth, CA 91311

- 2) A written response (“Written Response”) shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.

- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing (“Written Notification”). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Executive Director  
Our Community School  
10045 Jumilla Ave  
Chatsworth, C A 91311

- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

## 1. Specific Address for Written Notifications

Our Community School  
c/o Executive Director  
10045 Jumilla Avenue  
Chatsworth, CA 91311



## Element 15 – Charter School Closure Procedures

*“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)*

### **REVOCACTION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

## **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by Education Code sections 47604.32, 47605, and 47607 as well as California Code of Regulations, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School’s employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the

Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.

6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.
8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports,

discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results

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

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate

the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.

4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.
8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

#### Financial Close-Out

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible. Charter School shall ensure completion of an independent final audit within six months after the closure of Charter School that includes:

1. An accounting of all financial assets. These may include cash and accounts receivable and an inventory of property, equipment, and other items of material value.

2. An accounting of all liabilities. These may include accounts payable or reduction in apportionments due to loans, unpaid staff compensation, audit findings, or other investigations.
3. An assessment of the disposition of any restricted funds received by or due to Charter School.

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

#### Disposition of Liabilities and Assets

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after

all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)

- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## 1. School's Closure Agent

In the event that the school closes, the Executive Director will serve as the school's closure agent.



## Additional Provisions

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).

#### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as

other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the

use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.

- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School's legal or equitable interest created by the use agreement.
- Maintenance & Operations Services: In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) Co-Location: If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) Sole Occupant: If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- Real Property Insurance: Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

## **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

1. Commercial General Liability, including Fire Legal Liability, coverage of \$5,000,000 per Occurrence and in the Aggregate. The policy shall be endorsed to name the Los Angeles Unified School District and the Board of Education of the City of Los Angeles as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.
2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage

shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.

5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

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

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their 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. 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless "the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

## **FISCAL MATTERS**

### **District Oversight Costs**

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

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable

local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

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

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

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

- Compliance with terms and conditions prescribed in the Charter agreement,
- Internal controls, both financial and operational in nature,
- The accuracy, recording and/or reporting of Charter School's financial information,



- Charter School’s debt structure,
- Governance policies, procedures and history,
- The recording and reporting of attendance data,
- Charter School’s enrollment process,
- Compliance with safety plans and procedures, and
- Compliance with applicable grant requirements.

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

**Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

**Apportionment Eligibility for Students Over 19 Years of Age**

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

**Local Control and Accountability Plan**

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

# ADDENDUM

## Assurances, Affirmations, and Declarations

[Charter School] (also referred to herein as “Our Community” and “Charter School”) shall:

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

Charter School hereby declares that Charter School, operated as or by its nonprofit public benefit corporation, is and shall be the exclusive public school employer of Charter School's employees for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title I of the Government Code. Charter School shall comply with all provisions of the EERA and shall act independently from LAUSD for collective bargaining purposes. In accordance with the EERA, employees may join and be represented by an organization of their choice for collective bargaining purposes.

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

## Element 1 – The Educational Program

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

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

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

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

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

## **ACADEMIC CALENDAR AND SCHEDULES**

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

## **MATHEMATICS PLACEMENT**

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

## **TRANSITIONAL KINDERGARTEN**

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

## **HIGH SCHOOL EXIT EXAMINATION**

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

## **WASC ACCREDITATION**

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

## **ENGLISH LEARNERS**

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

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

- How Charter School's EL Master Plan provides all of its English Learners, including but not limited to Long Term English Learners (LTELs) with an effective English language acquisition program as well as meaningful and equitable access to Charter School's core academic curriculum
- How English Learners' specific needs will be identified
- What services will be offered
- How, where, and by whom the services will be provided
- How Charter School will evaluate its EL program each year, and how the results of this evaluation will be used to improve the program, including the provision of EL services

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

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

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

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

## **STUDENTS WITH DISABILITIES**

### **Federal Law Compliance**

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

### **Special Education Program**

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

Prior to LAUSD Board of Education approval of an initial Charter petition, and if a renewing Charter School intends to operate as a "school of the district" for special education services, Charter School shall execute a Memorandum of Understanding ("MOU") by and between LAUSD and Charter School regarding the provision and funding of special education services consistent with applicable state law and the LAUSD Special Education Local Plan Area ("SELPA") Local Plan for Special Education and shall be considered a "public school of the District" for purposes of Special Education pursuant to Education Code Section 47641(b). However, Charter School reserves the right to make written verifiable assurances that it may become an independent local educational agency (LEA) and join a SELPA pursuant to Education Code Section 47641 (a) either on its own or with a grouping of charter school LEAs as a consortium following the requirements of Education Code section 56195.3(b).

### **SELPA Reorganization**

The Los Angeles Unified School District is approved to operate as a single-District SELPA under the provisions of Education Code section 56195.1(a). As a single-District SELPA, the District has created two charter school sections (District-operated Programs and Charter-operated Programs) under the administration of one single Administrative Unit pursuant to a reorganization plan approved by the Board of Education on January 4, 2011 (149/10-11). Full implementation of the reorganized LAUSD SELPA commenced in the 2013-2014 school year requiring all District-authorized charter schools to elect one of the three options available under the LAUSD SELPA. Prior to an option election, all District-authorized charter schools were required to participate as a school of the District under the District-Operated Programs Unit. Prior to the beginning of the 2013-2014 school year, all District-authorized charter schools, other than those that had previously executed an Option 3 Memorandum of Understanding ("MOU"), were required to execute a new MOU setting forth the LAUSD

SELPA option election for the remainder of the charter petition term. The Charter-operated Program schools do not have LEA status for the purposes of special education but will function in a similar role in that each charter school will be responsible for all special education requirements, including but not limited to services, placement, due process, related services, special education classes, and special education supports. Charter schools that have elected to participate in a District-operated programs option may apply for membership in the Charter-operated Program section of the SELPA. Charter schools accepted for participation in the Charter-operated Programs section receive support from a Special Education Director for the Charter-operated Programs.

### **Modified Consent Decree Requirements**

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

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

- End of Year Suspension

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

- Statewide Assessment Data

The standard file including District ID.

- Norm day

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

- CBEDS

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

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

- Dropout  
District ID, SSIS ID, last name, first name, middle name, date of birth, grade, last location, school name and local district
- Monthly SESAC and Suspension data
- Graduation roster from all charter schools with 12th grade students with disabilities

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

Element 2 – Measurable Pupil Outcomes and Method by which Pupil Progress Toward Outcomes will be Measured	Element 3 –
---	-------------

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

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

**MEASURABLE GOALS OF THE EDUCATIONAL PROGRAM**

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



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

### **STANDARDIZED TESTING**

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

### **Element 4 – Governance**

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

### **GENERAL PROVISIONS**

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

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

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

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

## **LEGAL AND POLICY COMPLIANCE**

Charter School shall comply with all applicable federal, state, and local laws and regulations, and District policies as it relates to charter schools adopted through Board action.<sup>39</sup>

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

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

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

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

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

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

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

Charter School shall adopt and implement specific and continuing procedures for notifying applicants for admission and employment, students and parents of elementary and secondary school students, employees, sources of referral of applicants for admission and

---

<sup>39</sup> The District is in the process of compiling a list of LAUSD policies that apply to its authorized charter schools. The list will be finalized by April 1, 2018. Charter Schools Division staff will annually review District policies and make recommendations to the LAUSD Board of Education on continued application to charter schools.

employment, and all unions or professional organizations holding collective bargaining or professional agreements with Charter School, that Charter School does not discriminate on the basis of sex or mental or physical disability in the educational programs or activities which it operates, and that it is required by Title IX and Section 504 not to discriminate on any such basis.

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

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

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

### **RESPONDING TO INQUIRIES**

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

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

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

### **NOTIFICATION OF THE DISTRICT**

Charter School shall notify the Charter Schools Division (CSD) in writing of any citations or notices of workplace hazards, investigations by outside governmental regulatory or investigative agencies, lawsuits, changes in corporate or legal status (e.g., loss of IRS 501(c)(3) status), or other formal complaints or notices, within one week of receipt of such

notices by Charter School. Unless prohibited by law, Charter School shall notify the CSD in writing of any internal investigations within one week of commencing investigation. Charter School shall notify the CSD within 24 hours of any dire emergency or serious threat to the health and safety of students or staff.

### **STUDENT RECORDS**

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

### **PARENT ENGAGEMENT**

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

### **FEDERAL PROGRAM COMPLIANCE**

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

## **Element 5 – Employee Qualifications**

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

## **EQUAL EMPLOYMENT OPPORTUNITY**

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

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

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

## **Element 6 – Health and Safety Procedures**

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

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

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

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

Charter School shall adopt, implement, and maintain at all times a current, comprehensive, and site-specific Health, Safety, and Emergency Preparedness Plan (“Plan”), which must include but is not limited to provisions for building and site emergency evacuation, the acquisition and maintenance of adequate onsite emergency supplies. The Plan must include

Charter School's requirements and procedures for protecting student health and safety during off-campus school-sponsored activities, including but not limited to field trips and transportation. Charter School shall ensure that all staff members receive annual training on Charter School's health, safety, and emergency procedures, including but not limited to training on bloodborne pathogens, and shall maintain a calendar for, and conduct, emergency response drills for students and staff.

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

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

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

Charter School shall periodically review, and update and/or modify as necessary, its Health, Safety, and Emergency Preparedness Plan, and keep it readily available for on-site use. Charter School shall provide a copy of the Health, Safety, and Emergency Preparedness Plan for review upon CSD request.

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

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

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

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

Charter School shall maintain on file and available for inspection evidence that (1) Charter School has performed criminal background checks and cleared for employment all employees prior to employment; (2) Charter School has obtained certification from each of its contracting entities/independent contractors that the entity/contractor has conducted required

criminal background clearances for its employees prior to provision of schoolsite services and/or any contact with students, and has requested subsequent arrest notification service; and (3) Charter School has performed criminal background checks and cleared for service all volunteers not directly supervised by staff and who may have contact with students. Charter School shall also ensure that it requests and receives subsequent arrest notifications from the California Department of Justice for all employees and volunteers not directly supervised by staff. Upon request, Charter School shall provide a copy of Department of Justice confirmation of Custodian of Records status for each Custodian of Records. Charter School, including its administrators and officers, shall comply with the requirements of Education Code section 44030.5.

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

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

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

### **SAFE PLACE TO LEARN ACT**

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

### **SUICIDE PREVENTION POLICY**

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

## Element 7 – Means to Achieve Racial and Ethnic Balance

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

### **COURT-ORDERED INTEGRATION**

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

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

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

## Element 8 – Admission Requirements

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

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

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

### **HOMELESS AND FOSTER YOUTH**

Charter School shall adhere to the provisions of the federal McKinney-Vento Homeless Assistance Act and ensure that each child of a homeless individual and each homeless youth



has equal access to the same free, appropriate public education as provided to other children and youths. Charter School shall provide specific information, in its outreach materials, websites, at community meetings, open forums, and regional center meetings, that notifies parents that Charter School is open to enroll and provide services for all students, and provides a standard District contact number for access to additional information regarding enrollment.

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

### **NON-DISCRIMINATION**

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

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

### **Element 9 – Annual Financial Audits**

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

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

reviewing the audit, has performed audit services for that local educational agency in each of the six previous years.

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

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

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

## Element 10 – Suspension and Expulsion Procedures

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

### **GENERAL PROVISIONS**

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

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

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

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

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

### **STUDENTS WITH DISABILITIES**

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

In the case of a student who has an Individualized Education Program (“IEP”), or a student who has a Section 504 Plan, Charter School shall ensure that it follows correct disciplinary procedures to comply with the mandates of state and federal laws, including IDEA and section 504 of the Rehabilitation Plan of 1973. As set forth in the MOU regarding special education between the District and Charter School, an IEP team will meet to conduct a manifestation determination and to discuss alternative placement utilizing the District’s Special Education Policies and Procedures Manual. Prior to recommending expulsion for a student with a Section 504 Plan, Charter School’s administrator will convene a Link Determination meeting to ask the following two questions:

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

### **NOTIFICATION OF THE DISTRICT**

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

- Completed “Notification of Charter School Expulsion” [form available from the CSD website or office], including attachments as required on the form
- Documentation of the expulsion proceeding, including statement of specific facts supporting the expulsion and documentation that Charter School’s policies and procedures were followed
- Copy of parental notice of expulsion hearing
- Copy of expulsion notice provided to parent stating reason for expulsion, term of expulsion, rehabilitation plan, reinstatement notice with eligibility date and instructions for providing proof of student’s compliance for reinstatement, appeal process, and options for enrollment

- If the student is eligible for Special Education, documentation related to expulsion in compliance with IDEA and the MCD, including the Expulsion Analysis page of the pre-expulsion IEP
- If the student is eligible for Section 504 accommodations, documentation that Charter School conducted a Link Determination meeting to address two questions:
  - A. Was the misconduct caused by, or directly and substantially related to the student's disability?
  - B. Was the misconduct a direct result of Charter School's failure to implement Section 504 Plan?

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

### **OUTCOME DATA**

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

### **REHABILITATION PLANS**

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

### **READMISSION**

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

## **REINSTATEMENT**

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

## **GUN-FREE SCHOOLS ACT**

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

## **Element 11 – Employee Retirement Systems**

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

Charter School shall comply in a timely manner with all applicable federal and state laws and regulations, as they may change from time to time, including but not limited to Internal Revenue Code section 414(d) and related regulations, governing Charter School's participation in, and/or coverage of its staff members by, the State Teachers' Retirement System (CalSTRS), the Public Employees' Retirement System (CalPERS), and/or federal social security.

If Charter School participates in, or otherwise covers its staff members by enrolling or continuing their enrollment in, a “government plan” governed by section 414(d) (e.g., CalPERS), upon dissolution or final liquidation of Charter School, and/or its nonprofit public benefit corporation, notwithstanding any provision in Element 15 to the contrary, Charter School shall distribute its net assets in accordance with section 414(d), related regulations, and the government plan's requirements.

If Charter School participates in CalSTRS and/or CalPERS, Charter School shall continue such participation for the duration of Charter School's existence under the same CDS code, if mandated by applicable legal and retirement plan requirements.

## **Element 12 – Public School Attendance Alternatives**

***“The public school attendance alternatives for pupils residing within the school district who choose not to attend charter schools.” (Ed. Code § 47605(b)(5)(L).)***

Pupils of Charter School do not have or gain any right to admission in a particular school of any school district, or program of any school district, as a consequence of applying to or enrolling in Charter School, except to the extent that such a right is extended by the school district.

A pupil who chooses not to attend Charter School may attend a public school within the pupil's school district of residence in accordance with applicable law and that school district's policies and procedures. The pupil alternatively may seek to enroll in another charter school in accordance with applicable law and the terms of the school's charter. If LAUSD is the pupil's school district of residence, an eligible pupil may pursue an inter-district transfer, if available, in accordance with the admission, enrollment, and transfer policies and procedures of the District, as they may change from time to time.

### **Element 13 – Rights of District Employees**

***“The rights of an employee of the school district upon leaving the employment of the school district to work in a charter school, and of any rights of return to the school district after employment at a charter school.” (Ed. Code § 47605(b)(5)(M).)***

Employees of the District who choose to leave the employment of the District to work at Charter School shall have no automatic rights of return to the District after employment at Charter School unless specifically granted by the District through a leave of absence or other agreement or policy of the District as aligned with the collective bargaining agreements of the District. Leave and return rights for District union-represented employees and former employees who accept employment with Charter School will be administered in accordance with applicable collective bargaining agreements and any applicable judicial rulings.

### **Element 14 – Mandatory Dispute Resolution**

***“The procedures to be followed by the charter school and the entity granting the charter to resolve disputes relating to provisions of the charter.” (Ed. Code § 47605(b)(5)(N).)***

#### **GENERAL PROVISIONS**

Any claim, controversy or dispute between the District and Charter School arising out of or relating to this Charter, except for any claim, controversy or dispute related to the authorization (non-renewal, revision and/or revocation) of this Charter, (“Dispute”) shall be resolved pursuant to the terms of this Element 14.

Notwithstanding any other provision of law, each party shall bear and be solely responsible for all of its own attorneys' fees, costs and expenses associated with any Dispute, including, but not limited to, any written/oral communication, meeting, Issues Conference, mediation, arbitration, administrative and/or civil action (including all levels of appeal), and no party shall be ordered to pay, or be awarded, any other party's attorneys' fees, costs or expenses in connection therewith, regardless of who may be deemed the prevailing party. Any fees, costs and expenses charged by a mediator or arbitrator (including all associated administration fees, costs and expenses) shall be shared equally by the parties regardless of the outcome or award. To that effect, any order or award of attorneys' fees, costs and/or expenses, or

mediator's or arbitrator's fees, costs or expenses (including any associated administration fees, costs and expenses), issued by a mediator, arbitrator, judicial officer (including all levels of appeal) or jury in any Dispute shall be deemed invalid as a matter of law and unenforceable by one party against the other party.

**PROPOSITION 39 DISPUTES**

Any Dispute related to or arising out of Education Code §47614 and/or its implementing regulations set forth in California Code of Regulations, title 5, section 11969 *et seq.* ("Proposition 39"), shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and all supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise, all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Our Community  
10045 Jumilla Avenue  
Chatsworth, CA 91311

- 2) A written response ("Written Response") shall be tendered to the other party within fifteen (15) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been resolved by mutual agreement from the Written Response, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice ("Issue Conference"). The Issue Conference shall take place within

fifteen (15) business days from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.

- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, and conclude within forty (40) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, either party may then initiate a civil action. Venue for any civil action between the parties shall be the Los Angeles County Superior Court.

#### **NON-PROPOSITION 39 DISPUTES**

Any Dispute not related to or arising out of Proposition 39 shall be resolved in accordance with the procedures set forth below:

- 1) Any Dispute shall be communicated in writing ("Written Notification"). The Written Notification must identify the nature of the Dispute and any supporting facts. The Written Notification shall be tendered to the other party by personal delivery, by facsimile, or by certified mail. The Written Notification shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such notice if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile, upon electronic confirmation of receipt; or (c) if by mail, two (2) business days after deposit in the U.S. Mail.

Unless directed otherwise all Written Notifications to the District and Charter School shall be addressed respectively as follows:

Director  
Charter Schools Division  
Los Angeles Unified School District  
333 South Beaudry Avenue, 20<sup>th</sup> Floor  
Los Angeles, California 90017

Director/Principal  
Our Community  
10045 Jumilla Avenue  
Chatsworth, CA 91311



- 2) A written response (“Written Response”) shall be tendered to the other party within twenty (20) business days from the date of receipt of the Written Notification or other date as determined by mutual agreement of the parties. The Written Response shall be tendered to the other party by personal delivery, by facsimile or e-mail, or by certified mail. The Written Response shall be deemed received (a) if personally delivered, upon date of delivery to the address of the person to receive such communication if delivered by 5:00 p.m., or otherwise on the business day following personal delivery; (b) if by facsimile or e-mail, upon electronic confirmation of receipt; or (c) if by certified mail, two (2) business days after deposit in the U.S. Mail.
- 3) If the Dispute has not been otherwise resolved by mutual agreement, the parties agree to schedule a conference to discuss the Dispute identified in the Written Notice (“Issue Conference”). The Issue Conference shall take place within fifteen (15) business days from the date from the date on which the Written Response is received by the other party or other date as determined by mutual agreement of the parties.
- 4) If the Dispute has not been resolved by mutual agreement at the Issue Conference, either party may then request that the Dispute be resolved by mediation. Within fifteen (15) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties, the parties shall mutually agree upon the selection of a mediator. If the parties are unable to mutually agree upon the selection of a mediator, the mediator shall be selected from a list of mediators prepared and provided by the American Arbitration Association. Mediation proceedings shall commence within thirty (30) business days of the date of the request for mediation or other date as determined by mutual agreement of the parties. Unless the parties mutually agree otherwise, mediation proceedings shall be administered in accordance with the commercial mediation procedures of the American Arbitration Association.
- 5) If the mediation is not successful, then the parties agree to resolve the Dispute by binding arbitration conducted by a single arbitrator. Unless the parties mutually agree otherwise, arbitration proceedings shall be administered in accordance with the commercial arbitration rules of the American Arbitration Association. The arbitrator must be an active member of the State Bar of California or a retired judge of the state or federal judiciary of California.

#### Element 15 – Charter School Closure Procedures

***“The procedures to be used if the charter school closes. The procedures shall ensure a final audit of the charter school to determine the disposition of all assets and liabilities of the charter school, including plans for disposing of any net assets and for the maintenance and transfer of pupil records.” (Ed. Code § 47605(b)(5)(O).)***

#### **REVOCATION OF THE CHARTER**

The District may revoke the Charter pursuant to the provisions set forth in the Charter Schools Act of 1992, as they may be amended from time to time. The District may revoke the Charter

of Charter School if the District finds, through a showing of substantial evidence, that Charter School did any of the following:

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

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

Pursuant to AB 97, charter schools may be identified for assistance based on state evaluation rubrics and be subject to revocation pursuant to Education Code section 47607.3.

### **CLOSURE ACTION**

The decision to close Charter School, by the governing board of Charter School must be documented in a “Closure Action”. A Closure Action shall be deemed to have been automatically taken when any of the following occur: the Charter is revoked (subject to the provisions of Education Code section 47607(i)) or non-renewed by the LAUSD Board of Education and Charter School has exhausted its revocation or non-renewal administrative appeal rights pursuant to Education Code sections 47605(j)(1) and 47607(f), or its administrative appeal rights have lapsed, or the charter school voluntarily closes at any stage of the administrative appeal process;; the governing board of Charter School votes to close Charter School; or the Charter lapses.

### **CLOSURE PROCEDURES**

The procedures for charter school closure set forth below are guided by *Education Code* sections 47604.32, 47605, and 47607 as well as *California Code of Regulations*, title 5, sections 11962 and 11962.1, and are based on “Charter School Closure Requirements and Recommendations (Revised 08/2009)” posted on the California Department of Education website. All references to “Charter School” apply to Charter School, including its nonprofit corporation and governing board.

### **Designation of Responsible Person(s) and Funding of Closure**

Prior to or at the time of the taking of a Closure Action by either the governing board of Charter School or the LAUSD Board of Education, the governing board of Charter School shall designate a person or persons responsible for conducting and overseeing all closure-related procedures and activities, and allocate sufficient funding for, or otherwise determine how Charter School will fund, these activities.

### **Notification of Closure Action**

Upon the taking of a Closure Action, Charter School shall send written notice of its closure to:

1. The LAUSD Charter Schools Division (CSD). Charter School shall provide the CSD with written notice of (1) the person(s) designated to be responsible for conducting and overseeing all closure activities, and (2) the source, location, and management of the funding for such activities. If the Closure Action is an act of Charter School, Charter School shall provide the CSD with a copy of the governing board resolution or minutes that documents its Closure Action.
2. Parents/guardians of all students, and all majority age and emancipated minor students, currently enrolled in Charter School within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written parent notification to the CSD.
3. Los Angeles County Office of Education (LACOE). Charter School shall send written notification of the Closure Action to LACOE by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
4. The Special Education Local Plan Area (SELPA) in which Charter School participates. Charter School shall send written notification of the Closure Action to the SELPA in which Charter School participates by registered mail within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of this notification to the CSD.
5. The retirement systems in which Charter School's employees participate. Within fourteen (14) calendar days of the Closure Action, Charter School shall notify, as applicable, the State Teachers Retirement System (STRS), Public Employees Retirement System (PERS), the Social Security Administration, and the Los Angeles County Office of Education of the Closure Action, and follow their respective procedures for dissolving contracts and reporting. Charter School shall provide a copy of these notifications and correspondence to the CSD.
6. The California Department of Education (CDE). Charter School shall send written notification of the Closure Action to the CDE by registered mail within 72 hours of the Closure Action. Charter School shall provide a copy of this notification to the CSD.
7. Any school district that may be responsible for providing education services to the former students of Charter School. Charter School shall send written notification of the Closure Action within 72 hours of the Closure Action. This notice must include a list of potentially returning students and their home schools based on student residence. Charter School shall provide a copy of these notifications, if any, to the CSD.

8. All Charter School employees and vendors within 72 hours of the Closure Action. Charter School shall simultaneously provide a copy of the written employee and vendor notification, with any attachments, to the CSD.

Notification of all the parties above, with the exception of employees and vendors, must include but is not limited to the following information:

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

In addition to the four required items above, notification of the CDE shall also include:

1. A description of the circumstances of the closure
2. The location of student and personnel records

In addition to the four required items above, notification of parents/guardians of all students, and all majority age and emancipated minor students, shall also include:

1. Information on how to enroll or transfer the student to an appropriate school
2. A certified packet of student information that includes closure notice, a copy of the student's cumulative record and other records, including but not limited to grade reports, discipline records, immunization records, completed coursework, credits that meet graduation requirements, a transcript, and state testing results
3. Information on student completion of college entrance requirements, for all high school students affected by the closure

Notification of employees and vendors shall include:

1. The effective date of the closure of Charter School
2. The name(s) and contact information for the person(s) handling inquiries regarding the closure
3. The date and manner, which shall be no later than 30 days from the effective date of the closure of Charter School, by which Charter School shall provide employees with written verification of employment

Within 30 calendar days of the effective date of closure, Charter School shall provide all employees with written verification of employment. Charter School shall send copies of all such employee verification letters to the CSD.

### **Records Retention and Transfer**

Charter School shall comply with all applicable laws as well as District policies and procedures, as they may change from time to time, regarding the transfer and maintenance of Charter School records, including student records. These requirements include:

1. Charter School shall provide the District with all original student cumulative files and behavior records, pursuant to District policy and applicable District handbook(s) regarding cumulative records for secondary and elementary schools, for all students, both active and inactive, of Charter School. Transfer of the complete and organized original student records to the District, in accordance with District procedures applicable at the time of closure, shall occur within seven (7) calendar days of the effective date of closure.
2. Charter School's process for transferring copies of student records to receiving schools shall be in accordance with applicable law and LAUSD procedures for students moving from one school to another.
3. Charter School shall prepare and provide an electronic master list of all students to the Charter Schools Division in accordance with the District procedures applicable at the time of closure. This list shall include the student's identification number, Statewide Student Identifier (SSID), birthdate, grade, full name, address, home school/school district, enrollment date, exit code, exit date, parent/guardian name(s), and phone number(s). If the Charter School closure occurs before the end of the school year, the list also shall indicate the name of the school to which each student is transferring, if known. This electronic master list shall be delivered to the CSD in the form of a CD or otherwise in accordance with District procedures.
4. Charter School must organize the original cumulative files for delivery to the District in two categories: active students and inactive students. Charter School will coordinate with the CSD for the delivery and/or pickup of student records.
5. Charter School must update all student records in the California Longitudinal Pupil Achievement Data System (CALPADS) prior to closing.
6. Charter School must provide to the CSD a copy of student attendance records, teacher gradebooks, and Title I records (if applicable).
7. Charter School must provide to the CSD the name, title, and contact information of the person designated to maintain all Charter School personnel records after the closure. Personnel records to be transferred to and maintained by the designee must include any and all employee records, including but not limited to, records related to performance and grievance. Charter School must provide to the CSD and the designee a list of all active and inactive employees and their periods of service. Both

Charter School and the designee, individually and separately, shall inform the CSD immediately upon the transfer of Charter School's employee records to the designee.

8. Charter School shall ensure that all records are boxed and clearly labeled by classification of documents and the required duration of storage in accordance with District procedures.
9. Charter School shall provide to the responsible person(s) designated by the governing board of Charter School to conduct all closure-related activities a list of students in each grade level and, for each student, a list of classes completed and the student's district of residence.

### **Financial Close-Out**

After receiving notification of closure, the California Department of Education (CDE) will notify Charter School and the authorizing entity of any liabilities Charter School owes the state, which may include overpayment of apportionments, unpaid revolving fund loans or grants, and/or similar liabilities. The CDE may ask the county office of education to conduct an audit of the charter school if it has reason to believe that the school received state funding for which it was not eligible.

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

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

This audit may serve as Charter School's annual audit if it meets all of the requirements of the annual audit.

Charter School shall pay for the financial closeout audit of Charter School. This audit will be conducted by a neutral, independent licensed CPA who will employ generally accepted accounting principles. Any liability or debt incurred by Charter School will be the responsibility of Charter School and not LAUSD. Charter School understands and acknowledges that Charter School will cover the outstanding debts or liabilities of Charter School. Any unused monies at the time of the audit will be returned to the appropriate funding source. Charter School understands and acknowledges that only unrestricted funds will be used to pay creditors. Any unused AB 602 funds will be returned to the District SELPA or the SELPA in which Charter School participates, and other categorical funds will be returned to the source of funds.

Charter School shall ensure the completion and filing of any annual reports required. These reports include but are not necessarily limited to:

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

These reports must be submitted to the CDE and the authorizing entity in the form required. These reports should be submitted as soon as possible after the Closure Action, but no later than the required deadline for reporting for the fiscal year.

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

### **Disposition of Liabilities and Assets**

The closeout audit must identify the disposition of all liabilities of Charter School. Charter School closure procedures must also ensure appropriate disposal, in accordance with the District Required Language provisions in Element 11 of this Charter, Charter School's governing board bylaws, fiscal procedures, and any other applicable laws and regulations, of any net assets remaining after all liabilities of Charter School have been paid or otherwise addressed. Such disposal includes, but is not limited to:

1. Charter School, at its cost and expense, shall return to the District any and all property, furniture, equipment, supplies, and other assets provided to Charter School by or on behalf of the District. The District discloses that the California Education Code sets forth the requirements for the disposition of the District's personal property and Charter School shall bear responsibility and liability for any disposition in violation of statutory requirements.
2. The return of any donated materials and property in accordance with any terms and conditions set when the donations were accepted.
3. The return of any grant and restricted categorical funds to their sources according to the terms of the grant or state and federal law.
4. The submission of final expenditure reports for any entitlement grants and the filing of Final Expenditure Reports and Final Performance Reports, as appropriate.

If Charter School is operated as or by a nonprofit corporation, and if the corporation does not have any functions other than operation of Charter School, the corporation shall be dissolved according to its bylaws.

Charter School shall retain sufficient staff, as deemed appropriate by the Charter School governing board to complete all necessary tasks and procedures required to close the school and transfer records in accordance with these closure procedures.

Charter School's governing board shall adopt a plan for wind-up of Charter School and, if necessary, the corporation, in accordance with the requirements of the Corporations Code.

Charter School shall provide LAUSD within fourteen (14) calendar days of the Closure Action with written notice of any outstanding payments due to staff and the time frame and method by which Charter School will make the payments.

Prior to final close-out, Charter School shall complete all actions required by applicable law, including but not limited to the following:

- a. File all final federal, state, and local employer payroll tax returns and issue final W-2s and Form 1099s by the statutory deadlines.
- b. Make final federal tax payments (employee taxes, etc.)
- c. Complete and submit all required federal and state filings and notices to the State of California, the Internal Revenue Service, and the Department of the Treasury, including but not limited to final tax returns and forms (e.g., Form 990 and related Schedules).

This Element 15 shall survive the revocation, expiration, termination, cancellation of this Charter, or any other act or event that would end Charter School's authorization to operate as a charter school or cause Charter School to cease operation. Charter School agrees that, due to the nature of the property and activities that are the subject of this Charter, the District and public shall suffer irreparable harm should Charter School breach any obligation under this Element 15. The District therefore reserves the right to seek equitable relief to enforce any right arising under this Element 15 or any provision of this Element 15 or to prevent or cure any breach of any obligation undertaken, without in any way prejudicing any other legal remedy available to the District. Such legal relief shall include, without limitation, the seeking of a temporary or permanent injunction, restraining order, or order for specific performance, and may be sought in any appropriate court.

## **Additional Provisions**

### **FACILITIES**

Charter School shall comply with all geographic and site limitations and related requirements set forth in Education Code sections 47605.1, 47602(a), and 47605(a).



### **District-Owned Facilities**

If Charter School is using District facilities as of the date of the submission of this charter petition or takes occupancy of District facilities prior to the approval of this charter petition, Charter School shall execute an agreement provided by the District for the use of the District facilities as a condition of the approval of the charter petition. If at any time after the approval of this charter petition Charter School will occupy and use any District facilities, Charter School shall execute an agreement provided by the District for the use of the District facilities prior to occupancy and commencing use. Charter School shall implement and otherwise comply with the terms of any and all applicable facilities use agreements between Charter School and the District.

The circumstances of Charter School's occupancy of District facilities may change over time such as, but not limited to, enrollment, programs, and the conditions of facilities, and the District has a vested interest in having an agreement that is appropriate for the situation.

For a Sole Occupant Agreement or any other use agreement that is not a Proposition 39 Single Year Co-location Use Agreement or a lease issued through the Notice of Intent and bid process, the term may be co-terminous with the approved Charter, as permitted by law. Charter School and the District shall negotiate any modifications of the agreement with the goal of such amendment or new agreement being considered by the LAUSD Board of Education with the renewal of the charter petition. If Charter School and the District cannot execute an agreement in time for such to be considered by the Board of Education with the renewal of the charter petition, the approval of the renewal of the charter petition shall be conditioned upon Charter School and the District executing an amendment to the existing use agreement or a new agreement no later than May 1<sup>st</sup> or within nine (9) months of the date of the Board of Education's approval of the renewal of the charter petition. During such time period Charter School shall be permitted to remain in occupancy of the District facilities under the terms and conditions of the immediately preceding, executed use agreement; provided, that if Charter School and the District cannot agree upon and execute an amendment or new use agreement by said deadline, Charter School shall vacate the District facilities on or before June 30<sup>th</sup> of said school year.

Charter School acknowledges and agrees that occupancy and use of District facilities shall be in compliance with applicable laws and District policies for the operation and maintenance of District facilities and furnishings and equipment. Charter School shall comply with all District health, safety, and emergency procedures and requirements and shall be subject to inspection by the District's Facilities Services Division, OEHS, and other District offices in the same manner as other LAUSD campuses. All District facilities (i.e., schools) will remain subject to those laws applicable to public schools.

In the event of an emergency, all District facilities (i.e., schools) are available for use by the American Red Cross and public agencies as emergency locations, which may disrupt or prevent Charter School from conducting its educational programs. If Charter School will share the use of District facilities with other District user groups, Charter School agrees that it will participate in and observe all District safety policies (e.g., emergency chain of information and participation in safety drills).

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

- Use: Charter School will be restricted to using the District facilities for the operation of a public school providing educational instruction to public school students consistent with the terms of the Charter and incidental related uses. Separate and apart from its right as authorizer to observe and inspect any part of the charter school at any time pursuant to Education Code 47607(a)(1), the District shall have and reserves the right to inspect District facilities upon reasonable notice to Charter School.
- Furnishings and Equipment: The District shall retain ownership of any furnishings and equipment, including technology, (“F&E”) that it provides to Charter School for use. Charter School, at its sole cost and expense, shall provide maintenance and other services for the good and safe operation of the F&E.
- Leasing; Licensing: Use of the District facilities by any person or entity other than Charter School shall be administered by the District. The parties may agree to an alternative arrangement in the use agreement.
- Programs, Services, and Activities Outside Instructional Program; Third Party Vendors
  - (i) Any program, service, or activity provided outside the instructional program shall be subject to the terms and provisions of the use agreement, and, additionally, may require a license, permit, or additional agreement issued by the District. The term “instructional program” is defined, per Education Code section 47612 and 5 CCR section 11960, as those required educational activities that generate funding based on “average daily attendance” and includes those extracurricular programs, services, and/or activities that students are required to participate in and do not require the payment of any consideration or fee.
  - (ii) Any program, service, or activity requiring the payment of any consideration or fee or provided by a third party vendor (defined as any person or entity other than Charter School), whether paid or volunteer and regardless of whether such may be within the instructional program, shall be subject to the terms and provisions of the use agreement and such third party vendor shall be required to obtain a license, permit, or additional agreement from the District.
- Minimum Payments or Charges to be Paid to District Arising From the Facilities:
  - (i) Pro Rata Share: The District shall collect and Charter School shall pay a Pro Rata Share for facilities costs as provided in the Charter Schools Act of 1992 and its regulations. The parties may agree to an alternative arrangement regarding facilities costs in the use agreement; and
  - (ii) Taxes; Assessments: Generally, Charter School shall pay any assessment or fee imposed upon or levied on the LAUSD facilities that it is occupying or Charter School’s legal or equitable interest created by the use agreement.

- **Maintenance & Operations Services:** In the event the District agrees to allow Charter School to perform any of the operation and maintenance services, the District shall have the right to inspect the District facilities, and the costs incurred in such inspection shall be paid by Charter School.
  - (i) **Co-Location:** If Charter School is co-locating or sharing the District facilities with another user, the District shall provide the operations and maintenance services for the District facilities and Charter School shall pay the Pro Rata Share. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such in the use agreement.
  - (ii) **Sole Occupant:** If Charter School is a sole occupant of District facilities, the District shall allow Charter School, at its sole cost and expense, to provide some operations and maintenance services for the District facilities in accordance with applicable laws and LAUSD's policies on operations and maintenance services for facilities and F&E. NOTWITHSTANDING THE FOREGOING, the District shall provide all services for regulatory inspections which as the owner of the real property it is required to submit, and deferred maintenance, and Charter School shall pay LAUSD for the cost and expense of providing those services. The parties may agree to an alternative arrangement regarding performance of the operations and maintenance services and payment for such services in the use agreement.
- **Real Property Insurance:** Prior to occupancy, Charter School shall satisfy requirements to participate in LAUSD's property insurance or, if Charter School is the sole occupant of LAUSD facilities, obtain and maintain separate property insurance for the LAUSD facilities. Charter School shall **not** have the option of obtaining and maintaining separate property insurance for the LAUSD facility IF Charter School is co-locating or sharing the LAUSD facility with another user.

### **Non-District-Owned Facilities**

**Occupancy and Use of the Site:** Prior to occupancy or use of any school site or facility, Charter School shall provide the CSD with a current Certificate of Occupancy or equivalent document issued by the applicable permitting agency that allows Charter School to use and occupy the site as a charter school. Charter School shall not exceed the operating capacity of the site and shall operate within any limitations or requirements provided by the Certificate of Occupancy and any applicable permit. Charter School may not open or operate without providing a copy of an appropriate Certificate of Occupancy to the CSD. If Charter School intends to move or expand to another facility during the term of this Charter, Charter School shall adhere to any and all District policies and procedures regarding charter material revision and non-material amendment. Prior to occupancy or use of any such additional or changed school site, Charter School shall provide an appropriate Certificate of Occupancy to the CSD for such facility. Notwithstanding any language to the contrary in this Charter, the interpretation, application, and enforcement of this provision are not subject to the Dispute Resolution Process outlined in Element 14.

**Facility Compliance:** Prior to occupancy or use of any non-District-owned school site and/or facility, Charter School shall ensure that the site and/or facility complies with all applicable building codes, standards and regulations adopted by the city and/or county agencies responsible for building and safety standards for the city in which Charter School is to be located, federal and state accessibility requirements (including the Americans with Disabilities Act (ADA) and Section 504), and all other applicable fire, health, and structural safety and access requirements. This requirement shall also apply to the construction, reconstruction, alteration of or addition to the facility. Charter School shall resolve in a timely manner any and all corrective actions, orders to comply, and notices issued by any authorized building and safety agency. Charter School cannot exempt itself from applicable building and zoning codes, ordinances, and ADA/Section 504 requirements. Charter School shall maintain on file readily accessible records that document facilities compliance and shall promptly provide such documentation to the CSD upon request.

**Pest Management:** Charter School shall comply with the Healthy Schools Act, Education Code section 17608, which details pest management requirements for schools.

**Asbestos Management:** Charter School shall comply with the asbestos requirement as cited in the Asbestos Hazard Emergency Response Act (AHERA), 40 C.F.R. part 763. AHERA requires that any building leased or acquired that is to be used as a school or administrative building shall maintain an asbestos management plan.

## **INSURANCE**

### **Insurance Requirements**

No coverage shall be provided to Charter School by the District under any of the District's self-insured programs or commercial insurance policies. Charter School shall secure and maintain, at a minimum, insurance as set forth below with insurance companies acceptable to the District [A.M. Best A-, VII or better] or the equivalent provided through a California Joint Powers Authority self-insurance program to protect Charter School from claims which may arise from its operations. Each Charter School location shall meet the below insurance requirements individually.

It shall be Charter School's responsibility, not the District's, to monitor its vendors, contractors, partners, and/or sponsors for compliance with the insurance requirements.

The following insurance policies are required:

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

Charter School's policy. Coverage shall be maintained with no Self-Insured Retention above \$15,000 without the prior written approval of the Division of Risk Management and Insurance Services for the LAUSD.

2. Workers' Compensation Insurance in accordance with provisions of the California Labor Code adequate to protect Charter School from claims that may arise from its operations pursuant to the Workers' Compensation Act (Statutory Coverage). The Workers' Compensation Insurance coverage must also include Employers Liability coverage with limits of \$1,000,000/\$1,000,000/\$1,000,000.
3. Commercial Auto Liability, including Owned, Leased, Hired, and Non-owned, coverage with limits of \$1,000,000 Combined Single Limit per Occurrence if Charter School does not operate a student transportation service. If Charter School provides student transportation services, the required coverage limit is \$5,000,000 Combined Single Limit per Occurrence.
4. Crime Insurance or Fidelity Bond coverage shall be maintained by Charter School to cover all Charter School employees who handle, process or otherwise have responsibility for Charter School funds, supplies, equipment, or other assets. Minimum amount of coverage shall be \$1,000,000 per occurrence/\$1,000,000 aggregate, with deductible that is acceptable to the Los Angeles Unified School District.
5. Cyber Liability insurance coverage with minimum limits of \$500,000 per occurrence and \$500,000 general aggregate.
6. Professional Educators Errors and Omissions liability coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
7. Sexual Molestation and Abuse coverage with minimum limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate. Coverage may be held as a separate policy or included by endorsement in the Commercial General Liability or the Errors and Omissions Policy.
8. Employment Practices Legal Liability coverage with limits of \$5,000,000 per occurrence and \$5,000,000 general aggregate.
9. Excess/Umbrella Liability insurance with limits of not less than \$10,000,000 is required of all high schools and any other school that participates in competitive interscholastic or intramural sports programs.

Coverages and limits of insurance may be accomplished through individual primary policies or through a combination of primary and excess policies and alternative methods of coverage as approved by the District. *The policy shall be endorsed to name the Los Angeles Unified School District and Its Board of Education as named additional insureds and shall provide specifically that any insurance carried by the District which may be applicable to any claims or loss shall be deemed excess and Charter School's insurance shall be primary despite any conflicting provisions in Charter School's policy.*

### **Evidence of Insurance**

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

*“Charter school shall be required to provide LAUSD with 30 days prior written notice by certified mail, return receipt requested, if the insurance afforded by this policy shall be suspended, cancelled, reduced in coverage limits or non-renewed.”*

Facsimile or reproduced signatures may be acceptable upon review by the Division of Risk Management and Insurance Services. However, the District reserves the right to require certified copies of any required insurance policies.

Should Charter School deem it prudent and/or desirable to have insurance coverage for damage or theft to Charter School, employee or student property, for student accident, or any other type of insurance coverage not listed above, such insurance shall not be provided by the District and its purchase shall be the responsibility of Charter School.

### **Hold Harmless/Indemnification Provision**

To the fullest extent permitted by law, Charter School does hereby agree, at its own expense, to indemnify, defend and hold harmless the LAUSD and the Board of Education and their 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. 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 Charter School and/or its officers, directors, employees or volunteers. Moreover, Charter School agrees to indemnify, defend and hold harmless “the LAUSD and the Board of Education and their members, officers, directors, agents, representatives, employees and volunteers, for any contractual liability resulting from third party contracts with Charter School's vendors, contractors, partners or sponsors.

### **FISCAL MATTERS**

#### **District Oversight Costs**

The District may charge for the actual costs of oversight of Charter School not to exceed 1% of Charter School's revenue, or the District may charge for the actual costs of oversight of Charter School not to exceed 3% if Charter School is able to obtain substantially rent free facilities from the District. Notwithstanding the foregoing, the District may charge the

maximum oversight fee allowed under the law as it may change from time to time. The oversight fee provided herein is separate and distinct from the charges arising under charter school facilities use agreements.

### **Cash Reserves**

Charter School acknowledges that the recommended cash reserve is 5% of expenditures, as provided in section 15450, title 5 of the California Code of Regulations.

### **Third Party Contracts**

Charter School shall ensure that all third party contracts, whether oral or written, for supplies, equipment, goods and/or services, for the direct or indirect benefit of, or otherwise related to the operation of, Charter School, require compliance with and otherwise conform to all applicable local, state, and federal policies, regulations, laws, and guidelines, including but not limited to licensing and permit requirements as well as requirements related to protection of health and safety.

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

In the event that Charter School owes funds to the District for the provision of agreed upon or fee for service or special education services or as a result of the State's adjustment to allocation of special education revenues from Charter School, Charter School authorizes the District to deduct any and all of the in lieu property taxes that Charter School otherwise would be eligible to receive under section 47635 of the Education Code to cover such owed amounts. Charter School further understands and agrees that the District shall make appropriate deductions from the in lieu property tax amounts otherwise owed to Charter School. Should this revenue stream be insufficient in any fiscal year to cover any such costs, Charter School agrees that it will reimburse the District for the additional costs within forty-five (45) business days of being notified of the amounts owed.

### **Student Body Funds**

Charter School shall supervise and manage any and all student body funds in a manner consistent with the provisions of Education Code sections 48930-48938. Charter School shall include and address student body funds in its financial reports, and ensure that such funds are included and addressed in Charter School's annual audit as a stand-alone item.

### **Audit and Inspection of Records**

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

- Charter School is subject to District oversight.
  
- The District's statutory oversight responsibility continues throughout the life of the Charter and requires that the District, among other things, monitors the fiscal condition of Charter School.
  
- The District is authorized to revoke this Charter for, among other reasons, the failure

of Charter School to meet generally accepted accounting principles or if Charter School engages in fiscal mismanagement.

Accordingly, the District hereby reserves the right, pursuant to its oversight responsibility, to audit Charter School books, records, data, processes and procedures through the District Office of the Inspector General or other means. The audit may include, but is not limited to, the following areas:

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

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

### **Fiscal Policies and Procedures**

Charter School shall establish, maintain, and implement sound fiscal policies and procedures, including but not limited to internal controls governing all financial and business-related activities.

### **Apportionment Eligibility for Students Over 19 Years of Age**

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

### **Local Control and Accountability Plan**

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